Catalog Version

Changes to the University Catalog are published on a periodic basis and reflect changes to policies and programs based on the decisions made by the university since the publications of the previous Catalog versions. The list below is a compilation of all published changes for each version of the 2013-2014 Catalog.

The previous version of the policy or program may be found in the archived PDF of the Kaplan University Catalog.

There are currently no revisions to the Kaplan University 2013-2014 Catalog.
If you are enrolled at a Learning Center, unless otherwise noted, you must adhere to Kaplan University online policies and procedures as stated in the University Catalog.

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

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

Kaplan Higher Education LLC owns and operates Kaplan University, a nonpublic college. Kaplan Higher Education LLC certifies that the information contained in the Catalog is current and correct, but is subject to change without notice, and does not constitute a binding agreement on the part of Kaplan University or Kaplan Higher Education. If changes are made to the information in this Catalog, a revised version will be provided.
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Policy Information
University Information

In this section, you can find information on the University's mission, purpose, and philosophy; history; and accreditation and memberships. A description of the University's library and assessment plan are also featured.

Faculty

Click on the links below to view faculty rosters.

- School of Arts and Sciences Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_ArtsSciences.pdf)
- School of Business Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Business.pdf)
- School of General Education Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_GenEd.pdf)
- School of Graduate Education Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Education.pdf)
- School of Health Sciences Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Health_Sciences.pdf)
- School of Information Technology Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Technology.pdf)
- School of Legal Studies Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Legal_Studies.pdf)
- School of Nursing Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Nursing.pdf)
- School of Public Safety Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_Criminal_Justice.pdf)
- Kaplan University Learning Centers Faculty Roster
  (http://www.kaplanuniversity.edu/Kaplan_University_Faculty_Roster_KULC.pdf)
- Hagerstown Campus Faculty Roster
  (http://www.kaplanuniversity.edu/hagerstown-maryland/faculty-roster.pdf)

Kaplan University Mission, Purpose, and Philosophy

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.

The 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.

Kaplan University History

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

In 2007, the Hamilton College campuses located in Cedar Falls, Cedar Rapids, Des Moines, Lincoln, Mason City, and Omaha became branch campuses of Kaplan University.

In 2009, the Hagerstown campus, formerly a Kaplan College campus, became a branch campus of Kaplan University.

In 2010, both the Lewiston and South Portland campuses of Andover College became branch campuses of Kaplan University.
In 2013, the Augusta campus was added as a branch campus of Kaplan University.

Concord Law School was founded in 1998 as the nation's first wholly online law school and one of Kaplan, Inc.'s first efforts in the area of higher education. Concord formally merged with Kaplan University in 2007.

Accreditation, Approvals, and Memberships

Kaplan University is accredited by The Higher Learning Commission (HLC) and a member of the North Central Association of Colleges and Schools (NCA).

For more information, visit their website at hlcommission.org. Use the links under "Contact Us" to reach the Commission.

Program and School Accreditation and Approvals

Additional approvals and program and school accreditation are noted under each area of study.

Concord Law School

- Concord Law School received initial affirmation of accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC) in 2000 and its most recent reaffirmation of accreditation in 2010. The Accrediting Commission of the DETC is listed by the U.S. Department of Education as a nationally recognized accrediting agency for distance learning. The DETC can be contacted at:
  1601 18th Street, NW
  Washington, DC 20009
  Tel: 202.234.5100
  Website: www.detc.org

- Concord Law School is authorized to operate as a degree-granting institution in the state of California and is registered as an unaccredited law school in the distance learning category with the California Committee of Bar Examiners:
  180 Howard Street
  San Francisco, CA 94105
  Tel: 415.538.2000
  Website: www.calbar.ca.gov

- Concord's unique method of delivering its program—utilizing the Internet without a fixed classroom facility—places it in the "distance learning" category under California law. The California Committee of Bar Examiners registers distance learning schools, and if study is completed in conformance with Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules) and all other requirements are met, graduates of the Juris Doctor program are eligible to sit for the California Bar Examination.

School of Arts and Sciences

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

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

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

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

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

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

School of Business

- Kaplan University's School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the Information Systems Security (INFOSEC) Professionals, NSTISSI-4011, and Senior Systems Managers, CNSSI-4012, certificates. See the School of Business policy page (http://catalog.kaplanuniversity.edu/Undergrad_Genera1_Policies.aspx) for further details. The CNSS can be contacted at:
  Committee on National Security Systems
  CNSS Secretariat
  National Security Agency
  9800 Savage Road, Suite 6716
  Fort George G. Meade, MD 20755-6716
  Tel: 888.678.4772 (Toll Free)
  Tel: 410.854.6805

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

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

The Iowa certification track of the Master of Arts in Teaching program is approved by the Iowa State Board of Education for the secondary teaching concentration area:
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146
Tel: 515.281.5296

School of Health Sciences

- The Associate of Applied Science in Medical Assisting program and the Medical Assistant Certificate program offered at campuses in the states of Iowa, Maryland, and Nebraska are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB):
  Commission on Accreditation of Allied Health Education Programs
  1361 Park Street
  Clearwater, FL 33756
  Tel: 727.210.2350
  Website: www.caahep.org
  The Associate of Applied Science in Medical Assisting program offered online and at campuses in the state of Maine is not accredited by the Commission on Accreditation of Allied Health Education Programs.

- The Associate of Applied Science in Health Information Technology program, offered online and at the Hagerstown campus, is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM can be contacted at:
  223 North Michigan Avenue, Suite 2150
  Chicago, IL 60611
  Tel: 312.233.1100
  Website: www.cahiim.org
  The Associate of Applied Science in Health Information Technology program offered online and at campuses in the state of Maine is not accredited by the Commission on Accreditation of Allied Health Education Programs.

- The Associate of Applied Science in Medical Transcription program is approved by the Approval Committee for Certificate Programs (ACCP), a joint committee established by the American Health Information Management Association (AHIMA) and the Association for Healthcare Documentation Integrity (AHDI). AHDI can be contacted at:
  4230 Kiernan Avenue, Suite 130
  Modesto, CA 95356-9322
  Tel: 209.527.9620

- The Phlebotomy Certificate program offered onsite in Hagerstown is approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):
  5600 North River Road, Suite 720
  Rosemont, IL 60018
  Tel: 773.714.8880

- The Dental Assistant Diploma program offered onsite in Omaha is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the U.S. Department of Education. The Commission on Dental Accreditation can be contacted at:
  211 East Chicago Avenue
  Chicago, IL 60611
  Tel: 312.440.4653

School of Information Technology

Kaplan University's School of Information Technology has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the Information Systems Security (INFOSEC) Professionals, NSTISSI-4011, and Senior Systems Managers, CNSSI-4012, certificates. See the School of Information Technology policy page (http://catalog.kaplanuniversity.edu/General_Policies.aspx) for further details. The CNSS can be contacted at:
Committee on National Security Systems
CNSS Secretariat
National Security Agency
9800 Savage Road, Suite 6716
Fort George G. Meade, MD 20755-6716
Tel: 888.678.4772 (Toll Free)
Tel: 410.854.6805

School of Nursing

- The online Bachelor of Science in Nursing—RN-to-BSN program and the online Master of Science in Nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE):
  One DuPont Circle, NW, Suite 530
  Washington, DC 20036
  Tel: 202.887.6791

- The Bachelor of Science in Nursing—RN-to-BSN and the Master of Science in Nursing programs offered online and the Practical Nursing Diploma program offered onsite in Cedar Rapids, Cedar Falls, and Des Moines are approved by the Iowa Board of Nursing. The Associate of Science in Nursing program offered onsite in Cedar Falls, Cedar Rapids, and Des Moines, and the Doctor of Nursing Practice program offered online have received interim approval:
  Iowa Board of Nursing
  400 SW 8th Street, Suite B
  Des Moines, IA 50309-4685
  Tel: 515.281.3255

- The Prelicensure Bachelor of Science in Nursing program offered onsite in Augusta is granted initial approval by the Maine State Board of Nursing:
  161 Capitol Street
  158 State House Station
  Augusta, ME 04333-0158
  Tel: 207.287.1133

- The Practical Nursing Diploma program offered onsite in Lincoln and Omaha is approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services. The Associate of Science in Nursing program offered onsite in Lincoln has received interim approval from the Nebraska Board of Nursing. The Nebraska Department of Health and Human Services can be contacted at:
  Nebraska Department of Health and Human Services
The Associate of Science in Nursing program at Pembroke Pines, FL, has been placed on probation by the Florida Board of Nursing:
Florida Board of Nursing
4062 Bald Cypress Way
Tallahassee, FL 32399-3257
For more information, please contact an Admissions Advisor.

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

State Approvals

Additional state approvals are noted below.

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

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

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

Florida
Kaplan University is licensed by the Florida Commission for Independent Education, license number 3296. Additional information regarding the University may be obtained by contacting the Commission:
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Tel: 888.224.6684 (Toll Free)

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

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

Iowa
- Kaplan University is authorized by the Iowa College Student Aid Commission:
  603 East 12th Street, 5th Floor
  Des Moines, IA 50319
  Tel: 877.272.4456 (Toll Free)
  Web: www.IowaCollegeAid.gov
  Qualified students of the University are eligible to receive Iowa state tuition grants.
- Kaplan University is approved by the Iowa Division of Vocational Rehabilitation and the Iowa Private Industry Area Council.

Kentucky
Kaplan University is licensed by the Kentucky Council on Postsecondary Education. Additional information regarding the University may be obtained by contacting the Council:
1024 Capitol Center Drive, Suite 320
Frankfort, KY 40601
Tel: 502.573.1555
Fax: 502.573.1535
Website: www.cpe.ky.gov
Note: The Master of Science in Higher Education degree is not recognized for rank change for K-12 teachers in Kentucky.

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

Maine
The Augusta, Lewiston, and South Portland campuses are approved by the state of Maine to offer the following degrees, which are authorized by the state of Maine legislature:
- Associate's degrees in accounting, business administration,
• Bachelor's degrees in business administration, criminal justice, early childhood development, information technology, and paralegal studies

Maryland

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

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

Minnesota

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

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

Missouri

Kaplan University is certified to operate by the Missouri Coordinating Board of Higher Education:
3515 Amazonas Drive
Jefferson City, MO 65109
Tel: 573.751.2361
Website: www.dhe.mo.gov

Nebraska

Kaplan University is authorized by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding the University may be obtained by contacting the Commission:
140 North 8th Street, Suite 300
Lincoln, NE 68509-5005
Tel: 402.471.2847

Nevada

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

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

New Mexico

Kaplan University is registered with the New Mexico Higher Education Department:
2048 Galisteo Street
Santa Fe, NM 87505-2100
Tel: 505.476.8400
Fax: 505.476.8453

Website: www.hed.state.nm.us

Tennessee

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

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

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

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

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

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

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

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

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

Texas

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

Washington

Kaplan University is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting
institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Kaplan University to offer field placement components for specific degree programs. The WSAC may be contacted for a list of currently authorized programs. Authorization by the WSAC does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the WSAC: P.O. Box 43430 Olympia, WA 98504-3430

West Virginia

Kaplan University is registered with the West Virginia Community and Technical College System.
West Virginia Higher Education Policy Commission
West Virginia Community and Technical College System
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301

Wisconsin

Kaplan University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about Kaplan University that have not been satisfactorily answered or resolved by the University should be directed to the Wisconsin Educational Approval Board:
210 West Washington Avenue, 3rd Floor
Madison, WI 53703
Tel: 608.266.1996
Website: www.eab.state.wi.us

Memberships

- The Associate of Applied Science in Human Services program and the Bachelor of Science in Human Services program are members of the Council for Standards in Human Service Education (CSHSE). The CSHSE can be contacted at:
Council for Standards in Human Service Education (CSHSE)
1935 South Plum Grove Road
PMB 297
Palatine, IL 60067

- Kaplan University is a member of the Association of Private Sector Colleges and Universities:
1101 Connecticut Avenue NW, Suite 900
Washington, DC 20036
Tel: 202.336.6700

Additional Approvals

- Kaplan University is a licensed testing center for the Travel Institute. Tests are offered at select University locations.

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

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

Library

Each onsite Kaplan University location maintains and develops information resources and services that support the education goals of students, faculty, and staff. Select locations also share these resources with the community. These resources include collections 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 state-sponsored interlibrary loan and resource sharing, as available.

Because library skills are an integral part of your academic achievement, you will receive instruction in library skills and procedures. The development of library skills is strengthened by research components built into the University's curriculum. Professional librarians and trained support personnel are available to assist students and faculty through the Academic Success Center and virtual library.

As a student enrolled in one of the University's educational delivery systems, you are assured access to educational resources and services through a variety of communication media.

The Kaplan Online Library offers access to over 50,000 e-books, the University's onsite library catalog, and articles from professional, scholarly, and trade journals. Services include book delivery and interlibrary loan services; reference assistance via toll-free phone, email, and live chat; real-time and multimedia instructional materials; and research collaboration with online library staff.

Visit the Kaplan Online Library (http://library.kaplan.edu/content.php?pid=150035).

Statement of Assessment

Assessment of your achievement is fundamental to the successful fulfillment of Kaplan University's mission. The University's comprehensive, outcomes-focused assessment plan is designed to ensure that you learn skills specific to your program of study, so that you may be successful in your chosen career, and develop knowledge in appropriate general education areas. In addition, the University is committed to assessing incoming students to ensure they possess the prerequisite foundational skills to be successful in their program of study. Data from the assessment of students' success informs decision making throughout the University.
Admissions

In this section, you can find the University’s general requirements for admission as well as requirements for international applicants. Information on entrance examinations and foundational coursework, conditional admission, first-term responsibilities, technology requirements, and the University's nondiscrimination policy is also featured.

Admissions Requirements

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

General Requirements

In order to present a complete application, you must:

1. Complete an Enrollment Agreement and any other documents required for your chosen program and submit moneys as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if you are under 18 years of age.

2. Complete an informational interview. For campus interviews, welcome your spouse or parents.

3. Speak, read, and write English fluently.

4. Complete financial arrangements prior to starting class, including any necessary financial aid applications.

5. Fulfill any program-specific and/or international admissions requirements [http://catalog.kaplanuniversity.edu/International_Applicants.aspx].

6. Consider a tour of the campus and/or online learning environment.

7. Attest to certain technological competencies [http://catalog.kaplanuniversity.edu/Technology_Requirements.aspx].

8. Resolve any balance you have at a prior Kaplan University location.

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

Additional Requirements for Undergraduate Programs

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

1. Be a high school graduate or possess a General Education Development (GED) certificate

2. Possess a home study certificate or transcript from a home study program that is equivalent to high school level and recognized by your home state; you must also be beyond the age of compulsory attendance in that state

3. Be a high school senior eligible to apply and submit proof of high school graduation

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

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

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

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

Additional Requirements for Graduate Programs

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

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

Exceptions to Standard Admissions

1. If you reside in Arkansas, Florida, or Illinois, you are not eligible to enroll in the advanced start degree option. If you reside in one of these states and have prior college credit we can provide you with a course–by-course evaluation of your prior learning upon receipt of your official transcript.

2. The state of Tennessee requires all undergraduate students who reside in Tennessee to supply the University with proof of graduation from a recognized high school program, receipt of a GED certificate, or receipt of a Home Study certificate. Acceptable proof consists of the following documents:

   a. A copy of an official high school transcript;

   b. An official GED certificate with scores or official notification that a GED certificate has been issued; or

   c. A valid Home Study certificate or transcript confirming completion of a home study program.

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

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

3. The state of Maine requires all students born after 1956 and enrolled in an onsite degree program to provide proof of specific immunizations at the time of admission. If you are
Acceptance to the University

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

If you are not accepted, you will have no financial obligation to the University beyond the application fee, which is nonrefundable.

Questions regarding the admissions decision should be addressed to the Dean of the academic program to which you applied or the Campus President/Executive Director.

Returning Students

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

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

International Applicants

Kaplan University is authorized under federal law to enroll nonimmigrant, alien students. If you are interested in enrolling in an online nursing, health science, or education program, speak to your Admissions Advisor for information related to international availability. Not all programs are available for enrollment.

As an international applicant, you must meet the following requirements in addition to the general admissions requirements:

1. Be at least 18 years old
2. If applying to an onsite program, submit bank statement(s), with balance(s) converted into U.S. dollars, indicating that you or your parent/guardian has sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire program of study, or a certified government sponsor letter indicating that tuition, fees, and/or living expenses will be paid in advance of each term. If you are enrolled in English language course(s) at another institution, bank statement(s) or a certified government sponsor letter proving sufficient funds for the entire Kaplan University program can be submitted along with the Enrollment Agreement.

3. Provide evidence of English language proficiency by submitting one of the following:
   a. Proof of completion of secondary education (or higher) in a country where English is the primary language
   b. A transcript indicating completion of at least 45 quarter credit hours (or equivalent) and a CGPA of 2.0 or higher (or equivalent) from a university located in an English-speaking country
   c. Proof of completion of secondary education at an international high school where English is the primary language of instruction
   d. A transcript indicating completion of an English composition course with a grade of "C" or better from a U.S. institution of higher learning
   e. The minimum required score on the University's English Proficiency examination
   f. Official results of an approved English proficiency exam. Minimum scores given below:

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

5. If applying to an onsite program, submit a registration fee of $100.00. Upon receipt of the Enrollment Agreement, the University will issue the appropriate paperwork to apply for a student visa if you are attending a residential campus.

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

Entrance Examinations and Foundational Coursework
As a condition of your enrollment in an undergraduate program, you may be required to take an entrance assessment.

If you do not achieve a minimum score, you may not be permitted to continue with the enrollment process, or you may be required, as an additional component of your conditional admission, to complete foundational coursework and earn a grade of satisfactory ("S").

You may retake foundational coursework once. However, if on the second attempt, you do not earn a grade of "S", you will not be permitted to reapply for admission to the University until a 1-year period has elapsed.

Onsite students are encouraged to register for one or two select first-term courses to accompany the foundational coursework. Please consult with your Education Advisor to determine available courses.

Conditional Admission

If you are a first-time undergraduate student at Kaplan University, you are considered conditionally admitted to the University and are not eligible for Title IV federal financial aid while in this status. All of the University's policies nevertheless apply, however, and you enjoy all the rights and resources of a fully accepted student during the period of conditional admission.

Nondegree-seeking students, returning students, and students enrolled in graduate programs will be considered fully accepted rather than conditionally admitted.

If, at the end of the third week of classes, you have participated in academic activity during the second or third week(s) of the term, you will be fully accepted into your program and become eligible for Title IV federal financial aid and to receive credit for all coursework completed. See the Attendance policy (http://catalog.kaplanuniversity.edu/Attendance.aspx) for further details on academic activities.

If you wish to depart the University without financial obligation, other than any application fee, you may do so by communicating this to your Education Advisor (online) or the Campus President or his or her designee (onsite) by phone or in writing prior to the end of the third week.

If you do not meet the criteria stated above, Kaplan University will not accept you as a fully enrolled student and your enrollment will be cancelled. You will not owe any financial obligation to the University except for the application fee, which is nonrefundable. If you decide to reapply for admission, you will not be eligible for the Kaplan Commitment again and must have all necessary documentation on file before reapplying. If you reapply for admission within 6 months of having your enrollment cancelled, you must submit an appeal to the Dean of your program (online) or the Academic Dean of the campus (onsite).

Onsite students must return all textbooks; failure to do so will result in a charge for those textbooks not returned. If you purchased textbooks for an undergraduate program, you may return them without charge at this point. If you purchased textbooks for a graduate program, you will be subject to the return policy of the seller and are encouraged to closely review this policy.

First-Term Responsibilities

By the last day of the first term, you must supply the official transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked transcripts required for your enrollment.

• If you are enrolled in an advanced start degree option, you must furnish an official transcript indicating receipt of a comparable associate's degree or bachelor's degree.

• If you are enrolled in a graduate or postbaccalaureate program, you must supply an official transcript showing completion of a bachelor's degree or higher credential, as required by your program of study.

A Note on Acceptable Credentials

There are institutions and companies who will provide any sort of educational credential for a fee with minimal or no student work required. Certificates and diplomas of this nature are not valid and you cannot be admitted based on such documentation. Kaplan University will examine the provenance of every credential and will approve only those that come from appropriately accredited sources.

Foreign Credentials

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

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

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

Technology Requirements

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

You must have the following skills:

1. Ability to use email to correspond with faculty, staff, and students

2. Ability to access, create, and save documents in Microsoft Office formats; at a minimum, you must be familiar with Microsoft Word

3. Ability to browse the Web, including downloading and installing common plug-ins (listed below) and configuring common browser options

4. Ability to configure and run applications, including an antivirus application, to ensure that your system is secure and transmitted files are virus free

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

Hardware

- A PC running a Microsoft Windows Operating System (XP, Vista, or Windows 7; please note that release candidate versions are not supported) or Mac OS X with the operating system's minimum requirements for processor, memory, and hard drive (See the Microsoft (http://www.microsoft.com/en-us/default.aspx) or Apple (http://www.apple.com/) website for minimum requirements)

- At least 10.0 GB of free hard-drive space (additional space
may be needed for multimedia files)

- 1024 x 768 monitor with a 16-bit or greater video card (24-bit preferred)
- DVD-ROM drive or CD-ROM drive
- Sound card with speakers and microphone (for selected courses)

Software*

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

*Please note: newly released versions of software may not be immediately supported.
†Specific courses require the use of Microsoft Word to submit assignments. Some classes require the use of additional software such as Microsoft Office 2010. You are responsible for ensuring that you have the licensed software required and should not enroll in courses for which you do not have the necessary licensed software.

Nondiscrimination Policy

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

Applicable Laws and Regulations

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)
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap)
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90

The University is committed to full compliance with these laws and has appointed compliance coordinators to assist those who have questions or concerns with respect to the University’s compliance with these laws. The name, address, and telephone number of these staff members are available through the University. The University has designated the following person as the Manager of Disability Services:

Tiffani Ashline
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.512.5333
Email: tashline@kaplan.edu

Disability Services

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

Online

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

The University has designated the following person as the Manager of Disability Services:

Tiffani Ashline
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.512.5333
Email: tashline@kaplan.edu

Onsite

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

Federal law prohibits discrimination on the bases of age, race, color, national origin, sex, and disability in programs receiving federal financial assistance. Kaplan University encourages you to bring all complaints or grievances regarding such discrimination to its attention.

A discrimination grievance is any complaint regarding discrimination on the basis of age, race, color, national origin, sex, including sexual harassment, or disability by Kaplan University or any Kaplan University employee, student, or other third party. If you have a complaint, you may present a grievance through the following discrimination grievance procedures. Kaplan University will investigate all complaints or grievances fully and promptly.

1. You should first bring the grievance to the attention of the Discrimination Grievance Coordinator, whose name and contact information appears below, as soon as possible following the occurrence of the alleged discrimination.
   Justin O’Sullivan
   Director of Student Relations
   6301 Kaplan University Avenue
   Fort Lauderdale, FL 33309
   Tel: 954.512.6343
   Email: studentrelations@kaplan.edu
   The grievance must be in writing and contain the following information:
   a. Your name and address;
   b. Description of and date of alleged violation;
   c. Names of persons responsible for the alleged violation (if known);
   d. Requested relief or corrective action, if applicable; and
   e. Any background information you believe to be relevant.

2. Upon the filing of a grievance, Kaplan University will conduct an investigation. If applicable, the University may take your statement and statements from witnesses.

3. Within a reasonable time, following receipt of the grievance, Kaplan University will complete its investigation and provide notice to you and all alleged responsible parties of the outcome of the investigation and the basis for its decision.

4. If Kaplan University determines that discrimination has occurred, it will take all appropriate steps to prevent the recurrence of the discrimination and to correct the effects felt by you and others, if appropriate.

5. You may also contact the U.S. Department of Education Office for Civil Rights at
   Lyndon Baines Johnson Department of Education Building
   400 Maryland Avenue, SW
   Washington, DC 20202-1100
   Tel: 800.421.3481 (Toll Free)
   Fax: 202.453.6012
   TDD: 877.521.2172 (Toll Free)
   You may file a complaint with the Office for Civil Rights at any time before, during, or after the grievance process. You do not have to complete the Kaplan University grievance process before contacting the Office for Civil Rights.
Prior Learning Assessment

You are encouraged to submit to the Registrar's Office all evidence of prior learning for evaluation. If you receive veterans benefits through Kaplan University, you must submit documentation of previous education for review.

All prior learning is reviewed on a case-by-case basis and credit is awarded ultimately at the discretion of the University.

General Guidelines

These are the general guidelines governing the application of prior learning credit. Visit the individual school sections for program-specific admissions requirements

1. Credits earned in any combination of prior learning credit will not exceed 75 percent of the credits required. Some graduate programs allow up to three courses to be replaced with transfer credit; however, these courses must be completed by the time you enroll at Kaplan University. Program-specific exceptions may apply. Please refer to the individual school sections for more information.

2. You must provide evidence of prior learning prior to the first day of the course for which the credit is intended.

3. Transcripts from foreign institutions must meet the same requirements as domestic institutions, and you must have them evaluated by an approved foreign credential evaluator before submitting them to the Registrar's Office.

4. Courses must be relevant to the degree in which you are enrolled.

5. Unless noted in the school-specific requirements, only transfer credit may be applied toward graduate programs.

6. Graduate transfer work completed more than 5 years prior to admission to the University will be evaluated on a case-by-case basis in order to determine the applicability of the coursework.

7. Kaplan University does not guarantee the transferability of credits from other educational institutions or other sources of prior learning.

8. Kaplan University considers a semester credit hour to be equal to 1.5 quarter credit hours. Course-to-course transfers of prior learning.

Types of Credit

Noted below are the types of prior learning for which the University may award credit.

Transfer Credit

If you attended other institutions in the past, you are encouraged to submit official transcripts to the Registrar's Office. Tennessee residents should refer to their state-specific Enrollment Agreement.

In order for a course to be transferrable, it must meet all of the following criteria:

1. It was completed at an accredited institution;

2. It is included on an official transcript;

3. It carries a grade of "C-" or better (undergraduate course), or "B" or better (graduate course); Kaplan University cannot consider marks of "Pass," "Credit," or similar;

4. It must be 100-level or higher and not otherwise designated as remedial, college-preparatory, or not at a college level;

5. It is relevant to your program of study and equivalent to the course requirements of your program (note that in some cases, we may ask you or your prior institution for a course syllabus or similar documentation to assist us in evaluating a particular course);

6. It must fit into your degree plan; and

7. It meets any additional program-specific requirements.

We strongly recommend that you provide your official transcripts to the Registrar's Office by the last day of the first term. After this point, in certain cases, we may deny you the opportunity for a transfer credit evaluation due to course scheduling factors.

Credit by Examination

Kaplan University offers you several opportunities to earn credit by achieving passing scores on standardized examinations: Kaplan University Challenge Exams and externally administered exams (CLEP, DANTES, AP, Excelsior, and others).

Official results of Challenge Exams and external tests must be received by the Registrar's Office prior to the first day of your final term, and always prior to the first day of the course(s) the exams are intended to replace.

Challenge Exams

Certain course requirements can be fulfilled by achieving a passing score on a Challenge Exam. For a complete list of available Challenge Exams and to register to take one, contact your Education Advisor. You will have one attempt to take a Challenge Exam and cannot take an exam if you have already begun or failed the equivalent course.

Note: Challenge Exams are not available for all Kaplan University courses and there is a fee for taking a Challenge Exam.

External Examinations

Kaplan University awards credit for passing scores on external exams such as DANTES Subject Standardized Tests (DSSTs), the College Level Examination Program (CLEP), the Advanced Placement Program (AP), Defense Language Proficiency Tests (DLPTs), and other similar exams.

Kaplan University awards credit based on the minimum scores recommended by Educational Testing Service (ETS) or the American Council on Education (ACE). Credit may be awarded for each test in which the recommended minimum score is earned and based on program guidelines and course outcomes.

Experiential Learning

The University recognizes three types of learning which, broadly speaking, fall into the category of experiential learning. All three types are reviewed on a case-by-case basis for relevance to your degree plan.

- Military Training: training gained during a period of military service that has been reviewed by the American Council on Education (ACE).

- Reviewed Professional Learning: transcripted learning from a professional or nonacademic environment that has been reviewed by ACE or the Registrar's Office and the appropriate Dean using ACE guidelines.
• Experiential Learning Portfolio: a portfolio that demonstrates prior learning from work or other experience.

If you wish to submit a portfolio in consideration for experiential learning credit, you must first enroll in EL 203: Portfolio Development, or an approved alternative, and are strongly encouraged to take this course in your first two terms. Upon successful completion of EL 203, you may submit a portfolio for up to 15 undergraduate courses, contingent on your particular program.

You may only submit one experiential learning portfolio during your time at Kaplan University.

Note: you will be charged a portfolio development course fee.
Student Information and Services

In this section, you can find information on academic freedoms and student responsibilities; student conduct; disciplinary actions, suspensions, and dismissals; the Family Educational Rights and Privacy Act; directory information; and university services. The University's problem resolution and grievance procedures and information specific to onsite students are also featured.

Academic Freedoms and Student Responsibilities

As a Kaplan University student, you have 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. You have the right to an impartial, objective evaluation of your academic performance. You 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. You will be treated in a manner conducive to maintaining your worth and dignity. You shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.

3. Disciplinary sanctions will not be imposed 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, you may seek redress through grievance procedures established in accordance with the University nondiscrimination policy (http://catalog.kaplanuniversity.edu/Nondiscrimination_Policy.aspx). Such procedures will be available to those students who make their grievances known in a timely manner.

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

6. All fees and financial obligations to the University will be fully disclosed and explained.

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

8. You have the right to a 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. You are responsible for conducting yourself in a professional manner within the institutional, clinical, externship, and lab settings, and to abide by the policies of the University.

10. You are expected to conduct all relationships with University staff and faculty, your peers, and your clients with honesty and respect.

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

12. You 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. You are encouraged to apply creativity in your own learning process while striving for academic excellence and to share your 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 the University is shared by all members of the academic community and administration. The freedom and effectiveness of the educational process at the 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.

Student Conduct

You are required to conduct yourself in accordance with the standards of your future profession. The University has also taken precautions to discourage dishonesty and preserve the academic integrity of its programs.

Conduct Violations

You will be held accountable for, or should report, the following violations:

1. All forms of dishonesty including cheating, plagiarism, forgery, and intent to defraud through falsification, alteration, or misuse of Kaplan University documents (see also the Honor Code).

2. Theft, deliberate destruction, damage, misuse, or abuse of Kaplan University property or the property of private individuals associated with the University.

3. Inappropriate or profane behavior that causes a disruption of teaching, research, administration, disciplinary proceedings, or other Kaplan University activities.

4. Failure to comply with Kaplan University officials acting within the scope of their employment responsibilities.

5. Failure to comply with all Kaplan University regulations, whether contained in official University publications or announced as administrative policy by a University official or other person authorized by the Campus President/Executive Director or the President of the University.

6. Violence or threats of violence toward persons or property of students, faculty, staff, or Kaplan University.

7. Improper use of email and Internet access. See Responsible Use of University Technology for additional information.
8. Failure to comply with federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials such as computer programs, music, movies, photographs, or written materials.

9. Sharing Kaplan University-provided user name and password information with another person, allowing another to impersonate a student while logged into any University system, or logging into any University system with another person's user name and password. Kaplan University provides each student with a distinct user name and password combination so that the University may confirm the identity of students as they log into online courses. Misuse of this information, impersonation of a student, or allowing another to impersonate a student is strictly prohibited.

Ongoing Conduct Violations

If you participate in onsite activities on Kaplan University, clinical, or externship property, you will be held accountable for, or should report, the following violations:

1. The use of alcoholic beverages or controlled substances on Kaplan University or externship property, including the purchase, consumption, possession, being under the influence of, or sale of such items.

2. If you are enrolled in a nursing program, the University may require you to submit to a drug/chemical substance test at any time during the course of the program if there is evidence of impaired behavior that may pose a risk to patients, other students, or the education program. The requirement to submit to a drug/chemical substance test is based on an assessment of behavior that reflects possible drug use and/or impairment. You must provide a valid, verifiable, current prescription and evidence of appropriate medical supervision for medications that may affect your academic or clinical performance during the nursing program. If you refuse the test, the University will assume you are using drugs/alcohol, which is considered a conduct violation.

3. The use of any tobacco products in Kaplan University buildings, and eating or drinking in the classrooms or any location other than designated areas.

4. Bringing animals onto Kaplan University property. No animals are allowed on the premises unless they are assisting the physically impaired or are being used as classroom subjects.

5. Bringing children into Kaplan University teaching areas. The University does not provide childcare services and cannot assume responsibility for their health and safety.

6. Failure to comply with all emergency evacuation procedures, disregarding safety practices, tampering with fire protection equipment, or violation of any other health and safety rules or regulations.

7. Inappropriate use of pagers, cell phones, or other electronic devices. All electronic devices must be in the "off" position while in the classroom.

8. Bringing dangerous items such as explosives, firearms, or other weapons, either concealed or exposed, onto Kaplan University property.

9. Physical abuse, verbal abuse, intimidation, harassment, coercion, stalking, and/or any conduct that threatens or endangers the physical or psychological health/safety of another person.

10. Rape, including acquaintance rape and/or sexual assault, in any form.

11. Unauthorized presence in, or forcible entry into, a Kaplan University facility or Kaplan University-related premises.

12. All forms of gambling.

13. Being in the presence of and/or aiding/abetting any of the aforementioned conduct violations.

Committing any of the violations listed above may result in a written warning concerning the misconduct and may result in disciplinary action up to and including immediate suspension and/or dismissal.

Personal Appearance

You are required to dress in an appropriate manner while on campus and at an assigned internship, externship, or clinical location. You 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. You are expected to practice good personal hygiene habits and maintain a clean, neat, and professional appearance at all times. If you fail to meet the dress requirements, you will be sent home and time missed will be recorded as an absence.

University Violence Prevention

Kaplan University views the health, safety, and security of its students, faculty, staff, campus community, and visitors as its highest priority. To foster an atmosphere that promotes Kaplan University's educational mission, the University is committed to maintaining a safe and healthy environment free of violence and threats of violence on campus, other work sites, and other places where members of the University community are engaged in University-sponsored activities.

Any behavior that is threatening, harassing, intimidating, or in any way dangerous or violent is strictly prohibited, will not be tolerated, and will result in swift remedial action. Any individual who is found to have engaged in such behavior will be subject to discipline, expulsion from Kaplan University, and/or referral to law enforcement authorities.

No individual will be subject to retaliation for making a good-faith report of real or perceived violence or threats of violence. All such behavior must be immediately reported to local law enforcement services and the Office of the Dean of Students via studentrelations@kaplan.edu.

Responsible Use of University Technology

Kaplan University values freedom of expression and encourages diverse viewpoints endemic to an academic institution. At the same time, the University expects you to act in a responsible, ethical, and legal manner when using the University's school facilities, equipment, websites, and systems ("Sites"). Sites include, but are not limited to, the online classroom, online seminars, virtual campus, discussion boards, and internal email system.

To facilitate social networking and to establish a sense of community, some Kaplan University Sites allow you to post your own content or communicate with others. When you use any Sites to post or transmit text, video, audio, or other material ("User Content") for social networking purposes, you agree to accept sole responsibility for your User Content.

Kaplan University Sites are intended to be used for business and educational purposes only. You must agree that your User Content, which includes information posted or communicated that is not considered an educational record under the Family Educational Rights and Privacy Act of 1974 (FERPA) (http://catalog.kaplanuniversity.edu/Family_Educational_Righ
In addition, the University licenses software to support its educational activities. Without express written consent of the University, you are not permitted to copy, remove, alter, or install software on equipment owned by the University. By using the University's computer equipment, software, and communication devices, you knowingly and voluntarily consent to your use of these systems being monitored and acknowledge the University's right to conduct such monitoring.

**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 the 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 the University's educational philosophy. With this goal, above all, you are warned to avoid any actions that give even the appearance of impropriety or reflect negatively on the University, its educational mission, or its students.

The Honor Code applies to any academic matter relating to your attendance, enrollment, and performance at the University. This includes any activity that may affect a grade, your 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 you are expected to complete on your 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**

1. Plagiarism (see the Plagiarism Policy [http://catalog.kaplanuniversity.edu/Plagiarism_Policy.aspx])
2. Altering academic or clinical records
3. Falsifying information for any assignments
4. Partly or wholly completing an assignment(s) by submitting work partially or wholly completed by another student
5. 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**

You are expected to conduct yourself as a responsible adult, to comply with all Kaplan University policies and regulations, to attend classes regularly, to meet your financial obligations to the University, and to maintain a satisfactory level of academic achievement.

You may be suspended or dismissed from the University if you:

1. Exhibit conduct that is found by the administration to be detrimental to fellow students, other individuals, the community, or the University, as addressed in the Student Conduct [http://catalog.kaplanuniversity.edu/Student_Conduct].
Any violation of the University’s policies or regulations may result in one or more of the following disciplinary actions:

1. Verbal warning
2. Written warning
3. Grade reduction
4. Suspension
5. Dismissal

The University’s administration will determine the action(s) to be taken based on the severity of the infraction and your prior disciplinary record. Days spent on suspension will be counted as absences and cannot exceed the amount of allowable absences stated in the Attendance Policy (http://catalog.kaplanuniversity.edu/Attendance.aspx).

You may submit a written appeal to the appropriate Kaplan University Review Committee within 10 business days of receiving notification of the disciplinary action. All grade-related and plagiarism appeals (http://catalog.kaplanuniversity.edu/Academic_Appeals.aspx) are to be directed to the Academic Appeals Committee. The appeal must include a General Report/Compliance Form (available from your Education Advisor or a compliance coordinator) and sufficient information to permit fact-finding and investigation.

The Committee will hold a meeting and you will be notified of the Committee's decision within 5 business days after the meeting.

## Problem Resolution and Grievance Procedures

Many questions or concerns that you may have can be resolved simply through discussion. You should observe the stated steps in seeking a resolution.

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.

### Online

- Step 1: Communicate with the appropriate instructor, staff member, or administrative manager.
- Step 2: Communicate with your Education Advisor.
- Step 3: Communicate with the Dean of your academic program.
- Step 4: Bring unresolved concerns to the attention of Kaplan University’s Student Relations. You may contact the Student Relations at studentrelations@kaplan.edu.

### Onsite

- Step 1: Communicate with the appropriate instructor, staff member, or administrative manager.
- Step 2: Communicate with the Program Coordinator.
- Step 3: Communicate with Campus President.
- Step 4: Bring unresolved concerns to the attention of Kaplan University's Student Relations. You may contact the Student Relations at studentrelations@kaplan.edu.

### Arizona Residents

If the complaint cannot be resolved after exhausting Kaplan University's grievance procedures, you may file a complaint with the Arizona State Board for Private Postsecondary Education. You must contact the State Board for further details. The State Board's address is:

1400 West Washington Street, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
Website: [www.ppse.az.gov](http://www.ppse.az.gov)

### Georgia Residents

The Georgia Nonpublic Postsecondary Education Commission (NPEC) posts a complaint process on its website, [www.gnpec.org](http://www.gnpec.org). This website contains information about the complaint process and includes instructions for filing a formal complaint. According to the website, you may file a verified complaint with NPEC after going through the complaint process published by the institution.

### Missouri Residents

The Missouri Department of Higher Education (MDHE) serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy can be found at [www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf](http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf). This web page contains information about the complaint process and includes instructions for how to file a formal complaint. Note that if you wish to file a complaint with the Department, the policy states that you must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

### New Mexico Residents

If the complaint cannot be resolved after exhausting Kaplan University's grievance procedures, you may file a complaint with the New Mexico Higher Education Department. You may obtain the required forms and information to file the complaint at [www.hed.state.nm.us](http://www.hed.state.nm.us).

### Wisconsin Residents

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

20 West Mifflin Street, 9th Floor
P.O. Box 8696
Madison, WI 53708-8696
Tel: 608.266.1996
Email: EABmail@eab.state.wi.us

### Residents of All Other States

A complete list of state agencies to which you may direct questions, concerns, or complaints is provided as a supplement to the Catalog.
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students and their parents certain rights with respect to their education records, including those stated below. The rights afforded to, and consent required of, parents under this Act transfer from the parents to the student once the student becomes eligible.

1. Online student records are maintained for a minimum of 6 years from the end of the award year aid was last awarded or award year you last attended. Campus student records are retained for a minimum of 5 years from the end of the award year aid was last awarded or award year you last attended. Academic transcripts are maintained indefinitely.

2. You have the right to inspect and review your education records during normal school hours with an appointment within 45 days of the day the Campus President/Executive Director receives a written, dated request for access. You are not permitted to inspect or review confidential student guidance notes maintained by the University, nor financial records, including any information those records contain, of your parents or guardians.

3. You have the right to request the amendment of education records that you believe are inaccurate, misleading, or a violation of privacy. To request amendment of an education record, submit a written, dated request to the Campus President/Executive Director, clearly identify the part of the record you want changed, and specify why it is inaccurate, misleading, or a violation of privacy. If the University decides not to amend the record, you will be notified of the decision and your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided when you are notified of the right to a hearing.

4. You have the right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or the eligible student, as applicable. The University may neither release nor disclose personally identifiable information contained in your education records to outside employers, agencies, or individuals without first securing a written release from you or your parent, as applicable, unless permitted by the Act. One exception to the above student record release policy permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position, including law enforcement unit personnel and health staff, or a person or company with whom the University is affiliated or has contracted such as an attorney, auditor, or collection agent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility. Upon request, the University discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

5. You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

Directory Information Public Notice

You have the ability to enter or restrict the listing of personal directory information through an online user interface. Upon withdrawal from the University, student directory information will be removed, and upon graduation from the University, student directory information will become eligible for inclusion in an alumni directory.

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) (http://catalog.kaplanuniversity.edu/Family_Educational_Rights_and_Privacy_Act.aspx), Kaplan University maintains an online directory for the University community. Upon the first day of attendance at the University, your profile listing, including your name and user name, become available to the University community (students, faculty, and administrators). The online directory may also include information commonly referred to as “directory information.” The University designates the following categories of student information as directory information:

- Name
- Address
- Telephone number
- Email address
- Photographic representations of students
- Field of study
- Grade level
- Enrollment status
- Dates of attendance at the University
- Degrees, honors, and awards received
- Participation in officially recognized campus activities

The 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. If you improperly use the directory or any information it contains, you may be subject to disciplinary action.

Additionally, the University may release directory information to third parties without your prior consent. Directory information may be disclosed by the University at its discretion for any purpose including, but not limited to, requests from law enforcement agencies and degree verification requests from prospective employers.

If currently enrolled, you may choose to withhold disclosure of your directory information by obtaining the Directory Information Withholding Request Form from the Registrar's Office, completing the form, and returning it to the Campus Registrar/Kaplan University Office of the Registrar. The University will honor your request to withhold directory information; however, cannot assume responsibility for subsequently contacting you for permission to release information to prospective employers, relatives, or other persons. The absence of a specific request to withhold your directory information indicates your approval for disclosure. Additionally, your request to withhold directory information will not affect previous disclosures made by the University prior to receipt of the request.

University Services

Kaplan University offers students the services noted below.

Career Services
Campus-Specific Information

Career Services is a student-focused provider of career assistance and is available to students currently enrolled and to eligible graduates. You have access to additional resources online 24 hours a day, and experienced Career Services staff will collaborate with you to create and implement career plans by providing support and advice.

Recognizing that career development is an ongoing, lifelong process, the Career Services team strives to help you understand the importance of self-assessment, occupational exploration, decision making, goal setting, networking, the job search, and developing productive connections in the workplace. Career Services offers a collaborative link between students, faculty, and prospective employers within the global employment community. Career Services fosters a welcoming, accessible environment where diversity is celebrated and the uniqueness of each individual is valued and respected.

The Career Services staff will assist in your job search. Many students choose to work on a part-time basis during their training to help with their education costs. If you require assistance in securing part-time employment while attending classes, Career Services will make reasonable efforts to assist in your search. Additional services include assistance with job search planning, resume and cover letter review, interview preparation, decision making, job offer negotiations, and various other job search and career-related issues.

Career services offered by the University are not an obligation or guarantee of employment. Although the University will assist you, finding a job is ultimately your responsibility. The University does not guarantee that you will be placed in any particular job, or at all. Some jobs may require additional training or certification.

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. Your program of study, employer needs, current economic conditions, and other factors may affect wage levels.

Guidance Services

You may experience educational, personal, or financial problems during your enrollment. Kaplan University offers education advising and other services to students, as necessary, to assist them in meeting their educational goals. If you require other types of professional assistance, the University will refer counselors or agencies you may contact.

Student Activities and Interaction

Student interaction is considered to be an important component of the academic experience at Kaplan University. Both the facility and class organization are designed to encourage opportunities for student communication. Class assignments include group work and cooperative learning activities. You are encouraged to contact your instructors or the Director of Education (onsite)/Education Advisor (online) if you wish to join study or special interest groups.

Kaplan University offers a wide range of activities and organizations in which you can participate. Clubs and activities reflect students' interests at each location, including online.

Information relevant to onsite students is noted below.

Crime Awareness and Campus Security

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

Prior to enrolling, you may contact the University's Admissions Office to request a copy of the Crime Awareness and Campus Security Policies and Procedures, including crime statistics.

Drug and Alcohol Abuse Awareness and Prevention

In compliance with the Drug-Free Workplace Act of 1988 (Public Law 101-266) and the Drug-Free Schools and Communities Act Amendments (Public Law 101-266), Kaplan University provides you with a Drug-Free Schools and Workplaces information package during the matriculation process. This 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 available drug and alcohol counseling, treatment, and rehabilitation programs.

Personal Property

Kaplan University assumes no responsibility for loss or damage to your personal property or vehicle, including the contents of your vehicle.

Student Housing

Fawley Hall, located at the Hagerstown Campus, is a residence hall featuring furnished three-bedroom suites that include a full kitchen, living and dining area, and bathroom. Each apartment is wired for telephone and cable television services. Wireless Internet is also provided. Coin-operated laundry facilities are available to hall residents.

Other campus locations lack dormitory facilities. Although it is your responsibility to find living accommodations, the University can help you locate lodging.

Student Health Services

Kaplan University does not provide health services for students. In the event of a student medical emergency, an alerted staff member will dial 911 for medical services. If you require nonemergency medical care, you will be given information about medical services or agencies that you may contact. Any costs incurred for medical services will be your responsibility.
Academic Information

In this section, you can find information on the academic calendar, adding/dropping courses and program changes, requesting a leave of absence, withdrawing from the University, obtaining a transcript or certification of enrollment, and transferring Kaplan University credits. The University’s definition of a unit of credit and the attendance policy are also featured.

Academic Calendar

- Select a calendar below to review important dates.
- Undergraduate Programs; Graduate Arts and Sciences, Health Sciences, Legal Studies, and Nursing Programs; and Master of Science in Educational Psychology Academic Calendar
  - A Track (http://www.kaplanuniversity.edu/Academic-Calendar-A.pdf)
  - B Track (http://www.kaplanuniversity.edu/Academic-Calendar-B.pdf)
  - C Track (http://www.kaplanuniversity.edu/Academic-Calendar-C.pdf)

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

Attendance

Regular participation in your courses is essential to your academic success.

At the campus locations, attendance is defined as attendance at a scheduled course meeting. Requirements for your attendance and participation are defined in each course’s syllabus. If you are not in attendance for at least 50 percent of any scheduled class, you will be considered absent from that class. If you arrive late for a class or leave early, you will be considered tardy. Continued, excessive tardiness or absences in any class could lead to disciplinary action up to and including expulsion from that class.

You must register attendance in online coursework by posting to a discussion board, virtual office, or drop box, attending a seminar, or participating in a quiz or other classroom activity.

If you have not participated in any class for 21 consecutive calendar days (excluding scheduled breaks), you will be administratively withdrawn from your program. You may not exceed 14 days of nonattendance if you are enrolled in a 6-week term.

Courses are presented in weekly units, which begin on Wednesdays at 12:00 am ET and end on Tuesdays at 11:59 pm ET.

If you fail to log into any individual class within the first 21 days of the term, you will be dropped from the class or classes.

If you are a first-term or returning student and do not register attendance within the first 14 days of the term (7 days online), your enrollment will be cancelled.

If you are withdrawn due to nonattendance and wish to return, you must apply for readmission and may not return sooner than the beginning of the next grading period.

Makeup Standards

You are encouraged to attend class every day and to be on time. It is your responsibility to learn the material covered while absent and to see that you make up missed work in compliance with Kaplan University’s 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.

Definition of a Unit of Credit

Kaplan University defines a credit hour in two ways:

1. As the reasonable equivalent of one hour of documented in-class activity (face-to-face classroom instruction and/or academically engaged activity in a virtual classroom) and two hours of documented out-of-class activity, combined to total three hours per week for ten weeks for one quarter hour of credit, including:
   a. Academically engaged and documented activity in a virtual classroom includes, but is not limited to, such examples as time spent in: seminars, discussion threads, exams/quizzes, and interactive simulations/exercises.
   b. Out-of-class documented activity includes, but is not limited to, such examples as time spent in: reading course-related material, writing, research, team work, study time, field trips, and tutoring.

2. As a measure that Kaplan University determines to be the reasonable equivalent to a credit hour of student work, as defined above, including such instances of awarding credit that includes, but is not limited to, the assessment of prior learning with proficiency shown via such examples as:
   a. CLEP or DANTES exam performance
   b. Evaluated programs of noncollegiate instruction such as ACE-recognized credit
   c. Experiential portfolio proficiency assessment
   d. Course challenge exams

Not applicable to Concord Law School. See the Concord Law School section (http://catalog.kaplanuniversity.edu/CLSOverview.aspx) for Concord-specific credit hour definitions.

Adding Dropping Courses and Program Changes

Review the guidelines below for adding or dropping a course or
changing your program

Adding a Course

You may add a course at any time during the drop/add period, as long as there is space available in the course. You should request this course addition through your Education Advisor (online)/Registrar (campus).

Dropping a Course

You may drop a course prior to or during the drop/add period without financial obligation or academic penalty.

If you drop a course after the drop/add period, you are responsible for the entire tuition of the course and will earn a "W" grade (http://catalog.kaplanuniversity.edu/Academic_Grades_and_Marks.aspx), which will affect your academic standing.

Please be aware that any of the above actions can affect your financial aid and the time required to complete your degree. It is ultimately your responsibility to determine the impact ahead of time by contacting your Education Advisor and the Financial Aid Office.

If you wish to drop a course and, as a result, withdraw from your program, refer to the Withdrawal section below and the Refund Policy (http://catalog.kaplanuniversity.edu/Refund_Policy.aspx).

Dropping Courses Due to Military Duties

If you must drop or withdraw from courses due to receipt of military orders and, as a result, are unable to attend class for more than 14 days, you will not be responsible for any tuition or fees incurred for the term in which the military order takes effect. Receipt of orders may include mobilization, activation, or a temporary duty assignment. You must notify your Education Advisor of receipt of orders, complete a Military Orders Drop/Withdraw form, and provide a fax or email copy of a valid order of duty. Please note, the above policy does not apply to the following situations:

1. Orders that result in a leave less than 14 days. You will not be eligible for a military drop/withdraw waiver of expenses and should contact your instructor(s) for alternate assignments to be completed upon return from military activities.
2. Enrollment in subsequent terms that follow the issuance of orders. The military drop/withdraw waiver of expenses is only valid for the term in which the military order takes effect. If you are enrolled in subsequent terms, you will be subject to the standard Dropping a Course policy noted above.

Student Course Load

Registering for more than 18 credits per term requires approval from the Dean of your academic program or the Campus President. A credit overload may result in charges to tuition charges and financial aid awards. Certain programs may have their own specific policies governing student course loads; refer to the individual school sections for more information.

Change of Program

You may request to change your program of study (between most programs) by working with your Education Advisor (online) or the Office of the Registrar (onsite).

Changing your program can substantially impact your financial aid eligibility and additional charges may be assessed.

All coursework from previous programs that is accepted toward the new program will be used in calculating satisfactory academic progress (http://catalog.kaplanuniversity.edu/Satisfactory_Academic_Progress.aspx).

To initiate the change of program process, speak to your Education Advisor. He or she will advise you on the process as well as how to submit any documents required by the desired program of study. The Dean of the program will make the final determination of acceptance to the program.

Undergraduate

You must have at least a 2.0 CGPA and meet the admissions requirements of the desired program of study. If your CGPA is below 2.0, but your GPA in all nonmajor courses is at least a 2.0, you may change academic programs with the permission of the Dean of the desired program.

Graduate

You must have at least a 3.0 CGPA and meet the admissions requirements of the desired program of study.

Leave of Absence and Withdrawal From the University

Leave of Absence

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

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

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

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

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

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

Withdrawal From the University

Circumstances sometimes require that you withdraw from the University. If your situation warrants withdrawal, please first refer to the Refund Policy (http://catalog.kaplanuniversity.edu/Refund_Policy.aspx) and then follow the steps below:

1. Meet with the Campus President/Executive Director or Office of the Registrar (onsite) or an Education Advisor (online) via telephone, mail, electronic notification, or in person to discuss your decision to withdraw. We will seek to make reasonable efforts to assist you in continuing your education.

2. Once you have officially notified the above indicated designee of your intent to withdraw, you should meet with representatives of the Financial Aid Office and the Business...
Office (online) or Bursar's Office (onsite) to discuss payment options. The Business/Bursar's Office can answer questions regarding financial obligations to the University, and the Financial Aid Office can answer questions regarding student loan repayment responsibilities. Refer to the Refund Policy for specific calculation information.

3. The Business/Bursar's Office will complete the refund calculation and communicate this to you.

4. If you are using veterans benefits and withdraw from the University, a notice of termination of enrollment will be sent to Veterans Affairs.

5. If you withdraw from and reenter a nursing or health science program, you may be required to demonstrate competency in clinical skills prior to beginning a clinical or externship.

Transcripts, Certifications, and Transfer of Kaplan University Credits

Transcripts and Certifications

Diplomas

You should receive your diploma approximately 6 weeks after the end of your final term, provided all academic requirements and financial obligations have been met. If you would like a duplicate or replacement diploma, simply contact your home campus registrar's office. A replacement fee may apply.

Transcripts

You may obtain an official transcript of your academic records from the Office of the Registrar.

To obtain a transcript, you must submit a Transcript Request Form (onsite) or electronic transcript request (online) along with the appropriate payment. There is no charge for unofficial transcripts. You will receive a free copy of your official transcript with your diploma when you graduate.

Certifications of Enrollment

You may obtain certification of your enrollment by submitting a request to the Office of the Registrar. Deferment or forbearance forms may also be submitted for certification, as needed. There is no charge associated with a certification.

Transfer of Kaplan University Credits to Other Schools

While Kaplan University credits are widely transferrable, it is at the sole discretion of a receiving institution to accept credits earned for transfer. The University cannot guarantee the transferability of any credits to other institutions.

Tennessee residents should refer to their state-specific Enrollment Agreement.
Academic Standards

In this section, you can find information on academic grades and marks, honors and awards, satisfactory academic progress, and academic appeals. The University's plagiarism policy is also featured.

Academic Grades and Marks

Academic Grades

Undergraduate Courses

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Above Average</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Above Average</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Average</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Below Average</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
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School of Nursing Undergraduate Programs

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<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
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<td>Superior</td>
</tr>
<tr>
<td>90–92.99</td>
<td>A-</td>
<td>3.7</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89.99</td>
<td>B+</td>
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<td>Above Average</td>
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<tr>
<td>83–86.99</td>
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<td>3.0</td>
<td>Above Average</td>
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<tr>
<td>80–82.99</td>
<td>B-</td>
<td>2.7</td>
<td>Above Average</td>
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<tr>
<td>77–79.99</td>
<td>C+</td>
<td>2.3</td>
<td>Average</td>
</tr>
<tr>
<td>75–76.99</td>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>74.99–0</td>
<td>F</td>
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<td>Failure</td>
</tr>
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</table>

Graduate Courses

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Academic Marks

Academic marks, unlike academic grades, have no effect on your GPA, but might affect your academic standing by influencing your rate of completion calculation (http://catalog.kaplanuniversity.edu/Satisfactory_Academic_Progress.aspx).

<table>
<thead>
<tr>
<th>Affects Credits Earned?</th>
<th>Affects Credits Attempted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>Yes</td>
</tr>
<tr>
<td>EC</td>
<td>Yes</td>
</tr>
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<td>I</td>
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<td>NR</td>
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<tr>
<td>P</td>
<td>Yes</td>
</tr>
<tr>
<td>S</td>
<td>No</td>
</tr>
<tr>
<td>TC</td>
<td>Yes</td>
</tr>
<tr>
<td>U</td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Yes</td>
</tr>
<tr>
<td>MW</td>
<td>No</td>
</tr>
</tbody>
</table>

*Only applicable to noncredit-bearing courses

Honors and Awards

Undergraduate Term Honors

You may receive term honors if, in a given term, you enrolled in at least 10 quarter credit hours and earned a GPA of 3.4 to 3.95 (Dean's List), or 3.96 to 4.0 (President's List).

Undergraduate Degree Honors

Degree honors will be awarded if you graduate from either an associate's or bachelor's degree program with a qualifying CGPA:

- Summa Cum Laude: 3.80 to 4.0
- Magna Cum Laude: 3.70 to 3.79
- Cum Laude: 3.50 to 3.69

This honor will be included on your diploma and your transcript.

Satisfactory Academic Progress Standards

You will be evaluated at the end of every term for satisfactory academic progress according to both a qualitative and quantitative standard.

Maximum Time Frame

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

If you are enrolled in a graduate program, you must complete the program in a 200 percent time frame. Additionally, you must complete the degree program no later than 7 years after completing the first class.

You will be immediately dismissed if the Office of the Registrar determines that it is ultimately impossible for you to complete all program requirements within the maximum time frame.

Evaluation Schedule
You will be evaluated at the end of every term for satisfactory academic progress according to both a qualitative and quantitative standard. Terms are equal to payment periods for financial aid purposes. The qualitative standard is defined as a minimum CGPA equal to the CGPA required for graduation. The quantitative standard is calculated by dividing the cumulative number of credits you have successfully completed by the cumulative number of credits you have attempted and is expressed as a percentage.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Minimum CGPA</th>
<th>Minimum Pace of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2.0</td>
<td>66.6%</td>
</tr>
<tr>
<td>Associate/Bachelor's</td>
<td>2.5</td>
<td>66.6%</td>
</tr>
<tr>
<td>Level Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>3.0</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

If you do not meet the satisfactory academic progress standards, you could lose your eligibility for federal financial aid. Financial aid recipients should refer to the Academic Eligibility for Financial Aid ([http://catalog.kaplanuniversity.edu/Academic_Eligibility_for_Financial_Aid](http://catalog.kaplanuniversity.edu/Academic_Eligibility_for_Financial_Aid)) section.

### Academic Probation and Dismissal

#### Academic Probation

If you do not meet all satisfactory academic progress standards at the end of any given term, you will be placed on academic probation and notified of the status change. In addition, you are strongly encouraged to seek academic advising and employ academic resources to regain good academic standing.

At the end of the probation term, unless you have an approved satisfactory academic progress appeal on file, you will be dismissed from the University if you are unable to regain good academic standing by meeting all satisfactory academic progress standards.

#### Satisfactory Academic Progress Appeals

The University may determine you are making academic progress, even if you do not meet the satisfactory academic progress standards, if the University determines that your failure to meet those standards was due to unforeseeable, extenuating circumstances, including the death of a relative, illness, or injury, or other special circumstances.

If you are placed on academic probation, you may submit an appeal to be placed on final academic probation (see below). The written appeal should explain the extenuating circumstances that caused your inability to meet the satisfactory academic progress standards and explain the corrective actions you have taken to ensure academic success if the appeal is granted. You may begin the appeal process during the period of academic probation and are encouraged to include supporting documentation that could have a bearing on the University's decision.

Satisfactory academic progress appeals will be reviewed by the Academic Dean's Office, and you will be notified of the decision.

#### Final Academic Probation

If you do not meet the satisfactory academic progress standards at the end of the probation term, but are able to meet the minimum graduation requirements within the maximum time frame and have an approved satisfactory academic progress appeal on file, you will be placed on final academic probation. You will be notified of the status change if you are placed on final academic probation.

The University will make a determination to place you on final academic probation for a payment period or create a customized academic plan that will define the academic standards you must meet in order to comply with the satisfactory academic progress standards by a specific point in time.

#### Academic Dismissal

You will be academically dismissed from the University if:

- You are placed on academic probation and are not approved to continue through the satisfactory academic progress appeals process, and/or
- You are placed on final probation and either do not make satisfactory academic progress by the end of the term or do not meet the terms of your academic plan.

If you do not earn a cumulative GPA of 1.0 or higher at the end of your first term of enrollment with the University, you will be subject to immediate dismissal.

### Grades Affecting Academic Progress

All credit hours attempted toward your current program of study will be considered when evaluating academic progress. Course withdrawals and repeated courses will be considered credit attempts for which no credit is earned. If an incomplete grade is granted, the course will be considered a credit attempt for which no credit is earned until a final grade is assigned. Remedial courses and audited courses will not affect satisfactory academic progress.

Any credits awarded for prior learning (“TC,” “CC,” and “EC”) will be included in the pace of completion and maximum time frame calculations as both credits earned and credits attempted. If you are reentering or changing to a different program, only courses applicable to the new program will be considered when assessing academic progress.

#### Repeated Courses

If you repeat a course, the grade received on the last repeat will replace all other grades for that course in the CGPA calculation. Previous grades earned for the repeated course will be marked on the transcript as indicated in the transcript legend. When you repeat a course, you will be charged the current tuition for the course and must assume the responsibility for all associated fees.

A failing grade is defined as any grade below the grade required for a passing grade.

#### Undergraduate Non-nursing Programs

If you fail the same course or its equivalent three times, you will be academically dismissed from the University.

#### Undergraduate Nursing Programs

If you fail the same course or its equivalent twice, you will be academically dismissed from the University.

In addition, you may not fail more than two nursing major courses. Upon failure of the third nursing major course, you will be immediately dismissed from the program.

If you are enrolled in the Practical Nursing Diploma Program, you may repeat no more than two failed courses in the program.

#### Graduate Programs

If you fail the same course or its equivalent twice, you will be academically dismissed from the University.

If you enroll in an academic program on or after August 3, 2011, you may repeat no more than two failed courses in your program of study.
Plagiarism Policy

Kaplan University considers academic honesty to be one of its highest values. You are expected to be the sole author of your 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 your 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 your responsibility to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.)
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty (This offense would include, but not be limited to, providing an assignment to another student to submit as his or her own work or allowing another student to copy answers to any test, examination, or assignment.)

In essence, plagiarism is the theft of someone else's ideas and work. Whether you copy verbatim or simply rephrase 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, you must take great care to distinguish your own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion thread, computer program, marketing plan, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be your original work. 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. You must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. You must acknowledge any collaboration and its extent in all submitted coursework. You are subject to disciplinary action if you submit as your own work a paper purchased from a term paper company or downloaded from the Internet. The 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.

Sanctions

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

- First offense: Failure of the assignment in which the action occurred.
- Second offense: Failure of the class in which the action occurred.
- Third offense: Expulsion or permanent dismissal from the University.

Plagiarism charges remain on your record permanently. Any offenses you accumulate while completing a program will be carried over if and when you reenroll in a program or begin a new program at the University.

Procedures for Processing Offenses

Procedures for processing plagiarism offenses are as follows:

1. Charges of academic dishonesty brought against you shall be made in writing by the instructor to the Provost's Office.
2. When an offense has been committed, the Provost's Office will send you a copy of the plagiarism policy and a letter of the action taken, and inform the Academic Department Chair, the Education Advisor (online)/Academic Dean (onsite), and the course instructor of any plagiarism charges. The Provost's Office maintains a database of plagiarism offenses and a file of all plagiarism charges.

Academic Appeals Policy

Academic Dishonesty Appeals Procedures

You must follow the below procedures to appeal an academic dishonesty charge.

Undergraduate

Step 1
If you wish to appeal an academic dishonesty charge, you must first contact the faculty member of the class in which the incident occurred within 10 days following notification of action. You should explain your reasoning for reconsideration. If you and the faculty member agree to a resolution, the faculty member notifies the Provost's Office/Campus Academic Dean's Office.

Step 2
If the problem has not been resolved and you wish to pursue the appeal, you must complete and send the Academic Appeal form to the Provost's Office/Campus Academic Dean's Office. The appeal will be forwarded to the Plagiarism Review Evaluator, an impartial expert on plagiarism. The Evaluator will consult academic department chairs and/or subject-matter experts as needed. The Evaluator will review the documentation and share his/her opinion with you.

Step 3
If you wish to pursue the appeal, you must notify the Provost's Office/Campus Academic Dean's Office within 10 days of the Evaluator's decision. Notice of the appeal will be sent to the faculty member and the Dean of your academic program, and the appeal will be forwarded to the Academic Appeals Committee, which will review the case and make a decision.

Step 4
If you disagree with the Academic Appeals Committee's decision, you must send a written letter of appeal to the Provost's
Office/Campus Academic Dean's Office within 10 days of the Committee's decision. The Provost/Campus Academic Dean will review the material presented and make a final ruling.

**Graduate Programs (Excluding Concord Law School)**

**Step 1**
If you wish to appeal an academic dishonesty charge, you must first contact the faculty member of the class in which the incident occurred within 10 days following notification of action. You should explain your reasoning for reconsideration. If you and the faculty member agree to a resolution, the faculty member notifies the Provost's Office.

**Step 2**
If the problem has not been resolved and you wish to pursue the appeal, you must complete and send the Academic Appeal form to the Provost's Office. The Provost's Office will forward the appeal on to the Plagiarism Review Evaluator, an impartial expert on plagiarism. The Evaluator will consult academic department chairs and/or subject-matter experts as needed. The Evaluator will review the documentation and share his/her opinion with you and send his/her written evaluation to the Provost's Office.

**Step 3**
If you do not agree with the decision, you must notify the Provost's Office within 10 days of the Evaluator's decision. The Provost's Office will forward the document to the Dean of your graduate program. The Dean or his/her designee will review the appeal and either approve or deny the appeal. Results of this decision will be sent to the Provost's Office.

**Step 4**
If you do not agree with the Dean's decision and wish to pursue the appeal, you must notify the Provost's Office within 10 days of the Dean's decision. The Provost's Office will forward the appeal to the Academic Appeals Committee, which will review the case and make a decision. A copy of the Committee's decision will be sent to the Provost's Office.

**Step 5**
If you disagree with the Academic Appeals Committee's decision, you must send a written letter of appeal to the Provost's Office within 10 days of the Committee's decision. The Provost will review the material presented and make a final ruling.

**Grade Appeals Procedures**

You must follow the below procedures if you believe unfair grading practices have occurred.

**Undergraduate**

**Step 1**
If you allege unfair grading practices for an assignment or course, you must first communicate with the faculty member of the class within 10 days of grades being posted online. The burden of proof is on you and you shall provide evidence that unfair grading practices occurred.

**Step 2**
If you and the faculty member agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and you wish to continue with an appeal, you must send the Academic Appeal form to the Provost's Office/Campus Academic Dean's Office within 10 days of the decision by the faculty member. The Provost's Office/Campus Academic Dean's Office will forward the appeal to the faculty member, the Dean of your program, and the Academic Appeals Committee, which will review the case and make a decision.

**Step 3**
If you disagree with the Committee's decision, you must send a written letter of appeal to the Provost's Office/Campus Academic Dean's Office within 10 days of the Committee's decision. The Provost's Office/Campus Academic Dean's Office will review the material presented and make a final ruling.

**Graduate Programs (Excluding Concord Law School)**

**Step 1**
If you allege unfair grading practices for an assignment or course, you must first communicate with the faculty member of the class within 10 days of grades being posted online. The burden of proof is on you and you shall provide evidence that unfair grading practices occurred.

**Step 2**
If you and the faculty member agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and you wish to continue with an appeal, you will send the Academic Appeal form to the Provost's Office/Campus Academic Dean's Office within 10 days of the faculty member's decision. The Provost will review the material presented and make a final ruling.

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

**Step 4**
If you disagree with the Committee's decision, you must send a written letter of appeal to the Provost's Office within 10 days of the Committee's decision. The Provost will review the material presented and make a final ruling.
Financial Information

In this section, you can find information on academic eligibility for financial aid, financial aid services, and scholarships. The University's definition of an academic year and the refund policy are also featured.

To view tuition and fee information, visit www.kaplanuniversity.edu/paying-school/tuition-fees.aspx. If you have a question about tuition rates, please contact your Education Advisor.

Enrollment Status and Definition of an Academic Year

Your enrollment status can impact financial aid eligibility.

The U.S. Department of Veterans Affairs may have different definitions for full-time and part-time status. You should consult the University's Certifying Official if you are receiving veterans benefits.

Undergraduate

An academic year consists of three terms of instruction, during which a full-time student will complete at least 36 credit hours. Thus, enrollment status is defined as:

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

Graduate, Standard Programs (10-week schedules)

An academic year consists of 30 weeks, during which a full-time student will complete 24 credit hours. Thus, enrollment status is defined as:

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

Graduate, Nonstandard Programs (6-week schedules)

An academic year consists of 30 weeks, during which a student will complete 20 credit hours. Thus, enrollment status is defined as:

- Three-quarter-time: 3 credit hours per term
- Half-time: 2 credit hours per term

Academic Eligibility for Financial Aid

To remain eligible for federal financial aid, you are required to maintain satisfactory academic progress. (http://catalog.kaplanuniversity.edu/Satisfactory_Academic_Progress.aspx) toward completion of your program.

Financial Aid Warning

If you are placed on academic probation, you will also be given a financial aid warning. You will have one payment period (one academic term) to regain good academic standing by meeting all satisfactory academic progress standards or you will lose academic eligibility for federal funding.

The University may restore your academic eligibility for financial aid, even if you do not meet the satisfactory academic progress standards, if the University determines that your failure to meet those standards was due to unforeseeable, extenuating circumstances, including the death of a relative, illness, or injury, or other special circumstances.

If you receive a financial aid warning, and have experienced extenuating circumstances, you should file a satisfactory academic progress appeal before the end of the payment period/term to be considered for financial aid probation and to avoid disruption to your enrollment.

Financial Aid Probation

After receiving a financial aid warning, you may submit an appeal to be placed on financial aid probation. The written appeal should explain the extenuating circumstances that caused the inability to meet the satisfactory academic progress standards and explain the corrective actions that have been taken to ensure academic success if the appeal is granted. You may begin the appeal process during the financial aid warning period and are encouraged to include supporting documentation that could have a bearing on the University's decision. You will be notified in writing of the outcome of the appeal review.

When you are placed on financial aid probation, you may also receive an academic plan. The academic plan identifies the academic standards you must meet each term in order to comply with the satisfactory academic progress standards.

When you are placed on financial aid probation, you will be denied eligibility for financial aid and academically dismissed from the University at the end of the payment period, unless you make satisfactory academic progress or the University determines that you have met the terms of your academic plan.

Financial Aid Services

Prior to enrolling at Kaplan University, you are encouraged to explore all options available for financing your 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 you understand your options.

If you receive loans to pay for your course of instruction, it is your 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.

You may be eligible for third-party funding sources from outside agencies and are encouraged to seek out such funding and familiarize yourself with the policies of such agencies. Although the University will assist you in completing the necessary forms and will provide any required information to the agency, it is ultimately your responsibility to ensure the agency's requirements are met.
Some alternative loans are only available to pay any direct tuition charges that are not covered by federal, state, or institutional funding. You are encouraged to take advantage of federal Title IV funding before applying to alternative loan programs. You and, when applicable, your parents have the right and ability to choose any lender you wish, and the University does not require that any loans be obtained from any particular lender or source.

The University is approved for the below loans and grants.

**Federal Grants (Undergraduate Only)**
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program

**State Grants (Undergraduate Only)**
- Arizona Leveraging Educational Assistance Partnership (AzLEAP) (Arizona residents)
- Florida Scholarship for Children and Spouses of Deceased or Disabled Veterans and Servicemembers (Florida residents)
- Florida Bright Futures Scholarship Program (Florida residents)
- Florida Post-Secondary Student Assistance Grant (Florida residents)
- Florida Jose Marti Scholarship Challenge Grant Fund (Florida residents)
- State of Iowa Scholarship Program (Iowa residents)
- Iowa Tuition Grant (Iowa residents)
- Iowa Grant (Iowa residents)
- Iowa National Guard (Iowa residents)
- Nebraska State Grant (Nebraska state residents—onsite only)
- Rhode Island State Grant (Rhode Island residents)
- Vermont State Grant (Vermont residents)

**Other Grants (Undergraduate Only)**
- Kaplan University 75th Anniversary Grant

**Loans (Available to All Students, Subject to Eligibility Requirements)**
- Subsidized Federal Stafford Loan (Undergraduate Only)
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

**Work Study (Undergraduate Only)**
- Federal Work Study Program
- State Work Study Program

**Other Agencies or Programs (Undergraduate and Graduate)**
- Promise Jobs
- Veterans Administration Benefits
- Workforce Investment Act*
- Division of Vocational Rehabilitation
- Defense Activity for Non-Traditional Education Support (DANTES)
- Canadian financial assistance may be available to those who qualify

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

**Refund Policy**

The following individuals shall be entitled to a refund of all monies paid, with the exception of the nonrefundable application fee:

- Applicants who are not accepted by Kaplan University;
- Applicants who are dismissed as a result of failing to meet the minimum entrance assessment score or to meet any other condition of enrollment or admittance required for the program of study; or
- Conditionally admitted students who choose to withdraw by the end of week 3 of the first term.

**Dropping Courses**

Provided you remain enrolled in your program, you may drop a course prior to or during the first 7 calendar days of the course without any financial obligation. If you drop a course beyond the first 7 calendar days, you will incur 100 percent financial responsibility for the course.

**Notice to Students**

If you withdraw or are dismissed from the University up through the 60 percent point in any payment period and received federal financial aid in the form of grants or loan funds, federal law requires that the University, and in some cases you, the student, return funds you did not earn to the U.S. Department of Education. In these situations, federal Title IV financial aid must be recalculated. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV Funds formula:

1. To determine the percentage of the payment period or term completed, the number of days completed up to the last date of academic attendance is divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.) This percentage is also the amount of Title IV financial aid earned.

2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, 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 you owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to your withdrawal.

If you earned less aid than was disbursed, the institution would be required to return a portion of the funds and you are required to return a portion of the funds. Keep in mind that when Title IV funds are returned, you, the student borrower, may owe a debt balance to the institution. If you earned more aid than was disbursed to you, the institution would owe you a post-withdrawal disbursement, which must be paid within 180 days of your withdrawal.

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

Refunds are allocated in the following order:
1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Parent (FPLUS) Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other Title IV assistance
8. Other state funds (unless otherwise mandated by the state)
9. Private and institutional aid
10. Student

**Withdrawal After Commencement of Classes**

The effective withdrawal date shall be the date on which any of the following occur:
1. The date you notify the University of withdrawal or the date of withdrawal, whichever is earlier
2. The beginning date of any term in which you fail to start classes
3. The last date of attendance once you have accumulated any 21 consecutive calendar days of absences (not including breaks)
4. The last date of attendance prior to the date when the University terminates your enrollment
5. The date that you are scheduled to return from a leave of absence and fail to do so

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

Note: if you are conditionally admitted, you shall be subject to the Refund Policy detailed above. If you elect to continue beyond the first 3 weeks, and are fully accepted into your program, you are responsible for the full tuition amount for that term.

**Tuition Refund Chart**

If you are a continuing student, not conditionally admitted, and/or conditionally admitted and have met the conditions of your admission and have been fully accepted into your program, you are subject to the Kaplan University Refund Policy and the Tuition Refund Chart. If you are a resident of Indiana, Tennessee, or Wisconsin, you should refer to your state-specific Enrollment Agreement. International students should refer to their international Enrollment Agreement.

<table>
<thead>
<tr>
<th>STUDENTS WITHDRAWING</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term*</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>During the first 6 calendar days of the 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>

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

**Iowa Residents Tuition Refund Chart**

If you attend a Kaplan University campus located in the state of Iowa or are an Iowa resident attending Kaplan University online, the following refund policy shall apply:

<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>
</tbody>
</table>

For the remainder of the term until completion, the tuition refund will be calculated as follows:

Number of scheduled school days remaining in the term/number of scheduled school days in the term multiplied by the total tuition multiplied by 90%

A term is considered complete if you receive a letter grade for any class, and no tuition refund will be granted.

You will not be charged an administrative fee if you withdraw from Kaplan University.

**For Iowa Service Members and Their Spouses With Dependent Children**

If you reside in the state of Iowa, are a military service member (active duty, guard, or reservist), and are deployed or mobilized, or are a spouse with a dependent child of a service member who gets deployed or mobilized, you may request a full refund of tuition and fees for all classes attended in the term for which the deployment or mobilization occurred.

**Maryland Residents Tuition Refund Chart**

If you reside in the state of Maryland and withdraw or are terminated after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:
The refund due shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. You will not be charged the $100 administrative fee if you withdraw from the University after completing 50 percent or more of any given term.

**Scholarships**

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

**Online**

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

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

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

**Onsite**

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

In this section, you can find general policies relevant to undergraduate students as well as policy and program information specific to the Schools of General Education, Arts and Sciences, Business, Health Sciences, Information Technology, Legal Studies, Nursing, and Public Safety. Undergraduate courses offered by the University are also featured.
Policy Information

The below policy information applies to students enrolled in a Kaplan University undergraduate program.

Certification, State Board, and National Board Exams

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. Kaplan University makes reasonable efforts to provide accurate information on test dates and fees for examinations. In some cases, work experience or field experience may be required to be eligible to take or to successfully pass these exams. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, the University cannot guarantee you will be eligible to sit for or will pass these exams.

In addition, a GED or high school diploma may be required to take state, national, or certification exams. Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before you take professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you may be denied the opportunity to take professional licensing, certification, or registration exams. You 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. It is your responsibility to inquire with the appropriate agencies or authorities about current requirements prior to enrolling in your program of choice or, if your circumstances change, at that time and at the time of making application for certification or licensure.

Employment and Continued Education

The University's programs are designed to prepare you to pursue employment in your field of study, or in related fields. However, the University does not guarantee that you will be placed in any particular job, eligible for job advancement opportunities, or employed at all. While many of the University's degree programs are designed to prepare you to pursue continued graduate-level education, the University cannot guarantee that you will be granted admission to any graduate programs.

Required Background Checks

For some programs, you may be required to undergo criminal background checks before starting classes; before you can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you 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. Consequently, you may be denied admission to some programs.

Some Kaplan University programs have specific background check requirements on which enrollment is predicated; these are explained in detail, where applicable, in the individual school sections. It is your responsibility to contact the appropriate agencies or authorities to inquire about current requirements prior to enrolling in your program of choice.

Externships and Clinical Experiences

In particular phases of study, some programs include an externship or clinical experience. The following guidelines are general; some programs have additional or different policies that are detailed in the individual school sections and supersede those listed below.

Although you are supervised by professionals at your externship or clinical site, you must continue to maintain contact with your program's Externship Coordinator on a regular basis.

In order to be eligible for an externship or clinical, you must meet the following academic requirements prior to starting the externship or clinical:

1. You must pass all required prerequisite courses, as indicated in this Catalog.
2. You may not have a grade of "F" for any major course, unless your academic record reflects that the course has been satisfactorily repeated.
3. You may not have an incomplete grade ("I") for any major course.
4. You must have a 2.0 GPA for externships graded as pass/fail.

During the externship or clinical training, you are expected to perform in an ethical, safe, and professional manner, and to assist in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

For many programs, externship and clinical hours are scheduled during the day and are typically Monday through Friday. Therefore, if you take night classes, you may need to complete externship and clinical hours during the day (please note that it may not be possible to locate a site that can provide externship or clinical hours at night, and you should take this into account when selecting a program). You should contact your program's Externship Coordinator for specific information on site availability and times. You may arrange the days or times of externship or clinical training only with written permission from Kaplan University. If you are absent from the externship or clinical training, you must inform both the site and the University.

All externship and clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and type of learning experience provided.

Graduation Requirements

To graduate, you must:

1. Successfully complete 100 percent of the required courses for your program of study and obtain the minimum cumulative GPA required within the maximum time frame permitted (see the Satisfactory Academic Progress Standards (http://catalog.kaplanuniversity.edu/Satisfactory_Academic_Progress.aspx) section for further information).
2. Return all property belonging to Kaplan University.
3. Attend Career Resources and Financial Aid exit interviews, if applicable.
4. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made. If satisfactory financial arrangements are not made, the graduation credential will be withheld.

Note: If you are enrolled in an advanced start bachelor's degree option, you must fulfill all prerequisites required for the bachelor's degree courses and, therefore, may be required to take more than the minimum 90 quarter credit hours in order to graduate.
Some programs may have additional requirements that must be met. If a program has additional graduation requirements, these can be found in the individual school sections.

**Advanced Start Degree Option**

If you have earned an associate's or bachelor's degree from a regionally or nationally accredited college, you may be eligible for the advanced start degree option.

The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, you 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 you the opportunity to join the workforce with the skills necessary to succeed while pursuing your 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate degree requirements.

In addition to possessing an associate's or bachelor's degree, you must also complete all prerequisites required for the bachelor's degree courses. Thus, you may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.
State-Specific Curricular Requirements

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

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

Arkansas

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

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

Associate of Science and Bachelor’s Degrees
Degrees must be composed of at least 53 quarter credit hours of general education courses, including:

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

Florida

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

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

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

Indiana

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

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

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

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

Maryland

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

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

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

Mission

Mission Statement

The General Education program supports the academic, social, personal, and professional development of learners throughout their engagement with the University. It also provides a learning experience that is engaging, enjoyable, and applicable to students' personal and professional lives while preparing students to meet expectations in chosen fields of study. Kaplan University is committed to professional and career preparation for all graduates. As an institution and an educational community, we commit to graduating "thinkers who can work and workers who can think."

Outcomes and Requirements

Over the course of 2013 Kaplan University will be transitioning its General Education program from Version A to Version B. New students will be enrolled into the program version currently in use by their program. Refer to the individual program descriptions for more information.

Please note: if you reside in certain states, you may be required to complete specific general education requirements. Please refer to the State-Specific Curricular Requirements section for more information.

General Education Program, Version A

The primary goal of the General Education program is to help ensure you are literate in each of the general education areas listed below. This means you understand and can apply the basic concepts of ethics, critical thinking, research, technology, arts and humanities, communication, mathematics, science, and social science. To help accomplish this goal, the General Education program includes six courses within the bachelor's degree programs in communication, mathematics, science, social science, and arts and humanities. These are interdisciplinary courses designed to introduce you to the basic concepts, terminology, and methodology of each area. Furthermore, each course offered at Kaplan University includes a writing assignment and the use of technology, reinforcing the communications and technology literacies. Each course also includes a unit of study based on one of the remaining seven literacies. These courses and units of study address practical issues and encourage you to reflect on your personal experience. Through repeated practice and study throughout your program, you will understand the interrelationship of broad fields of human inquiry and how they apply to your personal and professional life.

Arts and Humanities Literacy

Outcome
Recognize human potential through a study of human expressions.

Requirement
One 300/400-level course in arts or humanities in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies art concepts to the content of the course.

*Must be fulfilled by HU 300: Arts and Humanities-Twentieth Century and Beyond or its equivalent (via transfer credit).

Communications Literacy

Outcome
Demonstrate college-level communication through a variety of media.

Requirement
Two 100/200-level courses in communications in associate's and bachelor's degree programs.* Each course offered at the University will also include a writing assignment that will be assessed using a common rubric.

*Must be fulfilled by College Composition I and College Composition II or their equivalents (via transfer credit).

Critical Thinking Literacy

Outcome
Apply critical thinking to real-life situations.

Requirement
One-third of the required courses in each program will include a unit that teaches critical thinking and applies it to the content of the course.

Ethics Literacy

Outcome
Identify, apply, and evaluate ethical reasoning.

Requirement
One-third of the required courses in each program will include a unit that teaches ethics and applies them to the content of the course.

Mathematics Literacy

Outcome
Apply quantitative reasoning to real-world situations.

Requirement
One 100/200-level course in mathematics in associate's and bachelor's degree programs.* A quarter of the elective courses offered at the University will include a mathematics unit that applies math concepts to the content of the course.

*Must be fulfilled by MM 150: Survey of Mathematics or its equivalent (via transfer credit); must be fulfilled by MM 212: College Algebra for students enrolled in the Associate of Science in Nursing program.

Research and Information Literacy

Outcome
Apply methods for finding, evaluating, and using resources.

Requirement
One-third of the required courses in each program will include a unit that teaches research skills and applies them to the content of the course.

Science Literacy

Outcome
Analyze how scientific principles are applied in real-world contexts.

**Requirement**

One 300/400-level course in science in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a science unit that applies science concepts to the content of the course.

*Must be fulfilled by SC 300: Big Ideas in Science-From Methods to Mutation or its equivalent (via transfer credit).

**Social Science Literacy**

**Outcome**

Critically evaluate the social or psychological issues that impact human behavior.

**Requirement**

One 300/400-level course in social science in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies social science concepts to the content of the course.

*Must be fulfilled by SS 310: Exploring the 1960s-an Interdisciplinary Approach or its equivalent (via transfer credit).

**Technology Literacy**

**Outcome**

Use information technology to solve real-world problems and communicate effectively.

**Requirement**

You will take a diagnostic test to assess skills in technology. You will then take a degree-specific technology course, or other remediation method, depending upon results of the assessment.

**General Education Program, Version B**

The primary goal of the General Education program is to help ensure you are literate in each of the general education areas listed below. This means you understand and can apply the basic concepts of ethics, critical thinking, research, technology, arts and humanities, communication, mathematics, science, and social science. To help accomplish this goal, the General Education program includes six courses within the bachelor's degree programs in communication, mathematics, science, social science, and arts and humanities. A seventh course in professionalism and career development ensures you become a strong, career-focused professional. These courses are designed to introduce you to the basic concepts, terminology, and methodology of each area. Furthermore, each course offered at Kaplan University includes a writing assignment and the use of technology, reinforcing the communications and technology literacies. Each course also includes a unit of study based on one of the remaining seven literacies. These courses and units of study address practical issues and encourage you to reflect on your personal experience. Through repeated practice and study throughout your program, you will understand the interrelationship of broad fields of human inquiry and how they apply to your personal and professional life.

**Arts and Humanities Literacy**

**Outcome**

Recognize human potential through a study of human expressions.

**Requirement**

One course in arts or humanities in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies art concepts to the content of the course.

*Must be fulfilled by HU 200: Critical Evaluation in the Humanities, HU 245: Ethics, HU 250: Humanities and Culture, or their equivalent (via transfer credit).

**Communications Literacy**

**Outcome**

Demonstrate college-level communication through a variety of media.

**Requirement**

Two 100/200-level courses in communications in associate's and bachelor's degree programs.* Each course offered at the University will also include a writing assignment that will be assessed using a common rubric.

*Must be fulfilled by CM 107: College Composition I and CM 220: College Composition II or their equivalents (via transfer credit).

**Critical Thinking Literacy**

**Outcome**

Apply critical thinking to real-life situations.

**Requirement**

One-third of the required courses in each program will include a unit that teaches critical thinking and applies it to the content of the course.

**Ethics Literacy**

**Outcome**

Identify, apply, and evaluate ethical reasoning.

**Requirement**

One-third of the required courses in each program will include a unit that teaches ethics and applies them to the content of the course.

**Mathematics Literacy**

**Outcome**

Apply quantitative reasoning to real-world situations.

**Requirement**

One 100/200-level course in mathematics in associate's and bachelor's degree programs.* A quarter of the elective courses offered at the University will include a mathematics unit that applies math concepts to the content of the course.

*Must be fulfilled by MM 150: Survey of Mathematics, MM 212: College Algebra, or their equivalent (via transfer credit).

**Professionalism and Career Development Literacy**

**Outcome**

Apply skills which support career and professional success.

**Requirement**

One course in professionalism and career development in bachelor's degree programs.*

*Must be fulfilled by CS 204: Professional Presence or its equivalent (via transfer credit).
Research and Information Literacy

Outcome
Apply methods for finding, evaluating, and using resources.

Requirement
One-third of the required courses in each program will include a unit that teaches research skills and applies them to the content of the course.

Science Literacy

Outcome
Analyze how scientific principles are applied in real-world contexts.

Requirement
One course in science in bachelor's degree programs. A quarter of the elective courses offered at the University will include a unit that applies science concepts to the content of the course.


Social Science Literacy

Outcome
Critically evaluate the social or psychological issues that impact human behavior.

Requirement
One quarter of the elective courses offered at the University will include a unit that applies social science concepts to the content of the course.


Technology Literacy

Outcome
Use information technology to solve real-world problems and communicate effectively.

Requirement
You will take a diagnostic test to assess skills in technology. You will then take a degree-specific technology course, or other remediation method, depending upon results of the assessment.
School of Arts and Sciences

Mission

Mission Statement

The School of Arts and Sciences prepares students to become service professionals and leaders by offering programs that focus on the principles, communication, social awareness, critical thinking, and ethical decision-making skills needed to address the complex challenges in their careers.

General Policies

Please refer to the individual program pages for program-specific policies and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.
Bachelor of Science in Communication

Description and Outcomes

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Theory: Understand communication theory and how its basic elements and principles apply to various types of communication environments.
2. Essential Communication Skills: Use contemporary tools, transmissions, and processes to communicate effectively in both oral and written contexts in diverse social interactions and professional settings.
3. Technologies: Understand and use appropriately emerging communication technologies.
4. Research Methods: Acquire, interpret, and present knowledge gained through diverse and appropriate methods of inquiry to arrive at reasoned decisions.
5. Relational: Interact ethically in interpersonal and group communication.

Policies

Progression Requirements

1. You must achieve a minimum grade of "C" or better in both CM 107: College Composition I and CM 220: College Composition II.
2. If you are enrolled in the Advanced Start Bachelor of Science in Communication degree option and are required to take CM 220: College Composition II, you must achieve a minimum grade of "C" or better.

Degree Plan

Curriculum

Bachelor of Science in Communication - Standard

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
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<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
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<tr>
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<td>MM 150: SURVEY OF MATHEMATICS</td>
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<td>SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD</td>
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<tr>
<td>SC 255: GENERAL BIOLOGY I—HUMAN PERSPECTIVES</td>
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<td>Choose one of the following social science courses:</td>
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<tr>
<td>SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT</td>
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</tbody>
</table>
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 33

Major Requirements
CM 111: COMMUNICATION PROGRAM AND PROFESSION 5
CM 115: COMMUNICATION—CONCEPTS AND SKILLS 5
CM 202: MASS MEDIA AND BROADCASTING 5
CM 206: INTERPERSONAL COMMUNICATIONS 5
CM 208: COMMUNICATION RESEARCH SKILLS 5
CM 214: PUBLIC SPEAKING FOR THE PROFESSIONAL 5
CM 240: TECHNICAL COMMUNICATION 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5
CM 305: COMMUNICATING IN A DIVERSE SOCIETY 6
CM 310: COMMUNICATION AND CONFLICT 6
CM 313: TOOLS FOR THE DIGITAL AGE 6
CM 315: GROUP DYNAMICS AND TEAM BUILDING 6
CM 405: COMMUNICATING PERSUASIVELY 6
CM 410: ORGANIZATIONAL COMMUNICATION 6
CM 460: STRATEGIC COMMUNICATION 6
CM 499: BACHELOR’S CAPSTONE IN COMMUNICATION 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Communication - Advanced Start

Courses

PROGRAM REQUIREMENTS

Prior Degree Requirements
Comparable Associate’s or Bachelor’s Degree 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
CM 115: COMMUNICATION—CONCEPTS AND SKILLS 5
CM 206: INTERPERSONAL COMMUNICATIONS 5
CM 214: PUBLIC SPEAKING FOR THE PROFESSIONAL 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3

Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
CM 305: COMMUNICATING IN A DIVERSE SOCIETY 6
CM 310: COMMUNICATION AND CONFLICT 6
CM 313: TOOLS FOR THE DIGITAL AGE 6
CM 315: GROUP DYNAMICS AND TEAM BUILDING 6
CM 405: COMMUNICATING PERSUASIVELY 6
CM 410: ORGANIZATIONAL COMMUNICATION 6
CM 460: STRATEGIC COMMUNICATION 6
CM 499: BACHELOR’S CAPSTONE IN COMMUNICATION 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

TOTAL PROGRAM REQUIREMENTS 180

Locations

Online
Augusta
Davenport
Cedar Falls
Cedar Rapids
Des Moines
Hagerstown
Lewiston
Lincoln
Mason City
Omaha

48
<table>
<thead>
<tr>
<th>South Portland</th>
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</thead>
<tbody>
<tr>
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<td>![Green Circle]</td>
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<td>![Red Square]</td>
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<td>![Blue Up Arrow]</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Bachelor of Science in Early Childhood Development

Description and Outcomes

The Bachelor of Science in Early Childhood Development program is a nonlicensure program designed to prepare you to work in early childhood settings with children from birth through age 8. Foundation coursework concentrates on growth and development, applied theory, ethics and professionalism, children in the inclusive classroom, health and nutrition, and lesson planning and implementation.

The course curriculum blends theory and practice, and provides a general education foundation in ethics, critical thinking, and communication skills to support roles and responsibilities in diverse learning environments.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Program Length

The Bachelor of Science in Early Childhood Development program consists of a minimum of 180 quarter credit hours. If you are enrolled at a Maine campus and choose the student teaching option, you may be required to complete up to 192 quarter credit hours, which includes 18 quarter credit hours of student teaching. Upon successful completion of the program, you will be awarded a bachelor of science degree.

Program Outcomes

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.
11. Observation and Assessment: Evaluate developmentally appropriate observation and assessment to inform instructional planning for children and their families.
12. Learning Environments: Evaluate developmentally appropriate principles, tools, and practices to create effective learning environments for young children.
13. Ethics and Professionalism: Demonstrate use of professional standards, ethical values, critical inquiry, and advocacy practices of the early childhood field.
14. Individuality and Cultural Diversity: Demonstrate an understanding of the importance of individuality and cultural diversity of children and their families to learning and development.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

If you enroll in the Bachelor of Science in Early Childhood Development program at a campus in the state of Maine, you must pass a background check by the end of the first term. If you do not pass a background check or fail to complete a background check by the end of the first term of enrollment, you will be withdrawn from the program and will not owe any financial obligation to the University except for the application fee, which is nonrefundable. In addition to the background check conducted during the first term, if you choose to be placed at a student teaching site, you will be subject to a second background check prior to that placement.

Progression Requirements

In addition to the background check identified in the admissions requirements for the Bachelor of Science in Early Childhood Development, if you are enrolled in the program at a campus in the state of Maine and wish to complete the student teaching option, you must complete an additional criminal background check prior to placement at a student teaching site. If you are unable to pass a criminal background check prior to placement at a student teaching site, you will be dismissed from the program.

In addition, if you choose to complete the student teaching option, you must successfully pass specified professional competency exams prior to being eligible for placement at a student teaching site.

Certification, State Board, and National Board Exams

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

If you are enrolled in the Bachelor of Science in Early Childhood Development program at a Maine campus and are interested in seeking state of Maine early childhood and/or special education teacher certifications, you must successfully complete any required student teaching hours and additional specified electives to meet state certification eligibility requirements. Some certification options require an additional term of full-time student teaching for eligibility.

Contact the Kaplan University, Maine Department Chair if you are interested in pursuing certifications in the state of Maine. For additional information on certification options and requirements, contact the State of Maine Department of Education:

State of Maine Department of Education
23 State House Station
Augusta, ME 04333
Tel: 207.624.6603
Email: cert.doe@maine.gov
Website: www.maine.gov/education/cert

Degree Plan

Curriculum

Bachelor of Science in Early Childhood Development - Standard

<table>
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<td>TOTAL CORE REQUIREMENTS</td>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION</td>
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Total Degree Requirements 180 Credits

Curriculum

Bachelor of Science in Early Childhood Development - Standard - Maine Student Teaching Option

<table>
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SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5
TOTAL CORE REQUIREMENTS 18

Major Requirements
CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION 5
CE 114: EARLY CHILDHOOD DEVELOPMENT 5
CE 215: EARLY CHILDHOOD CURRICULUM PLANNING 5
CE 220: CHILD SAFETY, NUTRITION, AND HEALTH 5
CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN 5
CE 240: YOUNG CHILDREN WITH SPECIAL NEEDS 5
CM 206: INTERPERSONAL COMMUNICATIONS 5
CE 300: OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD 6
CE 310: CHILDREN’S LITERACY 6
CE 320: LANGUAGE DEVELOPMENT IN THE YOUNG CHILD 6
CE 330: TEACHING ACROSS CONTENT—MATH, SCIENCE, AND SOCIOLOGY FOR YOUNG CHILDREN 6
CE 410: TEACHING ART AND MUSIC IN EARLY CHILDHOOD 6
CE 420: CURRICULUM DEVELOPMENT 6
CE 430: LEARNING THROUGH PLAY IN THE INCLUSIVE CLASSROOM 6
CE 497: STUDENT TEACHING PART A 6
CE 498: STUDENT TEACHING PART B 12
Choose one of the following:
CE 100: PREPARING FOR A CAREER IN EARLY CHILDHOOD DEVELOPMENT 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5
Choose one of the following:
PS 124: INTRODUCTION TO PSYCHOLOGY 5
SS 144: SOCIOLOGY 5
TOTAL MAJOR REQUIREMENTS 105

Open Elective Requirements
OPEN ELECTIVES 54
TOTAL OPEN ELECTIVE REQUIREMENTS 54

TOTAL PROGRAM REQUIREMENTS 192
CE 499: BACHELOR’S CAPSTONE IN EARLY CHILDHOOD DEVELOPMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Early Childhood Development - Advanced Start - Maine Student Teaching Option

<table>
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<td>Prior Degree Requirements</td>
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<td>Comparable Associate’s or Bachelor’s Degree</td>
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<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
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</table>

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

Prerequisite Requirements
CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION 5
CE 215: EARLY CHILDHOOD CURRICULUM PLANNING 5
CE 240: YOUNG CHILDREN WITH SPECIAL NEEDS 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
CE 300: OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD 6
CE 310: CHILDREN’S LITERACY 6
CE 320: LANGUAGE DEVELOPMENT IN THE YOUNG CHILD 6
CE 330: TEACHING ACROSS CONTENT—MATH, SCIENCE, AND SOCIETY FOR YOUNG CHILDREN 6
CE 410: TEACHING ART AND MUSIC IN EARLY CHILDHOOD 6
CE 420: CURRICULUM DEVELOPMENT 6
CE 430: LEARNING THROUGH PLAY IN THE INCLUSIVE CLASSROOM 6
CE 497: STUDENT TEACHING PART A 6
CE 498: STUDENT TEACHING PART B 12

TOTAL MAJOR REQUIREMENTS 60

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

TOTAL PROGRAM REQUIREMENTS 192

Locations

<table>
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<td>Augusta</td>
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<td>South Portland</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Bachelor of Science in Human Services

Description and Outcomes

The Bachelor of Science in Human Services program draws from multiple disciplines, such as health services, psychology, sociology, law, and criminal justice, to help prepare you to meet the complex challenges of the twenty-first century in the growing field of human services.

The program is designed to help you gain the skills, knowledge, attitudes, and experience to assess, intervene, and evaluate the situations of the most vulnerable in our society in order to provide services that respond to the needs of clients. Blending theory and practice, the curriculum teaches you how to critically evaluate your social world as you explore the public and private policies that drive the day-to-day operations of human service agencies in this country and how you can best intervene on behalf of the clients you will serve. The program is designed to provide a broad understanding and the practical skills to help you discern how to be most helpful to clients and a proactive participant in the agency where you may work, which may include areas such as mental health, social services, education, rehabilitation, group and community work, and workplaces including nursing homes, hospitals, and clinics.

This program adheres to the curriculum standards of the Council of Standards in Human Service Education; however, it is not accredited by this agency. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Bachelor_of_Science_in_Human_Services_Policies.aspx) section for important program disclosure information.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Emphasis Areas

Three emphasis area options are available within the Bachelor of Science in Human Services program: human services administration, gerontology, and child and family welfare.

The human services administration emphasis area is designed to prepare you with the knowledge and skills to work with diverse funding sources, influence policy, supervise staff, and intervene on behalf of those most vulnerable in our society in situations involving other agencies and players in the human services industry.

The gerontology emphasis area focuses on the physical, mental, and psychosocial development of humans during the aging process. Choose this emphasis area if you have an interest in working directly with the growing aging population and as an advocate for seniors in our society. The courses are designed to prepare you to work with the change process of aging and address how the aging population impacts social policy and program delivery.

The child and family welfare emphasis area concentrates on the complexities of the issues and forces that bear down on children and families in our society. Upon graduation, you may assess, evaluate, intervene, and re-evaluate social structures, such as adoption, foster care, child protection, and reunification, as you work with children and families.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge and Skill Base: Demonstrate foundational knowledge of the theoretical bases, best practices, and historical and current trends related to the human services profession.
2. Planning and Evaluation Skills: Apply theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the human services profession.
3. Values and Ethics: Use the professional, ethical, and legal values, standards, and practices of the human services profession.
4. Information and Systems Management: Apply the information and skills necessary to manage and deliver human services.
5. Diversity and Global Awareness: Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of human services.

Policies

Certification, State Board, and National Board Exams

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

The Bachelor of Science in Human Services program is a member of the Council for Standards in Human Service Education (CSHSE); however, it is not accredited by this agency.

While the program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education, it does not qualify you to sit for the exam to become a Human Services—Board Certified Practitioner (HS-BCP™). You must meet post-degree experience requirements in order to sit for the examination.

**Degree Plan**

**Curriculum**

**Bachelor of Science in Human Services - Standard**

**Human Service Administration**

<table>
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<tr>
<td>300/400 LEVEL: EMPHASIS AREA COURSES</td>
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<td>HN 499: BACHELOR'S CAPSTONE FOR HUMAN SERVICES</td>
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<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
<td>88</td>
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</table>

**Open Elective Requirements**

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

**Emphasis Area Requirements - Human Service Administration**

| HN 345: PUBLIC RELATIONS IN NOT-FOR-PROFIT ORGANIZATIONS | 6 |
| HN 347: PUBLIC PERSONNEL ADMINISTRATION                 | 6 |
| HN 400: PROPOSAL DESIGNS FOR HUMAN SERVICES             | 6 |
| HN 450: LEGAL AND ETHICAL ISSUES IN HUMAN SERVICES      | 6 |
| **TOTAL EMPHASIS AREA REQUIREMENTS - HUMAN SERVICE ADMINISTRATION** | 0 |

Emphasis area courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**

| 180 |

**Curriculum**

**Bachelor of Science in Human Services - Standard**

**Gerontology**

<table>
<thead>
<tr>
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<tr>
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Total Core Requirements 33

Major Requirements
CM 206: INTERPERSONAL COMMUNICATIONS 5
HN 115: HUMAN SERVICES PROGRAM AND PROFESSION 5
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HN 330: CASE MANAGEMENT IN HUMAN SERVICES 6
HN 410: HUMAN SERVICES DELIVERY 6
MM 207: STATISTICS 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5
300/400 Level: Emphasis Area Courses 24
HN 499: Bachelor's Capstone for Human Services 6

Total Major Requirements 88

Open Elective Requirements
Open Electives 59

Total Open Elective Requirements 59

Emphasis Area Requirements - Gerontology
HN 360: THE AGING POPULATION AND SOCIETY 6
HN 365: PSYCHOLOGY OF AGING 6
HN 420: SOCIAL AND HEALTH CARE ISSUES IN AGING 6
HN 450: LEGAL AND ETHICAL ISSUES IN HUMAN SERVICES 6

Total Emphasis Area Requirements - Gerontology 0

Emphasis area courses are completed within the major requirements of the degree plan.

Total Program Requirements 180

Curriculum
Bachelor of Science in Human Services - Standard
Child and Family Welfare

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Total Open Elective Requirements 59

Emphasis Area Requirements - Child and Family Welfare
HN 370: CHILD WELFARE AND FAMILY 6

Total Major Requirements 88

Program Requirements
Core Requirements
CM 107: COLLEGE COMPOSITION I 5
CM 220: COLLEGE COMPOSITION II 5
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following mathematics courses:
MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5

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HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

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SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
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SC 250: SCIENCE FOR EVERYDAY LIFE 5

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Total Core Requirements 33

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CM 206: INTERPERSONAL COMMUNICATIONS 5
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Total Major Requirements 88

Open Elective Requirements
Open Electives 59

Total Open Elective Requirements 59

Emphasis Area Requirements - Child and Family Welfare
HN 370: CHILD WELFARE AND FAMILY 6
HN 377: STUDIES IN CHILD AND ADOLESCENT DEVELOPMENT 6
HN 430: ADVOCACY FOR FAMILIES AND YOUTH 6
HN 450: LEGAL AND ETHICAL ISSUES IN HUMAN SERVICES 6

TOTAL EMPHASIS AREA REQUIREMENTS - CHILD AND FAMILY WELFARE 0

Emphasis area courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Human Services - Advanced Start
Human Service Administration

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
Comparable Associate’s or Bachelor’s Degree 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
HN 115: HUMAN SERVICES PROGRAM AND PROFESSION 5
HN 144: HUMAN BEHAVIOR AND THE ENVIRONMENT 5
HN 200: SURVEY OF SOCIAL PROBLEMS 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
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TOTAL CORE REQUIREMENTS 18

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HN 300: HUMAN SERVICES AND SOCIAL POLICY 6
HN 330: CASE MANAGEMENT IN HUMAN SERVICES 6
HN 410: HUMAN SERVICES DELIVERY 6
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HN 499: BACHELOR’S CAPSTONE FOR HUMAN SERVICES 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

Emphasis Area Requirements - Human Service Administration
HN 345: PUBLIC RELATIONS IN NOT-FOR-PROFIT ORGANIZATIONS 6
HN 347: PUBLIC PERSONNEL ADMINISTRATION 6
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HN 450: LEGAL AND ETHICAL ISSUES IN HUMAN SERVICES 6

TOTAL EMPHASIS AREA REQUIREMENTS - HUMAN SERVICE ADMINISTRATION 0

Emphasis area courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Human Services - Advanced Start
Gerontology

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
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TOTAL EMPHASIS AREA REQUIREMENTS - HUMAN SERVICE ADMINISTRATION 0

Emphasis area courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:

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SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

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TOTAL CORE REQUIREMENTS 18

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TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Human Services - Advanced Start

Child and Family Welfare

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HN 115: HUMAN SERVICES PROGRAM AND PROFESSION 5
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TOTAL PREREQUISITE REQUIREMENTS 0

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### Locations

<table>
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<tr>
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<th>Online Instruction</th>
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<tr>
<td>Davenport</td>
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<td>Cedar Falls</td>
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<td>Lewiston</td>
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<td>Lincoln</td>
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</table>

Mason City: ![Blue](blue.png)
Omaha: ![Blue](blue.png)
South Portland: ![Red](red.png)

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

Description and Outcomes

If you have prior learning credit and are interested in creating a program to meet personal and professional interests, consider the Bachelor of Science in Liberal Studies program. The degree-completion program allows you to receive credit for eligible prior learning, which may include transfer credit from a regionally or nationally accredited institution, military training, or other experiential learning.

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

You will complete the core and major requirements outlined in the degree plan and may choose elective courses that support the educational goals developed in your Individualized Learning Plan.

Upon graduation, you may find career opportunities in a variety of fields based on the individualized design of the program.

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Occupational Specialization: Apply program-specific interests and general education knowledge to the development of an approved individualized degree plan designed for a specific career or professional occupation.
2. Interdisciplinary Core: Use the interdisciplinary approach to learning to successfully complete a student-selected, focused sequence of elective coursework.
3. Professional Competencies: Use critical thinking and effective communications in locating, presenting, and analyzing information.
4. Cultural and Diversity Awareness: Demonstrate an understanding of individual and cultural differences and effective collaboration with colleagues of diverse backgrounds.

Policies

Please refer to the Policy Information section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Liberal Studies - Standard

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SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 33

Major Requirements
CM 115: COMMUNICATION—CONCEPTS AND SKILLS 5
CM 310: COMMUNICATION AND CONFLICT 6
HU 245: ETHICS 5
HU 345: CRITICAL THINKING 6
MM 207: STATISTICS 5
SC 115: PRINCIPLES OF NUTRITION 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5
SS 360: AMERICAN WOMEN 6
100/200-LEVEL: MAJOR ELECTIVES 15
300/400-LEVEL: MAJOR ELECTIVES 24
LI 499: BACHELOR'S CAPSTONE IN LIBERAL STUDIES 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Liberal Studies - Advanced Start

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<tr>
<td>Prior Degree Requirements</td>
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<tr>
<td>Comparable Associate’s or Bachelor’s Degree</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
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</tr>
</tbody>
</table>

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

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
CM 310: COMMUNICATION AND CONFLICT 6
HU 345: CRITICAL THINKING 6
SS 360: AMERICAN WOMEN 6
300/400-LEVEL: MAJOR ELECTIVES 24
LI 499: BACHELOR'S CAPSTONE IN LIBERAL STUDIES 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

TOTAL PROGRAM REQUIREMENTS 180

Locations

<table>
<thead>
<tr>
<th>Online instruction</th>
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<tbody>
<tr>
<td>Online</td>
<td>Online instruction</td>
</tr>
<tr>
<td>Davenport</td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>Cedar Falls</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Cedar Rapids</td>
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<td>Des Moines</td>
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<td>Lincoln</td>
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<td>Mason City</td>
<td></td>
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<tr>
<td>Omaha</td>
<td></td>
</tr>
</tbody>
</table>

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

Description and Outcomes

(Currently Not Accepting Enrollments)

The Bachelor of Science in Professional Studies program is designed to prepare you to advance in the professional ranks of any sector—public, private, or nonprofit. The program integrates courses from across Kaplan University’s School of Arts and Sciences, School of General Education, School of Business, School of Information Technology, School of Public Safety, School of Legal Studies, and School of Health Sciences. The program is designed to build expertise across five themes central to the modern world: creativity, research, socially responsible leadership, technology, and communications. These concepts are integrated throughout the program in the course curriculum.

If you have prior learning credit and are interested in creating a program to meet personal and professional interests, consider the Bachelor of Science in Professional Studies program. The degree-completion program allows you to receive credit for eligible prior learning, which may include transfer credits from a regionally or nationally accredited institution, military training, or other experiential learning. The program is also designed to provide you with the leadership and administrative competencies required by many organizations.

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

Upon graduation, you may find career opportunities in a variety of fields based on the individualized design of the program.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Prior to enrollment, you must submit an unofficial transcript indicating previously earned college credit from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

If you do not have prior college credit, you may still gain entry to the program if you possess prior learning from work or other experience that can be evaluated by the University and applied to degree requirements. Contact an Admissions Advisor for more information on qualifying for experiential learning credit.

If you do not possess either prior college credit or prior learning from work or other experience, but you feel qualified to enter this program, you can appeal to the Dean of the School of Arts and Sciences or the Department Chair of the program.

Degree Plan

Curriculum

Bachelor of Science in Professional Studies - Standard

<table>
<thead>
<tr>
<th>Courses</th>
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Core Requirements

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<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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TOTAL CORE REQUIREMENTS 33

Major Requirements

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<td>CM 115: COMMUNICATION—CONCEPTS AND SKILLS</td>
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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements

<table>
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TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Professional Studies - Advanced Start

<table>
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<th>Courses</th>
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<tbody>
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<td>Prior Degree Requirements</td>
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<td>Comparable Associate’s or Bachelor’s Degree</td>
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TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements

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<thead>
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<td>100/200 LEVEL: ETHICS COURSE</td>
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TOTAL PREREQUISITE REQUIREMENTS 0

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<tr>
<td>Cedar Falls</td>
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<td>Cedar Rapids</td>
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<td>Mason City</td>
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<tr>
<td>Omaha</td>
<td>⚫</td>
</tr>
</tbody>
</table>

Notes:
- Online instruction
- Program enrollment through campus locations; online instruction
- Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Emphasis Areas

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

Accelerated Master's Degree Option

If you are interested in earning both a bachelor's and master's degree in psychology, consider the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Bachelor_of_Science_in_Psychology_Policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirement in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx):

If you reside in the state of Tennessee you may not enroll in the Industrial/Organizational Psychology emphasis area.
Progression Requirements

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

If you are enrolled in the Bachelor of Science in Psychology program and wish to continue on to pursue a Kaplan University Master of Science in Psychology, you may be eligible to take the following graduate-level psychology courses in place of open electives:

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

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

1. Have completed between 100 and 145 quarter credit hours in the Bachelor of Science in Psychology program, including any credits received for prior learning. If you are enrolled in the advanced start degree option, you must have completed a minimum of 55 quarter credit hours at the University.

2. Have at least 20 credits of open electives available in your degree plan.

3. Possess a minimum cumulative GPA of 3.0.

4. Obtain a grade of "B" or better in each of the above-listed courses.

5. Submit an essay that details career goals and associated reasons for enrolling in the Master of Science in Psychology program.

You should consult with your Education Advisor to ensure that you are eligible for this option and should discuss any financial aid implications with your Financial Aid Officer.

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

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

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

The Behavior Analyst Certification Board can be contacted at:

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

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University's Bachelor of Science in Psychology program do not guarantee or prepare graduates for state licensure.

Degree Plan

Curriculum

Bachelor of Science in Psychology - Standard

Child Development

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
</tr>
<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
<td>5</td>
</tr>
<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
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<tr>
<td>Choose one of the following mathematics courses:</td>
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<tr>
<td>MM 150: SURVEY OF MATHEMATICS</td>
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</tr>
<tr>
<td>MM 212: COLLEGE ALGEBRA</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following arts and humanities courses:</td>
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<tr>
<td>HU 200: CRITICAL EVALUATION IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HU 245: ETHICS</td>
<td>5</td>
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<td>HU 250: HUMANITIES AND CULTURE</td>
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</tr>
<tr>
<td>Choose one of the following science courses:</td>
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</tr>
<tr>
<td>SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD</td>
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<tr>
<td>SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES</td>
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<tr>
<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
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<td>SC 250: SCIENCE FOR EVERYDAY LIFE</td>
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<tr>
<td>Choose one of the following social science courses:</td>
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</tr>
<tr>
<td>SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT</td>
<td>5</td>
</tr>
</tbody>
</table>

Certification, State Board, and National Board Exams

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 33

Major Requirements
CM 206: INTERPERSONAL COMMUNICATIONS 5
MM 207: STATISTICS 5
PS 115: PSYCHOLOGY PROGRAM AND PROFESSION 5
PS 200: INTRODUCTION TO COGNITIVE PSYCHOLOGY 5
PS 210: HISTORY OF PSYCHOLOGY 5
PS 220: CHILD AND ADOLESCENT PSYCHOLOGY 5
PS 300: RESEARCH METHODS I 6
PS 330: PERSONALITY DEVELOPMENT 6
PS 410: SCREENING AND ASSESSMENT 6
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5
300/400 LEVEL: EMPHASIS AREA COURSES 24
PS 499: BACHELOR’S CAPSTONE IN PSYCHOLOGY 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

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

Emphasis Area Requirements - Child Development
PS 340: EXCEPTIONAL NEEDS CHILDREN 6
PS 345: LANGUAGE AND SPEECH DEVELOPMENT AND DISORDERS 6
PS 350: WORKING WITH CHILDREN IN A DIVERSE WORLD 6
PS 420: SOCIAL RELATIONSHIPS IN CHILDHOOD 6

TOTAL EMPHASIS AREA REQUIREMENTS - CHILD DEVELOPMENT 0

Emphasis area courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Psychology - Standard

Applied Behavior Analysis

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
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<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
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<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
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<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
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Choose one of the following mathematics courses:
MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5

Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 33

Major Requirements
CM 206: INTERPERSONAL COMMUNICATIONS 5
MM 207: STATISTICS 5
PS 115: PSYCHOLOGY PROGRAM AND PROFESSION 5
PS 200: INTRODUCTION TO COGNITIVE PSYCHOLOGY 5
PS 210: HISTORY OF PSYCHOLOGY 5
PS 220: CHILD AND ADOLESCENT PSYCHOLOGY 5
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PS 330: PERSONALITY DEVELOPMENT 6
PS 410: SCREENING AND ASSESSMENT 6
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5
300/400 LEVEL: EMPHASIS AREA COURSES 24
PS 499: BACHELOR’S CAPSTONE IN PSYCHOLOGY 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

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

Emphasis Area Requirements - Applied Behavior Analysis
PS 340: EXCEPTIONAL NEEDS CHILDREN 6
PS 360: APPLIED BEHAVIOR ANALYSIS I 6
PS 365: APPLIED BEHAVIOR ANALYSIS II 6
PS 430: PROGRAM DESIGN AND EVALUATION 6

TOTAL EMPHASIS AREA REQUIREMENTS - APPLIED BEHAVIOR ANALYSIS 0

TOTAL PROGRAM REQUIREMENTS 180
Emphasis area courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

### Curriculum

**Bachelor of Science in Psychology - Standard**

**Substance Abuse**

<table>
<thead>
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<th>Courses</th>
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<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
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Open Elective Requirements

**OPEN ELECTIVES** 59

**TOTAL OPEN ELECTIVE REQUIREMENTS** 59

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

**Emphasis Area Requirements - Substance Abuse**

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Emphasis area courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

### Curriculum

**Bachelor of Science in Psychology - Standard**

**Industrial/Organizational Psychology**

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PS 124: INTRODUCTION TO PSYCHOLOGY 5
300/400 LEVEL: EMPHASIS AREA COURSES 24
PS 499: BACHELOR’S CAPSTONE IN PSYCHOLOGY 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

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

Emphasis Area Requirements - Industrial/Organizational Psychology
PS 390: INTRODUCTION TO INDUSTRIAL/Organizational Psychology 6
PS 391: PSYCHOLOGY OF LEADERSHIP 6
PS 392: ATTITUDES AND MOTIVATION IN THE WORKPLACE 6
PS 451: SELECTION AND ASSESSMENT IN ORGANIZATIONS 6

TOTAL EMPHASIS AREA REQUIREMENTS - INDUSTRIAL/Organizational Psychology 0

Emphasis area courses are completed within the major requirements of the degree plan. Emphasis area is not available in Tennessee.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Psychology - Advanced Start

Child Development

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
Comparable Associate’s or Bachelor’s Degree 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
MM 207: STATISTICS 5
PS 220: CHILD AND ADOLESCENT PSYCHOLOGY 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5

TOTAL PREREQUISITE REQUIREMENTS 0

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

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
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SC 250: SCIENCE FOR EVERYDAY LIFE 5
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SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
PS 300: RESEARCH METHODS I 6
PS 330: PERSONALITY DEVELOPMENT 6
PS 410: SCREENING AND ASSESSMENT 6
300/400 LEVEL: EMPHASIS AREA COURSES 24
PS 499: BACHELOR’S CAPSTONE IN PSYCHOLOGY 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

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

Emphasis Area Requirements - Child Development
PS 340: EXCEPTIONAL NEEDS CHILDREN 6
PS 345: LANGUAGE AND SPEECH DEVELOPMENT AND DISORDERS 6
PS 350: WORKING WITH CHILDREN IN A DIVERSE WORLD 6
PS 420: SOCIAL RELATIONSHIPS IN CHILDHOOD 6

TOTAL EMPHASIS AREA REQUIREMENTS - CHILD DEVELOPMENT 0
Courses

PROGRAM REQUIREMENTS

Prior Degree Requirements

Comparable Associate’s or Bachelor’s Degree 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements

MM 207: STATISTICS 5
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TOTAL PREREQUISITE REQUIREMENTS 0

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

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TOTAL CORE REQUIREMENTS 18

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TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements

OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

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

Emphasis Area Requirements - Applied Behavior Analysis

PS 340: EXCEPTIONAL NEEDS CHILDREN 6
PS 360: APPLIED BEHAVIOR ANALYSIS I 6
PS 365: APPLIED BEHAVIOR ANALYSIS II 6
PS 430: PROGRAM DESIGN AND EVALUATION 6

TOTAL EMPHASIS AREA REQUIREMENTS - APPLIED BEHAVIOR ANALYSIS 0

Emphasis area courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Psychology - Advanced Start

Substance Abuse

Courses

PROGRAM REQUIREMENTS

Prior Degree Requirements

Comparable Associate’s or Bachelor’s Degree 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements

MM 207: STATISTICS 5
PS 220: CHILD AND ADOLESCENT PSYCHOLOGY 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5

TOTAL PREREQUISITE REQUIREMENTS 0

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TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements

OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

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TOTAL EMPHASIS AREA REQUIREMENTS - APPLIED BEHAVIOR ANALYSIS 0

Emphasis area courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Psychology - Advanced Start

Substance Abuse

Courses

PROGRAM REQUIREMENTS

Prior Degree Requirements

Comparable Associate’s or Bachelor’s Degree 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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TOTAL OPEN ELECTIVE REQUIREMENTS 24

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

**Emphasis Area Requirements - Substance Abuse**

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**Curriculum**

**Bachelor of Science in Psychology - Advanced Start**

**Industrial/Organizational Psychology**

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**Prerequisite Requirements**

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</tbody>
</table>

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

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following arts and humanities courses:</td>
<td></td>
</tr>
<tr>
<td>HU 200: CRITICAL EVALUATION IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HU 245: ETHICS</td>
<td>5</td>
</tr>
<tr>
<td>HU 250: HUMANITIES AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following science courses:</td>
<td></td>
</tr>
<tr>
<td>SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD</td>
<td>5</td>
</tr>
<tr>
<td>SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES</td>
<td>5</td>
</tr>
<tr>
<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SC 250: SCIENCE FOR EVERYDAY LIFE</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following social science courses:</td>
<td></td>
</tr>
<tr>
<td>SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT</td>
<td>5</td>
</tr>
<tr>
<td>SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH</td>
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</tr>
<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
<td><strong>18</strong></td>
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**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PS 300: RESEARCH METHODS I</td>
<td>6</td>
</tr>
<tr>
<td>PS 330: PERSONALITY DEVELOPMENT</td>
<td>6</td>
</tr>
<tr>
<td>PS 410: SCREENING AND ASSESSMENT</td>
<td>6</td>
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<tr>
<td>300/400 LEVEL: EMPHASIS AREA COURSES</td>
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<tr>
<td>PS 499: BACHELOR'S CAPSTONE IN PSYCHOLOGY</td>
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**Open Elective Requirements**

<table>
<thead>
<tr>
<th>OPEN ELECTIVES</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

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

**Emphasis Area Requirements - Industrial/Organizational Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PS 390: INTRODUCTION TO INDUSTRIAL/Organizational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS 391: PSYCHOLOGY OF LEADERSHIP</td>
<td>6</td>
</tr>
<tr>
<td>PS 392: ATTITUDES AND MOTIVATION IN THE WORKPLACE</td>
<td>6</td>
</tr>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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**Open Elective Requirements**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
<td><strong>24</strong></td>
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</tbody>
</table>

Eligible students who choose to complete the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option will take four graduate-level courses in addition to selected undergraduate electives.
PS 451: SELECTION AND ASSESSMENT IN ORGANIZATIONS 6

TOTAL EMPHASIS AREA REQUIREMENTS - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 0

Emphasis area courses are completed within the major requirements of the degree plan. Emphasis area is not available in Tennessee.

TOTAL PROGRAM REQUIREMENTS 180

Locations

<table>
<thead>
<tr>
<th>Locations</th>
<th>Online instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
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<tr>
<td>Augusta</td>
<td><img src="#" alt="Online" /></td>
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<tr>
<td>Davenport</td>
<td><img src="#" alt="Campus" /></td>
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<tr>
<td>Cedar Falls</td>
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<td>Cedar Rapids</td>
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<td>Des Moines</td>
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<td>Mason City</td>
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<td>Omaha</td>
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<tr>
<td>South Portland</td>
<td><img src="#" alt="Online" /></td>
</tr>
</tbody>
</table>

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

Description and Outcomes

The Associate of Applied Science in Early Childhood Development program is designed to provide you with the introductory knowledge and skills to work with young children (birth through age 8) and families in early childhood settings. Specific emphasis is placed on the young child’s growth and development, working with children in the inclusive classroom, health and nutrition needs, and lesson planning and implementation.

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Please refer to the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
</tr>
<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following mathematics courses:</td>
<td></td>
</tr>
<tr>
<td>MM 150: SURVEY OF MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>MM 212: COLLEGE ALGEBRA</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL CORE REQUIREMENTS</td>
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</tr>
<tr>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td>CE 100: PREPARING FOR A CAREER IN EARLY CHILDHOOD DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>CE 114: EARLY CHILDHOOD DEVELOPMENT</td>
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</tr>
<tr>
<td>CE 215: EARLY CHILDHOOD CURRICULUM PLANNING</td>
<td>5</td>
</tr>
<tr>
<td>CE 220: CHILD SAFETY, NUTRITION, AND HEALTH</td>
<td>5</td>
</tr>
<tr>
<td>CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN</td>
<td>5</td>
</tr>
<tr>
<td>CE 240: YOUNG CHILDREN WITH SPECIAL NEEDS</td>
<td>5</td>
</tr>
<tr>
<td>CM 206: INTERPERSONAL COMMUNICATIONS</td>
<td>5</td>
</tr>
<tr>
<td>CE 299: ASSOCIATE’S CAPSTONE FOR EARLY CHILDHOOD DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>PS 124: INTRODUCTION TO PSYCHOLOGY</td>
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</tr>
<tr>
<td>SS 144: SOCIOLOGY</td>
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<td>TOTAL MAJOR REQUIREMENTS</td>
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</tbody>
</table>

Open Elective Requirements
<table>
<thead>
<tr>
<th>Locations</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Online</td>
<td>● Online instruction</td>
</tr>
<tr>
<td>Augusta</td>
<td>▲ Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>Lewiston</td>
<td>▲ Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>South Portland</td>
<td>▲</td>
</tr>
</tbody>
</table>

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

Description and Outcomes

The Associate of Applied Science in Human Services program draws from multiple disciplines, such as health services, psychology, sociology, law, and criminal justice, to help prepare you to meet the complex challenges of the twenty-first century in the growing field of human services.

The program is designed to help you gain the introductory skills, knowledge, and attitudes to assess the situations of the most vulnerable in our society in order to provide services that respond to the needs of clients. Blending theory and practice, the curriculum teaches you how to critically evaluate your social world as you explore the public and private policies that drive the day-to-day operations of human service agencies in this country, and how you can best intervene on behalf of the clients you will serve. The program is designed to provide a solid foundation in human services principles that can be applied in areas such as mental health, social services, education, rehabilitation, and group and community work, and workplaces including nursing homes, hospitals, and clinics.

This program adheres to the curriculum standards of the Council of Standards in Human Service Education; however, it is not accredited by this agency. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Associate_of_Applied_Science_in_Human_Services_Policies.aspx) section for important program disclosure information.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge and Skill Base: Demonstrate foundational knowledge of the theoretical bases, best practices, and historical and current trends related to the human services profession.
2. Planning and Evaluation Skills: Demonstrate an understanding of the application of theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the human services profession.
3. Values and Ethics: Use the professional, ethical, and legal values, standards, and practices of the human services profession.
4. Information and Systems Management: Use information and skills appropriate to the management and support of human services delivery.
5. Diversity and Global Awareness: Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of human services.

Policies

Certification, State Board, and National Board Exams

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

The Associate of Applied Science in Human Services program is a member of the Council for Standards in Human Service Education (CSHSE); however, it is not accredited by this agency.

While the program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education, it does not qualify you to sit for the exam to become a Human Services—Board Certified Practitioner (HS-BCP™). You must meet post-degree experience requirements in order to sit for the examination.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
</tr>
<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following mathematics courses:</td>
<td></td>
</tr>
<tr>
<td>MM 150: SURVEY OF MATHEMATICS</td>
<td>5</td>
</tr>
</tbody>
</table>
MM 212: COLLEGE ALGEBRA 5

TOTAL CORE REQUIREMENTS 15

**Major Requirements**

CM 206: INTERPERSONAL COMMUNICATIONS 5
HN 115: HUMAN SERVICES PROGRAM AND PROFESSION 5
HN 144: HUMAN BEHAVIOR AND THE ENVIRONMENT 5
HN 200: SURVEY OF SOCIAL PROBLEMS 5
HN 205: APPLIED SKILLS FOR HUMAN SERVICES 5
HN 220: PREVENTION AND CRISIS INTERVENTION 5
PS 124: INTRODUCTION TO PSYCHOLOGY 5
HN 299: ASSOCIATE'S CAPSTONE FOR HUMAN SERVICES 5

TOTAL MAJOR REQUIREMENTS 40

**Open Elective Requirements**

OPEN ELECTIVES 35

TOTAL OPEN ELECTIVE REQUIREMENTS 35

TOTAL PROGRAM REQUIREMENTS 90

**Locations**

<table>
<thead>
<tr>
<th>Location</th>
<th>Program Type</th>
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</thead>
<tbody>
<tr>
<td>Augusta</td>
<td>Online instruction</td>
</tr>
<tr>
<td>Davenport</td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>Cedar Falls</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Cedar Rapids</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Des Moines</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Hagerstown</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Lewiston</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Mason City</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Omaha</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>South Portland</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
</tbody>
</table>

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

Description and Outcomes

(Currently Not Accepting Enrollments)

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

The Associate of Applied Science in Public Administration program focuses on the study of organization, structure, and processes of government through an interdisciplinary lens. The program is designed to introduce you to the basic topics of public administration and policy, the fundamentals of government process and organization, and how these interact with the law. You will study the basic economic principles that are a part of public administration. In addition, the program is designed to help you develop an understanding of the environment and processes in which public policy is formulated and implemented, the goals of public policy, methods and tools used to evaluate and design policy, and how the economy works.

Upon graduation, you may pursue entry-level positions in the public and private sectors.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Research: Apply methods and tools to analyze primary and secondary sources of information and data.
2. Communications: Communicate through a variety of media.
3. The Economics of Public Administration and Policy: Analyze funding and financing.
5. Leadership: Apply ethical principles to leadership in public administration.

Policies

Please refer to the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
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</tr>
<tr>
<td>100/200 LEVEL: COMMUNICATION COURSE</td>
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<tr>
<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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<td>200 LEVEL: COMMUNICATION COURSE</td>
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<tr>
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<tr>
<td>LS 100: EIGHT SKILLS OF THE EFFECTIVE LEGAL STUDIES STUDENT</td>
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<tr>
<td>AB 204: MACROECONOMICS</td>
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<tr>
<td>PP 101: INTRODUCTION TO PUBLIC ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PP 105: INTRODUCTION TO STATE AND LOCAL GOVERNMENT</td>
<td>5</td>
</tr>
<tr>
<td>PP 110: ETHICS AND PUBLIC ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PP 201: INTRODUCTION TO POLICY MAKING</td>
<td>5</td>
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<tr>
<td>PP 205: INTRODUCTION TO ADMINISTRATIVE LAW</td>
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<tr>
<td>TOTAL PROGRAM REQUIREMENTS</td>
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</table>

Locations

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<tr>
<th>Online</th>
<th>Davenport</th>
<th>Cedar Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Online Instruction</td>
<td>Program Enrollment</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>Cedar Rapids</td>
<td></td>
<td>through campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>locations; online</td>
</tr>
<tr>
<td>Des Moines</td>
<td></td>
<td>instruction</td>
</tr>
<tr>
<td>Hagerstown</td>
<td></td>
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<tr>
<td>Lincoln</td>
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<tr>
<td>Mason City</td>
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<tr>
<td>Omaha</td>
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</tr>
</tbody>
</table>

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Applied Behavior Analysis Postbaccalaureate Certificate

Description and Outcomes

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

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

Program Length

The Applied Behavior Analysis Postbaccalaureate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Demonstrate knowledge of the major concepts, theoretical perspectives, enduring conflicts, empirical findings, and historical trends in psychology.
2. Apply the appropriate psychological principles, theories, and concepts when approaching personal, social, and organizational issues and problems.
3. Demonstrate an understanding of the underlying ethical standards, values, and considerations in theory and practice in the disciplines of psychology.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

Progression Requirements

If you enroll in the Applied Behavior Analysis Postbaccalaureate Certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

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

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

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

The Behavior Analyst Certification Board can be contacted at:

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

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University's Applied Behavior Analysis Postbaccalaureate Certificate program do not guarantee or prepare graduates for state licensure.

Degree Plan

Curriculum

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<tr>
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</thead>
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<td><strong>Major Requirements</strong></td>
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<td>PS 360: APPLIED BEHAVIOR ANALYSIS I</td>
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<td>PS 410: SCREENING AND ASSESSMENT</td>
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<td>PS 430: PROGRAM DESIGN AND EVALUATION</td>
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<td><img src="image2.png" alt="Red" /></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate

Description and Outcomes

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

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

Program Length

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

Program Outcomes

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

Policies

Admissions Requirements

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

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

If you reside in the state of Tennessee you may not enroll in the Autism Spectrum Disorders Postbaccalaureate Certificate program.

Progression Requirements

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

Degree Plan

Curriculum

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<td>CE 350: LANGUAGE AND SOCIAL SKILL DEVELOPMENT FOR YOUNG CHILDREN WITH AUTISM</td>
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Locations

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

Mission

Mission Statement

Our mission is to develop the talents of career-focused students to help them succeed in increasingly complex, diverse, and global business environments. Faculty is composed of practitioners and scholars who focus on classroom innovation and intellectual contribution. Kaplan University's learner-centered education empowers students to apply their skills immediately to become insightful, ethical decision makers and leaders.

General Policies

Certification, State Board, and National Board Exams

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

Committee on National Security Systems Certifications

If you successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure as a part of your degree plan requirements, you are eligible to receive the following certifications from the Committee on National Security Systems (CNSS):

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

Courses taken outside of your degree plan are not eligible for federal financial aid. Therefore, if you wish to take additional courses to receive the CNSS certifications, but do not have sufficient open electives in your degree plan, you will be required to make other financial arrangements to pay for the course(s). Contact the Kaplan University Financial Aid Office to inquire about alternative funding.
Bachelor of Science in Accounting

Description and Outcomes

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Emphasis Areas

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. GAAP Application: Apply the conceptual framework of the Generally Accepted Accounting Principles to business applications.
3. Taxation: Categorize taxation of individuals and businesses.
5. Communication: Compose communications required for accounting professionals.

Policies

Admissions Requirements

Advanced Start Degree Option

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

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

Certification, State Board, and National Board Exams

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

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

Degree Plan

Curriculum

Bachelor of Science in Accounting - Standard
No Emphasis

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<th>Courses</th>
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PROGRAM REQUIREMENTS
Curriculum

Bachelor of Science in Accounting - Standard

Public Accountancy

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<td>MM 150: SURVEY OF MATHEMATICS</td>
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Open Elective Requirements

OPEN ELECTIVES 48

TOTAL OPEN ELECTIVE REQUIREMENTS 48

Emphasis Area Requirements - Public Accountancy

AC 302: INTERMEDIATE ACCOUNTING III 6
AC 410: AUDITING 6
AC 430: ADVANCED TAX—CORPORATE 6
AC 465: ADVANCED FORENSIC ACCOUNTING 6

TOTAL EMPHASIS AREA REQUIREMENTS - PUBLIC ACCOUNTANCY 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Accounting - Standard

Tax Accountancy

<table>
<thead>
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Major Requirements

AC 114: ACCOUNTING I 5
AC 116: ACCOUNTING II 5

AC 239: MANAGERIAL ACCOUNTING 5
AC 256: FEDERAL TAX 5
BU 224: MICROECONOMICS 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5
AC 300: INTERMEDIATE ACCOUNTING I 6
AC 301: INTERMEDIATE ACCOUNTING II 6
LS 311: BUSINESS LAW 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
300/400-LEVEL: MAJOR ELECTIVES 24
AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING 6

TOTAL MAJOR REQUIREMENTS 99

Open Elective Requirements

OPEN ELECTIVES 48

TOTAL OPEN ELECTIVE REQUIREMENTS 48

Emphasis Area Requirements - Tax Accountancy

AC 302: INTERMEDIATE ACCOUNTING III 6
AC 410: AUDITING 6
AC 430: ADVANCED TAX—CORPORATE 6
AC 450: ADVANCED ACCOUNTING 6

TOTAL EMPHASIS AREA REQUIREMENTS - TAX ACCOUNTANCY 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students enrolled in the advanced start option who do not possess prior learning credit comparable to AC 256: Federal Tax must complete the course to satisfy the prerequisite requirements for AC 430: Advanced Tax—Corporate.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Accounting - Standard

Managerial Accountancy

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Major Requirements

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AC 116: ACCOUNTING II 5

AC 239: MANAGERIAL ACCOUNTING 5
AC 256: FEDERAL TAX 5
BU 224: MICROECONOMICS 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
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MT 219: MARKETING 5
AC 300: INTERMEDIATE ACCOUNTING I 6
AC 301: INTERMEDIATE ACCOUNTING II 6
LS 311: BUSINESS LAW 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
300/400-LEVEL: MAJOR ELECTIVES 24
AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING 6

TOTAL MAJOR REQUIREMENTS 99

Open Elective Requirements

OPEN ELECTIVES 48

TOTAL OPEN ELECTIVE REQUIREMENTS 48

Emphasis Area Requirements - Tax Accountancy

AC 302: INTERMEDIATE ACCOUNTING III 6
AC 410: AUDITING 6
AC 430: ADVANCED TAX—CORPORATE 6
AC 450: ADVANCED ACCOUNTING 6

TOTAL EMPHASIS AREA REQUIREMENTS - TAX ACCOUNTANCY 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students enrolled in the advanced start option who do not possess prior learning credit comparable to AC 256: Federal Tax must complete the course to satisfy the prerequisite requirements for AC 430: Advanced Tax—Corporate.

TOTAL PROGRAM REQUIREMENTS 180
Choose one of the following science courses:
- SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
- SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
- SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
- SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
- SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
- SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

**TOTAL CORE REQUIREMENTS** 33

### Major Requirements

**AC 114: ACCOUNTING I** 5
**AC 116: ACCOUNTING II** 5
**AC 239: MANAGERIAL ACCOUNTING** 5
**AC 256: FEDERAL TAX** 5
**BU 224: MICROECONOMICS** 5
**MM 255: BUSINESS MATH AND STATISTICAL MEASURES** 5
**MT 140: INTRODUCTION TO MANAGEMENT** 5
**MT 217: FINANCE** 5
**MT 219: MARKETING** 5
**AC 300: INTERMEDIATE ACCOUNTING I** 6
**AC 301: INTERMEDIATE ACCOUNTING II** 6
**LS 311: BUSINESS LAW** 6
**MT 302: ORGANIZATIONAL BEHAVIOR** 6
**300/400-LEVEL: MAJOR ELECTIVES** 24

**AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING** 6

**TOTAL MAJOR REQUIREMENTS** 99

### Open Elective Requirements

**OPEN ELECTIVES** 48

**TOTAL OPEN ELECTIVE REQUIREMENTS** 48

### Emphasis Area Requirements - Managerial Accountancy

**AC 302: INTERMEDIATE ACCOUNTING III** 6
**AC 410: AUDITING** 6
**AC 420: COST ACCOUNTING** 6
**MT 482: FINANCIAL STATEMENT ANALYSIS** 6

**TOTAL EMPHASIS AREA REQUIREMENTS - MANAGERIAL ACCOUNTANCY** 0

**TOTAL PROGRAM REQUIREMENTS** 180

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**Curriculum**

**Bachelor of Science in Accounting - Standard**

**Auditing/Forensic Accountancy**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>Core Requirements</strong></td>
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<td>CM 107: COLLEGE COMPOSITION I</td>
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<td>CS 204: PROFESSIONAL PRESENCE</td>
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<td>MM 150: SURVEY OF MATHEMATICS</td>
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<td><strong>Choose one of the following social science courses:</strong></td>
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**TOTAL CORE REQUIREMENTS** 33

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<td>AC 256: FEDERAL TAX</td>
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<td>BU 224: MICROECONOMICS</td>
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<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
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<td>MT 140: INTRODUCTION TO MANAGEMENT</td>
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<td>MT 217: FINANCE</td>
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<td>AC 300: INTERMEDIATE ACCOUNTING I</td>
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<td>LS 311: BUSINESS LAW</td>
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<td><strong>300/400-LEVEL: MAJOR ELECTIVES</strong></td>
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<td><strong>AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING</strong></td>
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**TOTAL MAJOR REQUIREMENTS** 99

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**TOTAL OPEN ELECTIVE REQUIREMENTS** 48

**TOTAL PROGRAM REQUIREMENTS** 180

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Emphasis area courses are completed within the major electives requirement of the degree plan. Students who do not possess prior learning credit comparable to MT 217: Finance must complete the course to satisfy prerequisite requirements for MT 482: Financial Statement Analysis.
Open Elective Requirements

OPEN ELECTIVES 48

TOTAL OPEN ELECTIVE REQUIREMENTS 48

Emphasis Area Requirements - Auditing/Forensic Accountancy

AC 302: INTERMEDIATE ACCOUNTING III 6
AC 410: AUDITING 6
AC 450: ADVANCED ACCOUNTING 6
AC 465: ADVANCED FORENSIC ACCOUNTING 6

TOTAL EMPHASIS AREA REQUIREMENTS - AUDITING/FORENSIC ACCOUNTANCY 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students enrolled in the advanced start option who do not possess prior learning credit comparable to AC 256: Federal Tax must complete the course to satisfy the prerequisite requirements for AC 430: Advanced Tax—Corporate.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Accounting - Advanced Start

No Emphasis

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements

Associate’s Degree in Business or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements

AC 114: ACCOUNTING I 5
AC 116: ACCOUNTING II 5
AC 239: MANAGERIAL ACCOUNTING 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements

CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5

SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements

AC 300: INTERMEDIATE ACCOUNTING I 6
AC 301: INTERMEDIATE ACCOUNTING II 6
LS 311: BUSINESS LAW 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
300/400 LEVEL: MAJOR ELECTIVES 24
AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING 6

TOTAL MAJOR REQUIREMENTS 54

Open Elective Requirements

OPEN ELECTIVES 18

TOTAL OPEN ELECTIVE REQUIREMENTS 18

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Accounting - Advanced Start

Public Accountancy

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements

Associate’s Degree in Business or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements

AC 114: ACCOUNTING I 5
AC 116: ACCOUNTING II 5
AC 239: MANAGERIAL ACCOUNTING 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements

CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:

86
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**Major Requirements**

- AC 300: INTERMEDIATE ACCOUNTING I 6
- AC 301: INTERMEDIATE ACCOUNTING II 6
- LS 311: BUSINESS LAW 6
- MT 302: ORGANIZATIONAL BEHAVIOR 6
- 300/400 LEVEL: MAJOR ELECTIVES 24
- AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING 6

**TOTAL MAJOR REQUIREMENTS**

54

**Open Elective Requirements**

OPEN ELECTIVES 18

**TOTAL OPEN ELECTIVE REQUIREMENTS**

18

**Emphasis Area Requirements - Public Accountancy**

- AC 302: INTERMEDIATE ACCOUNTING III 6
- AC 410: AUDITING 6
- AC 430: ADVANCED TAX—CORPORATE 6
- AC 465: ADVANCED FORENSIC ACCOUNTING 6

**TOTAL EMPHASIS AREA REQUIREMENTS - PUBLIC ACCOUNTANCY**

0

Emphasis area courses are completed within the major electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**

180

**Curriculum**

**Bachelor of Science in Accounting - Advanced Start**

**Tax Accountancy**

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<tr>
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TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Accounting - Advanced Start
Managerial Accountancy

Courses
Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Business or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
AC 114: ACCOUNTING I 5
AC 116: ACCOUNTING II 5
AC 239: MANAGERIAL ACCOUNTING 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
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TOTAL CORE REQUIREMENTS 18

Major Requirements
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AC 499: BACHELOR’S CAPSTONE IN ACCOUNTING 6

TOTAL MAJOR REQUIREMENTS 54

Open Elective Requirements
OPEN ELECTIVES 18

TOTAL OPEN ELECTIVE REQUIREMENTS 18

Emphasis Area Requirements - Managerial Accountancy
AC 302: INTERMEDIATE ACCOUNTING III 6
AC 410: AUDITING 6
AC 420: COST ACCOUNTING 6
MT 482: FINANCIAL STATEMENT ANALYSIS 6

TOTAL EMPHASIS AREA REQUIREMENTS - MANAGERIAL ACCOUNTANCY 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students who do not possess prior learning credit comparable to MT 217: Finance must complete the course to satisfy prerequisite requirements for MT 482: Financial Statement Analysis.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Accounting - Advanced Start
Auditing/Forensic Accountancy

Courses
Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Business or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
AC 114: ACCOUNTING I 5
AC 116: ACCOUNTING II 5
AC 239: MANAGERIAL ACCOUNTING 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
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TOTAL MAJOR REQUIREMENTS 54

Open Elective Requirements
OPEN ELECTIVES 18

TOTAL OPEN ELECTIVE REQUIREMENTS 18

Emphasis Area Requirements - Auditing/Forensic Accountancy
AC 302: INTERMEDIATE ACCOUNTING III 6
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TOTAL EMPHASIS AREA REQUIREMENTS - AUDITING/FORENSIC ACCOUNTANCY 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students enrolled in the advanced start option who do not possess prior learning credit comparable to AC 256: Federal Tax must complete the course to satisfy the prerequisite requirements for AC 430: Advanced Tax—Corporate.

TOTAL PROGRAM REQUIREMENTS 180

Locations

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<td>Davenport</td>
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<td>South Portland</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Bachelor of Science in Business Administration

Description and Outcomes

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

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Career Focus Areas

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

Accelerated MBA Option

If you are interested in earning both a bachelor’s and master’s degree in business administration, consider the accelerated MBA option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Bachelor_of_Science_in_Business_Administration_Policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Admissions Requirements

Advanced Start Degree Option

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of an associate’s degree in business or a related field from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

Progression Requirements

Accelerated MBA Option

If you are enrolled in the Bachelor of Science in Business Administration program and are interested in continuing on to pursue a Kaplan University Master of Business Administration (MBA), you may matriculate into a shortened version of the graduate program. Upon successful completion of the Bachelor of Science in Business Administration program, and if you meet the below criteria, you may apply for entry to the University’s MBA program. If accepted, you will have the following MBA courses waived:

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

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

1. Complete your undergraduate coursework in the Bachelor
of Science in Business Administration program with a minimum cumulative GPA of 3.2.

2. Present a resume indicating at least 2 years of applicable work experience.

3. Complete the following courses and obtain a grade of “B” or better in each course:
   - AC 116: Accounting II
   - AC 301: Intermediate Accounting II
   - BU 204: Macroeconomics
   - HR 485: Strategic Human Resource Management
   - MT 217: Finance
   - MT 445: Managerial Economics
   - MT 450: Marketing Management
   - MT 480: Corporate Finance OR MT 482: Financial Statement Analysis

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

**Degree Plan**

**Curriculum**

**Bachelor of Science in Business Administration - Standard**

**No Career Focus Area**

<table>
<thead>
<tr>
<th>Courses</th>
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| TOTAL MAJOR REQUIREMENTS                    | 88      |
| Open Elective Requirements                  |         |
| OPEN ELECTIVES                              | 59      |

| TOTAL PROGRAM REQUIREMENTS                  | 180     |

**Curriculum**

**Bachelor of Science in Business Administration - Standard**

**Accelerated MBA Option**
<table>
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**TOTAL PROGRAM REQUIREMENTS** 180

**Curriculum**

**Bachelor of Science in Business Administration - Standard**

**Business Process Management**

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TOTAL CORE REQUIREMENTS 33

Major Requirements
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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Business Process Management
IT 301: PROJECT MANAGEMENT I 6
MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - BUSINESS PROCESS MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Standard
Financial Analysis

Courses Credits

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TOTAL CORE REQUIREMENTS 33

Major Requirements
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Curriculum

Bachelor of Science in Business Administration - Standard

Human Resources

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Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

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**Curriculum**

**Bachelor of Science in Business Administration - Standard**

**Information Assurance**

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**TOTAL CORE REQUIREMENTS** 33

**Major Requirements**

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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Information Assurance

IT 286: INTRODUCTION TO NETWORK SECURITY 5
IT 331: TECHNOLOGY INFRASTRUCTURE 6
MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
MT 411: RISK MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - INFORMATION ASSURANCE 0

Career focus area courses are completed within the open electives requirement of the degree plan. Students will need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Business Administration - Standard
Information System Management

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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Information System Management

IT 301: PROJECT MANAGEMENT I 6
IT 402: IT CONSULTING SKILLS 6
MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
MT 451: MANAGING TECHNOLOGICAL INNOVATION 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - INFORMATION SYSTEM MANAGEMENT 0
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**TOTAL PROGRAM REQUIREMENTS** 180

### Curriculum

**Bachelor of Science in Business Administration - Standard**

**Investment**

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**Bachelor of Science in Business Administration - Standard**

**Management**

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TOTAL OPEN ELECTIVE REQUIREMENTS 59

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HR 400: EMPLOYMENT AND STAFFING 6
MT 340: CONFLICT MANAGEMENT AND TEAM DYNAMICS 6
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Curriculum
Bachelor of Science in Business Administration - Standard Marketing

Courses Credits

PROGRAM REQUIREMENTS

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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Marketing

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TOTAL CAREER FOCUS AREA REQUIREMENTS - MARKETING 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Business Administration - Standard
New Media/Internet Marketing

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TOTAL CORE REQUIREMENTS 33

Major Requirements

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BU 204: MACROECONOMICS 5
MT 220: GLOBAL BUSINESS 5
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MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 209: SMALL BUSINESS MANAGEMENT 5
Choose one of the following courses:
LS 311: BUSINESS LAW 6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6
Choose one of the following courses:
MT 357: E-MARKETING FOR THE NON-IT STUDENT 6
MT 358: SOCIAL NETWORK MARKETING 6
MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES 6
MT 450: MARKETING MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - New Media/Internet Marketing
MT 357: E-MARKETING FOR THE NON-IT STUDENT 6
MT 358: SOCIAL NETWORK MARKETING 6
MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES 6
MT 450: MARKETING MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - NEW MEDIA/INTERNET MARKETING 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Standard

Procurement

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MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6

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MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6

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MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6

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MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Procurement

MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
MT 435: OPERATIONS MANAGEMENT 6
MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT 6
MT 482: FINANCIAL STATEMENT ANALYSIS 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - PROCUREMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Business Administration - Standard Project Management

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Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Project Management

IT 301: PROJECT MANAGEMENT I 6
IT 401: PROJECT MANAGEMENT II 6
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - PROJECT MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Business Administration - Standard

Real Estate

Courses Credits

PROGRAM REQUIREMENTS

Core Requirements
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CM 220: COLLEGE COMPOSITION II 5
CS 204: PROFESSIONAL PRESENCE 3
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MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5
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SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 33

Major Requirements
BU 224: MICROECONOMICS 5

MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Real Estate

MT 361: FOUNDATIONS OF REAL ESTATE PRACTICE 6
MT 431: REAL ESTATE FINANCE AND ETHICS 6
MT 432: REAL ESTATE LAW 6
MT 453: PROFESSIONAL SELLING 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - REAL ESTATE 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180
Curriculum
Bachelor of Science in Business Administration - Standard
Risk Management

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Curriculum
Bachelor of Science in Business Administration - Standard
Risk Management and Insurance

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TOTAL CORE REQUIREMENTS 33

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TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Risk Management and Insurance
MT 426: PRINCIPLES OF RISK MANAGEMENT AND INSURANCE 6
MT 427: FUNDAMENTALS OF PROPERTY AND LIABILITY INSURANCE 6
MT 428: FUNDAMENTALS OF LIFE AND HEALTH INSURANCE 6
MT 453: PROFESSIONAL SELLING 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - RISK MANAGEMENT AND INSURANCE 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

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Bachelor of Science in Business Administration - Standard Sales Management

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**Total Major Requirements:** 88

### Open Elective Requirements

**Open Electives:** 59

**Total Open Elective Requirements:** 59

### Career Focus Area Requirements - Sales Management

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<td>MT 454: Services Marketing</td>
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<td>MT 459: Consumer Behavior</td>
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**Total Career Focus Area Requirements - Sales Management:** 0

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**Career focus area courses are completed within the open electives requirement of the degree plan.**

### Total Program Requirements

**Total Program Requirements:** 180

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**Curriculum**

**Bachelor of Science in Business Administration - Standard Wealth Management**

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<td>SC 246: Fundamentals of Microbiology</td>
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</tr>
<tr>
<td>SC 250: Science for Everyday Life</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following social science courses:</td>
<td></td>
</tr>
<tr>
<td>SS 211: The 1960s—Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS 236: People, Power, and Politics—An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>SS 250: The Technological Revolution—a Social Scientific Approach</td>
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</table>

**Total Core Requirements:** 33

---

**Major Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Bu 224: Microeconomics</td>
<td>5</td>
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<tr>
<td>MM 255: Business Math and Statistical Measures</td>
<td>5</td>
</tr>
<tr>
<td>MT 140: Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>MT 217: Finance</td>
<td>5</td>
</tr>
<tr>
<td>MT 219: Marketing</td>
<td>5</td>
</tr>
<tr>
<td>MT 302: Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MT 460: Management Policy and Strategy</td>
<td>6</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>AC 113: Accounting for Nonaccounting Majors</td>
<td>5</td>
</tr>
<tr>
<td>AC 114: Accounting I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Career Focus Area Requirements - Sales Management:** 0

Choose one of the following courses:

**Bu 204: Macroeconomics** | 5
MT 220: GLOBAL BUSINESS 5
Choose one of the following courses:
MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 209: SMALL BUSINESS MANAGEMENT 5
Choose one of the following courses:
LS 311: BUSINESS LAW 6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6
Choose one of the following courses:
MT 355: MARKETING RESEARCH 6
MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6
Choose one of the following courses:
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6
Choose one of the following courses:
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6
Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 88

Open Elective Requirements
OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Career Focus Area Requirements - Wealth Management
MT 421: FINANCIAL PLANNING 6
MT 426: PRINCIPLES OF RISK MANAGEMENT AND INSURANCE 6
MT 453: PROFESSIONAL SELLING 6
MT 480: CORPORATE FINANCE 6
MT 483: INVESTMENTS 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - WEALTH MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan. Advanced start students choosing the wealth management career focus area will take MT 480: Corporate Finance instead of MT 445: Managerial Economics as part of the program’s major requirements.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start

No Career Focus Area

<table>
<thead>
<tr>
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<tr>
<td>Prior Degree Requirements</td>
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<tr>
<td>Associate’s Degree in Business or a Related Field</td>
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TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
BU 224: MICROECONOMICS 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5

Must have completed one of the following:
AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AC 114: ACCOUNTING I 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6

Choose one of the following courses:
LS 311: BUSINESS LAW 6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6

Choose one of the following courses:
MT 355: MARKETING RESEARCH 6
MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6

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MT 400: BUSINESS PROCESS MANAGEMENT 6
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MT 480: CORPORATE FINANCE 6
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MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Business Administration - Advanced Start
Accelerated MBA Option

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

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<th>Prerequisite Requirements</th>
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<tr>
<td>BU 224: MICROECONOMICS</td>
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<tr>
<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
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<td>Must have completed one of the following:</td>
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<td>AC 114: ACCOUNTING I</td>
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<table>
<thead>
<tr>
<th>Core Requirements</th>
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<tbody>
<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
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</tr>
<tr>
<td>Choose one of the following arts and humanities courses:</td>
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</tr>
<tr>
<td>HU 200: CRITICAL EVALUATION IN THE HUMANITIES</td>
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<tr>
<td>HU 245: ETHICS</td>
<td>5</td>
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<tr>
<td>HU 250: HUMANITIES AND CULTURE</td>
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</tr>
<tr>
<td>Choose one of the following science courses:</td>
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<tr>
<td>SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD</td>
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<tr>
<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
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<tr>
<td>Choose one of the following social science courses:</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Accelerated MBA Option

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td>AC 301: INTERMEDIATE ACCOUNTING II</td>
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<tr>
<td>HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT</td>
<td>6</td>
</tr>
<tr>
<td>MT 445: MANAGERIAL ECONOMICS</td>
<td>6</td>
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<tr>
<td>MT 450: MARKETING MANAGEMENT</td>
<td>6</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
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</tr>
<tr>
<td>MT 480: CORPORATE FINANCE</td>
<td>6</td>
</tr>
<tr>
<td>MT 482: FINANCIAL STATEMENT ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

Career focus area courses are completed within the open electives requirement of the degree plan. Advanced start students need to satisfy the prerequisite requirement for AC 301: Intermediate Accounting II. Students who do not possess prior learning credit comparable to AC 300: Intermediate Accounting I will need to complete the course beyond the minimum degree requirements.

TOTAL PROGRAM REQUIREMENTS 180
## Curriculum
### Bachelor of Science in Business Administration - Advanced Start
#### Business Process Management

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
<td></td>
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<tr>
<td><strong>Prior Degree Requirements</strong></td>
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<tr>
<td>Associate’s Degree in Business or a Related Field</td>
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<tr>
<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
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</tbody>
</table>

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

**Prerequisite Requirements**
- BU 224: MICROECONOMICS 5
- MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
- MT 140: INTRODUCTION TO MANAGEMENT 5
- MT 203: HUMAN RESOURCE MANAGEMENT 5
- MT 217: FINANCE 5
- MT 219: MARKETING 5

Must have completed one of the following:
- AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
- AC 114: ACCOUNTING I 5

TOTAL PREREQUISITE REQUIREMENTS 0

**Core Requirements**
- CS 204: PROFESSIONAL PRESENCE 3
- Choose one of the following arts and humanities courses:
  - HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
  - HU 245: ETHICS 5
  - HU 250: HUMANITIES AND CULTURE 5
- Choose one of the following science courses:
  - SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
  - SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
  - SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
  - SC 250: SCIENCE FOR EVERYDAY LIFE 5
- Choose one of the following social science courses:
  - SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
  - SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

**Major Requirements**
- MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
- MT 302: ORGANIZATIONAL BEHAVIOR 6
- MT 460: MANAGEMENT POLICY AND STRATEGY 6

Choose one of the following courses:
- LS 311: BUSINESS LAW 6
- LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6

Choose one of the following courses:
- MT 355: MARKETING RESEARCH 6
- MT 450: MARKETING MANAGEMENT 6
- 300/400-LEVEL: MARKETING ELECTIVE 6

Choose one of the following courses:
- MT 400: BUSINESS PROCESS MANAGEMENT 6
- MT 435: OPERATIONS MANAGEMENT 6

Choose one of the following courses:
- MT 445: MANAGERIAL ECONOMICS 6
- MT 480: CORPORATE FINANCE 6

Choose one of the following courses:
- MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
- MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

**Open Elective Requirements**
- OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

**Career Focus Area Requirements - Business Process Management**
- IT 301: PROJECT MANAGEMENT I 6
- MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
- MT 400: BUSINESS PROCESS MANAGEMENT 6
- MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - BUSINESS PROCESS MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5
Must have completed one of the following:
AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AC 114: ACCOUNTING I 5
TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5
TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6
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MT 435: OPERATIONS MANAGEMENT 6
Choose one of the following courses:
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6
Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT 6
TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24
TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Financial Analysis
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6
MT 481: FINANCIAL MARKETS 6
MT 482: FINANCIAL STATEMENT ANALYSIS 6
TOTAL CAREER FOCUS AREA REQUIREMENTS - FINANCIAL ANALYSIS 0
Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start

Human Resources

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Business or a Related Field 90
TOTAL PRIOR DEGREE REQUIREMENTS 90
Comparability is determined by a course-by-course examination of the prior associate's degree against the core requirements of a Kaplan University associate's degree.

Prerequisite Requirements
BU 224: MICROECONOMICS 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5
Must have completed one of the following:
AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AC 114: ACCOUNTING I 5
TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

109
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6

Choose one of the following courses:
LS 311: BUSINESS LAW 6
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Choose one of the following courses:
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MT 450: MARKETING MANAGEMENT 6
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MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6

Choose one of the following courses:
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6

Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Human Resources
HR 400: EMPLOYMENT AND STAFFING 6
HR 410: EMPLOYEE TRAINING AND DEVELOPMENT 6
HR 420: EMPLOYMENT LAW 6

Choose one of the following:
HR 435: COMPENSATION 6
HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - HUMAN RESOURCES 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start

Information Assurance

<table>
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<tr>
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<tr>
<td>Prior Degree Requirements</td>
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<tr>
<td>Associate’s Degree in Business or a Related Field</td>
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Prerequisite Requirements

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</table>

Must have completed one of the following:

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TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements

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<th>Credits</th>
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<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
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Choose one of the following arts and humanities courses:

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<tr>
<td>HU 200: CRITICAL EVALUATION IN THE HUMANITIES</td>
<td>5</td>
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<td>SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT</td>
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TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6
Choose one of the following courses:
LS 311: BUSINESS LAW 6
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Choose one of the following courses:
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MT 450: MARKETING MANAGEMENT 6
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MT 435: OPERATIONS MANAGEMENT 6
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Choose one of the following courses:
MT 490: BUSINESS PROCESS MANAGEMENT 6
MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT 6
TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24
TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Information Assurance
IT 286: INTRODUCTION TO NETWORK SECURITY 5
IT 331: TECHNOLOGY INFRASTRUCTURE 6
MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
MT 411: RISK MANAGEMENT 6
TOTAL CAREER FOCUS AREA REQUIREMENTS - INFORMATION ASSURANCE 0

Career focus area courses are completed within the open electives requirement of the degree plan. Students will need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start Information System Management

<table>
<thead>
<tr>
<th>Courses</th>
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Comparability is determined by a course-by-course examination of the prior associate’s degree against the core requirements of a Kaplan University associate’s degree.

Prerequisite Requirements
BU 224: MICROECONOMICS 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5
Must have completed one of the following:
AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AC 114: ACCOUNTING I 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6
Choose one of the following courses:
LS 311: BUSINESS LAW 6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6
Choose one of the following courses:
MT 355: MARKETING RESEARCH 6
MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6
Choose one of the following courses:
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6
Choose one of the following courses:
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6
Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT 6
TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24
TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Information System Management
IT 301: PROJECT MANAGEMENT I 6
IT 402: IT CONSULTING SKILLS 6
MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
MT 451: MANAGING TECHNOLOGICAL INNOVATION 6
TOTAL CAREER FOCUS AREA REQUIREMENTS - INFORMATION SYSTEM MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start Investment

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<tr>
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Open Elective Requirements
OPEN ELECTIVES 24
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Career Focus Area Requirements - Investment
MT 422: PORTFOLIO MANAGEMENT 6
MT 423: ASSET ALLOCATION AND MUTUAL FUNDS 6
MT 424: INTRODUCTION TO DERIVATIVES AND RISK MANAGEMENT 6
MT 483: INVESTMENTS 6
TOTAL CAREER FOCUS AREA REQUIREMENTS - INVESTMENT 24

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MT 424: INTRODUCTION TO DERIVATIVES AND RISK MANAGEMENT 6
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Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

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**Curriculum**

**Bachelor of Science in Business Administration - Advanced Start**

**Management**

**Courses**

**PROGRAM REQUIREMENTS**

**Prior Degree Requirements**

- Associate’s Degree in Business or a Related Field 90

**TOTAL PRIOR DEGREE REQUIREMENTS** 90

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

**Prerequisite Requirements**

- BU 224: MICROECONOMICS 5
- MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
- MT 140: INTRODUCTION TO MANAGEMENT 5
- MT 203: HUMAN RESOURCE MANAGEMENT 5
- MT 217: FINANCE 5
- MT 219: MARKETING 5

Must have completed one of the following:

- AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
- AC 114: ACCOUNTING I 5

**TOTAL PREREQUISITE REQUIREMENTS** 0

**Core Requirements**

- CS 204: PROFESSIONAL PRESENCE 3
- Choose one of the following arts and humanities courses:
  - HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
  - HU 245: ETHICS 5
  - HU 250: HUMANITIES AND CULTURE 5
- Choose one of the following science courses:
  - SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
  - SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
  - SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
  - SC 250: SCIENCE FOR EVERYDAY LIFE 5
- Choose one of the following social science courses:
  - SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
  - SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

**TOTAL CORE REQUIREMENTS** 18

**Major Requirements**

- MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
- MT 302: ORGANIZATIONAL BEHAVIOR 6
- MT 460: MANAGEMENT POLICY AND STRATEGY 6

Choose one of the following courses:

- LS 311: BUSINESS LAW 6
- LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6

Choose one of the following courses:

- MT 355: MARKETING RESEARCH 6
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Choose one of the following courses:

- MT 400: BUSINESS PROCESS MANAGEMENT 6
- MT 435: OPERATIONS MANAGEMENT 6

Choose one of the following courses:

- MT 445: MANAGERIAL ECONOMICS 6
- MT 480: CORPORATE FINANCE 6

Choose one of the following courses:

- MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
- MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

**TOTAL MAJOR REQUIREMENTS** 48

**Open Elective Requirements**

OPEN ELECTIVES 24

**TOTAL OPEN ELECTIVE REQUIREMENTS** 24

**Career Focus Area Requirements - Management**

- HR 400: EMPLOYMENT AND STAFFING 6
- MT 340: CONFLICT MANAGEMENT AND TEAM DYNAMICS 6

Choose one of the following:

- MT 355: MARKETING RESEARCH 6
- MT 450: MARKETING MANAGEMENT 6

Choose one of the following:

- MT 400: BUSINESS PROCESS MANAGEMENT 6
- MT 435: OPERATIONS MANAGEMENT 6

**TOTAL CAREER FOCUS AREA REQUIREMENTS - MANAGEMENT** 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

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**Curriculum**

**Bachelor of Science in Business Administration - Advanced Start**

**Marketing**

**Courses**

**PROGRAM REQUIREMENTS**

**Prior Degree Requirements**
# Curriculum

## Bachelor of Science in Business Administration - Advanced Start

### New Media/Internet Marketing

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Must have completed one of the following:

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**TOTAL PREREQUISITE REQUIREMENTS** 0

### Core Requirements

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**TOTAL CORE REQUIREMENTS** 18

### Major Requirements

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**TOTAL MAJOR REQUIREMENTS** 48

### Open Elective Requirements

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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>OPEN ELECTIVES</td>
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</table>

**TOTAL OPEN ELECTIVE REQUIREMENTS** 24

### Career Focus Area Requirements - Marketing

<table>
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<th>Courses</th>
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<tbody>
<tr>
<td>MT 330: INTERNATIONAL MARKETING</td>
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<tr>
<td>MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES</td>
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<td>MT 459: CONSUMER BEHAVIOR</td>
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**TOTAL CAREER FOCUS AREA REQUIREMENTS - MARKETING** 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180
AC 114: ACCOUNTING I  5

TOTAL PREREQUISITE REQUIREMENTS  0

**Core Requirements**

**CS 204: PROFESSIONAL PRESENCE**  3

Choose one of the following arts and humanities courses:

HU 200: CRITICAL EVALUATION IN THE HUMANITIES  5
HU 245: ETHICS  5
HU 250: HUMANITIES AND CULTURE  5

Choose one of the following science courses:

SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD  5
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SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT  5
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**Total Core Requirements**  18

**Major Requirements**

**MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS**  6
**MT 302: ORGANIZATIONAL BEHAVIOR**  6
**MT 460: MANAGEMENT POLICY AND STRATEGY**  6

Choose one of the following courses:

LS 311: BUSINESS LAW  6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT  6

Choose one of the following courses:

MT 355: MARKETING RESEARCH  6
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Choose one of the following courses:

MT 400: BUSINESS PROCESS MANAGEMENT  6
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MT 445: MANAGERIAL ECONOMICS  6
MT 480: CORPORATE FINANCE  6

Choose one of the following courses:

MT 490: MANAGEMENT CAPSTONE EXTERNSHIP  6
MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT  6

**Total Major Requirements**  48

**Open Elective Requirements**

OPEN ELECTIVES  24

**Total Open Elective Requirements**  24

**Career Focus Area Requirements - New Media/Internet Marketing**

MT 357: E-MARKETING FOR THE NON-IT STUDENT  6
MT 358: SOCIAL NETWORK MARKETING  6
MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES  6
MT 450: MARKETING MANAGEMENT  6

**Total Career Focus Area Requirements - New Media/Internet Marketing**  0

**Career focus area courses are completed within the open electives requirement of the degree plan.**

**Total Program Requirements**  180

**Curriculum**

**Bachelor of Science in Business Administration - Advanced Start Procurement**

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**Prerequisite Requirements**

BU 224: MICROECONOMICS  5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES  5
MT 140: INTRODUCTION TO MANAGEMENT  5
MT 203: HUMAN RESOURCE MANAGEMENT  5
MT 217: FINANCE  5
MT 219: MARKETING  5

Must have completed one of the following:

AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS  5
AC 114: ACCOUNTING I  5

**Total Prerequisite Requirements**  0

**Core Requirements**

**CS 204: PROFESSIONAL PRESENCE**  3

Choose one of the following arts and humanities courses:

HU 200: CRITICAL EVALUATION IN THE HUMANITIES  5
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<td>MT 445: MANAGERIAL ECONOMICS</td>
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<td>MT 490: MANAGEMENT CAPSTONE EXTERNSHIP</td>
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<td>MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT</td>
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</tbody>
</table>

**TOTAL MAJOR REQUIREMENTS** 48

### Open Elective Requirements

**OPEN ELECTIVES** 24

**TOTAL OPEN ELECTIVE REQUIREMENTS** 24

### Career Focus Area Requirements - Procurement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT 300: MANAGEMENT OF INFORMATION SYSTEMS</td>
<td>6</td>
</tr>
<tr>
<td>MT 435: OPERATIONS MANAGEMENT</td>
<td>6</td>
</tr>
<tr>
<td>MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT</td>
<td>6</td>
</tr>
<tr>
<td>MT 482: FINANCIAL STATEMENT ANALYSIS</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL CAREER FOCUS AREA REQUIREMENTS - PROCUREMENT** 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

---

### Curriculum

**Bachelor of Science in Business Administration - Advanced Start Project Management**
MT 355: MARKETING RESEARCH 6
MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6

Choose one of the following courses:
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6

Choose one of the following courses:
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6

Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Project Management
IT 301: PROJECT MANAGEMENT I 6
IT 401: PROJECT MANAGEMENT II 6
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - PROJECT MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start
Real Estate

Courses Credits

Must have completed one of the following:
AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AC 114: ACCOUNTING I 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6

Choose one of the following courses:
LS 311: BUSINESS LAW 6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6

Choose one of the following courses:
MT 355: MARKETING RESEARCH 6
MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6

Choose one of the following courses:
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6

Choose one of the following courses:
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MT 480: CORPORATE FINANCE 6

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MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24
<table>
<thead>
<tr>
<th>Career Focus Area Requirements - Real Estate</th>
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</thead>
<tbody>
<tr>
<td>MT 361: FOUNDATIONS OF REAL ESTATE PRACTICE</td>
<td>6</td>
</tr>
<tr>
<td>MT 431: REAL ESTATE FINANCE AND ETHICS</td>
<td>6</td>
</tr>
<tr>
<td>MT 432: REAL ESTATE LAW</td>
<td>6</td>
</tr>
<tr>
<td>MT 453: PROFESSIONAL SELLING</td>
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</tr>
<tr>
<td>TOTAL CAREER FOCUS AREA REQUIREMENTS - REAL ESTATE</td>
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Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

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**Curriculum**

**Bachelor of Science in Business Administration - Advanced Start**

**Risk Management**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Prior Degree Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Associate’s Degree in Business or a Related Field</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
<td>90</td>
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</tbody>
</table>

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

**Prerequisite Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 224: MICROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
<td>5</td>
</tr>
<tr>
<td>MT 140: INTRODUCTION TO MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>MT 203: HUMAN RESOURCE MANAGEMENT</td>
<td>5</td>
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<tr>
<td>MT 217: FINANCE</td>
<td>5</td>
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<td>MT 219: MARKETING</td>
<td>5</td>
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</table>

Must have completed one of the following:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS</td>
<td>5</td>
</tr>
<tr>
<td>AC 114: ACCOUNTING I</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL PREREQUISITE REQUIREMENTS 0

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following arts and humanities courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU 200: CRITICAL EVALUATION IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HU 245: ETHICS</td>
<td>5</td>
</tr>
<tr>
<td>HU 250: HUMANITIES AND CULTURE</td>
<td>5</td>
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</tbody>
</table>

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<th>Course</th>
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<tr>
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<tr>
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<td>5</td>
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<tr>
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TOTAL CORE REQUIREMENTS 18

**Major Requirements**

<table>
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<tr>
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<tr>
<td>MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS</td>
<td>6</td>
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<td>MT 302: ORGANIZATIONAL BEHAVIOR</td>
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</tr>
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<td>LS 312: ETHICS AND THE LEGAL ENVIRONMENT</td>
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TOTAL MAJOR REQUIREMENTS 48

**Open Elective Requirements**

OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

**Career Focus Area Requirements - Risk Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 410: RISK ANALYSIS AND STRATEGY</td>
<td>6</td>
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<tr>
<td>MT 411: RISK MANAGEMENT</td>
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<tr>
<td>MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT</td>
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TOTAL CAREER FOCUS AREA REQUIREMENTS - RISK MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

---

**Curriculum**
Bachelor of Science in Business Administration - Advanced Start
Risk Management and Insurance

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>MT 302: ORGANIZATIONAL BEHAVIOR</td>
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<td><strong>Open Elective Requirements</strong></td>
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<td>OPEN ELECTIVES</td>
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<tr>
<td>TOTAL OPEN ELECTIVE REQUIREMENTS</td>
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<tr>
<td><strong>Career Focus Area Requirements - Risk Management and Insurance</strong></td>
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<tr>
<td>MT 426: PRINCIPLES OF RISK MANAGEMENT AND INSURANCE</td>
<td>6</td>
</tr>
<tr>
<td>MT 427: FUNDAMENTALS OF PROPERTY AND LIABILITY INSURANCE</td>
<td>6</td>
</tr>
<tr>
<td>MT 428: FUNDAMENTALS OF LIFE AND HEALTH INSURANCE</td>
<td>6</td>
</tr>
<tr>
<td>MT 453: PROFESSIONAL SELLING</td>
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<tr>
<td>TOTAL CAREER FOCUS AREA REQUIREMENTS - RISK MANAGEMENT AND INSURANCE</td>
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<tr>
<td>Career focus area courses are completed within the open electives</td>
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<tr>
<td>requirement of the degree plan.</td>
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<td>TOTAL PROGRAM REQUIREMENTS</td>
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Curriculum
Bachelor of Science in Business Administration - Advanced Start
Sales Management

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>PROGRAM REQUIREMENTS</strong></td>
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119
MT 140: INTRODUCTION TO MANAGEMENT 5
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MT 217: FINANCE 5
MT 219: MARKETING 5

Must have completed one of the following:
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Choose one of the following courses:
MT 445: MANAGERIAL ECONOMICS 6
MT 480: CORPORATE FINANCE 6
Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Sales Management
MT 453: PROFESSIONAL SELLING 6
MT 454: SERVICES MARKETING 6
MT 455: SALESFORCE MANAGEMENT 6
MT 459: CONSUMER BEHAVIOR 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - SALES MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Business Administration - Advanced Start Wealth Management

Courses Credits

PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Business or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
BU 224: MICROECONOMICS 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
MT 140: INTRODUCTION TO MANAGEMENT 5
MT 203: HUMAN RESOURCE MANAGEMENT 5
MT 217: FINANCE 5
MT 219: MARKETING 5

Must have completed one of the following:
AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AC 114: ACCOUNTING I 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL-SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS 6
MT 302: ORGANIZATIONAL BEHAVIOR 6
MT 460: MANAGEMENT POLICY AND STRATEGY 6
MT 480: CORPORATE FINANCE 6
Choose one of the following courses:
LS 311: BUSINESS LAW 6
LS 312: ETHICS AND THE LEGAL ENVIRONMENT 6
Choose one of the following courses:
MT 355: MARKETING RESEARCH 6
MT 450: MARKETING MANAGEMENT 6
300/400-LEVEL: MARKETING ELECTIVE 6
Choose one of the following courses:
MT 400: BUSINESS PROCESS MANAGEMENT 6
MT 435: OPERATIONS MANAGEMENT 6
Choose one of the following courses:
MT 490: MANAGEMENT CAPSTONE EXTERNSHIP 6
MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

Career Focus Area Requirements - Wealth Management
MT 421: FINANCIAL PLANNING 6
MT 426: PRINCIPLES OF RISK MANAGEMENT AND INSURANCE 6
MT 453: PROFESSIONAL SELLING 6
MT 480: CORPORATE FINANCE 6
MT 483: INVESTMENTS 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - WEALTH MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan. Advanced start students choosing the wealth management career focus area will take MT 480: Corporate Finance instead of MT 445: Managerial Economics as part of the program’s major requirements.

TOTAL PROGRAM REQUIREMENTS 180

Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Online instruction</td>
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<tr>
<td>Augusta</td>
<td>Program enrollment through campus locations; online instruction</td>
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<td>Mason City</td>
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<td>Omaha</td>
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<tr>
<td>South Portland</td>
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</tbody>
</table>

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

The objective of the Associate of Applied Science in Accounting program is to prepare you with knowledge of accounting theories and principles relevant to the application of accounting functions in business. You will have the opportunity to gain the necessary knowledge and skills to help you enter the field of accounting and pursue career advancement.

Course content includes the application of accounting principles, payroll processing procedures, financial statement preparation, and tax preparation according to federal and state regulations. Computer software relevant to the accounting field is emphasized throughout the program. The curriculum teaches you to utilize accounting software applications, and analyze, record, and interpret accounting information based upon industry guidelines.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Regulations: Recognize the impact of state and federal laws and regulations on business.
2. Management: Define the various tasks and responsibilities of managers in the organization.
3. Control: Recognize basic financial and accounting data that influence business activities.
4. Finance: Analyze financial data and demonstrate the ability to make informed financial decisions.
5. Accounting Solutions: Identify solutions to various accounting business demands by applying Generally Accepted Accounting Principles (GAAP).
6. Technology: Use technology and software applications appropriate to the business environment.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/Undergrad_General_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
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<td>CM 220: COLLEGE COMPOSITION II</td>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>MM 150: SURVEY OF MATHEMATICS</td>
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<td>MM 212: COLLEGE ALGEBRA</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>AB 114: ACCOUNTING I</td>
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<td>AB 116: ACCOUNTING II</td>
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<td>AB 224: MICROECONOMICS</td>
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<td>AB 239: MANAGERIAL ACCOUNTING</td>
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<tr>
<td>AB 256: FEDERAL TAX</td>
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<tr>
<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
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<tr>
<td>AB 298: ASSOCIATES CAPSTONE IN ACCOUNTING</td>
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<td>CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL</td>
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<tr>
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</table>

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

Open Elective Requirements

| OPEN ELECTIVES                    | 35      |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | 35     |

**TOTAL PROGRAM REQUIREMENTS** | 90

Locations
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<td>Online instruction</td>
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<tr>
<td>Program enrollment through campus locations; online instruction</td>
<td></td>
</tr>
<tr>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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</tr>
</tbody>
</table>

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

Description and Outcomes

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

Specializations

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Regulations: Recognize the impact of state and federal laws and regulations on business.
2. Management: Define the various tasks and responsibilities of managers in organizations.
3. Marketing: Discuss marketing principles used in business strategies.
4. Technology: Use technology and software applications appropriate to business environments.

7. Career Skills: Analyze career skills in the field of business and management.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

Degree Plan

Curriculum

Associate of Applied Science in Business Administration - Business

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
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<td>CM 107: COLLEGE COMPOSITION I</td>
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<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
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</tr>
<tr>
<td>Choose one of the following mathematics courses:</td>
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<tr>
<td>MM 150: SURVEY OF MATHEMATICS</td>
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</tr>
<tr>
<td>MM 212: COLLEGE ALGEBRA</td>
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<td>TOTAL CORE REQUIREMENTS</td>
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</tbody>
</table>

Major Requirements

<table>
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<tr>
<th>Courses</th>
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<tr>
<td>AB 140: INTRODUCTION TO MANAGEMENT</td>
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<td>AB 217: FINANCE</td>
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<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
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<tr>
<td>100/200 LEVEL: SPECIALIZATION COURSES</td>
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<tr>
<td>AB 299: ASSOCIATES CAPSTONE IN MANAGEMENT</td>
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<tr>
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<td>CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL</td>
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<tr>
<td>AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS</td>
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</tbody>
</table>
AB 114: ACCOUNTING I 5
Choose one of the following courses:
AB 203: HUMAN RESOURCE MANAGEMENT 5
AB 224: MICROECONOMICS 5
TOTAL MAJOR REQUIREMENTS 60

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

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Business
AB 116: ACCOUNTING II 5
AB 204: MACROECONOMICS 5
IT 133: SOFTWARE APPLICATIONS 5
of the following courses:
AB 209: SMALL BUSINESS MANAGEMENT 5
AB 220: GLOBAL BUSINESS 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - BUSINESS 0

Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum
Associate of Applied Science in Business Administration - Customer Service

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<tr>
<td>Core Requirements</td>
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<td>TOTAL MAJOR REQUIREMENTS</td>
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</table>

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

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Customer Service
AB 202: BUILDING CUSTOMER SALES AND LOYALTY 5
AB 221: CUSTOMER SERVICE 5
CM 206: INTERPERSONAL COMMUNICATIONS 5
CM 214: PUBLIC SPEAKING FOR THE PROFESSIONAL 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - CUSTOMER SERVICE 0

Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum
Associate of Applied Science in Business Administration - Entrepreneurship

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>Major Requirements</td>
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<tr>
<td>100/200 LEVEL: SPECIALIZATION COURSES</td>
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<tr>
<td>AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT</td>
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<td>Choose one of the following courses:</td>
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<td>AB 217: FINANCE</td>
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## AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5

Choose one of the following courses:

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<tr>
<td>CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL</td>
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<td>CS 121: PATHWAYS TO ACADEMIC SUCCESS</td>
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Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AB 203: HUMAN RESOURCE MANAGEMENT</td>
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<tr>
<td>AB 224: MICROECONOMICS</td>
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**TOTAL MAJOR REQUIREMENTS**  
60

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

### Open Elective Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OPEN ELECTIVES</td>
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**TOTAL OPEN ELECTIVE REQUIREMENTS**  
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### Specialization Requirements - Associate of Applied Science in Business Administration - Entrepreneurship

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AB 102: PRINCIPLES OF RETAILING</td>
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</tr>
<tr>
<td>AB 202: BUILDING CUSTOMER SALES AND LOYALTY</td>
<td>5</td>
</tr>
<tr>
<td>AB 207: STARTING A BUSINESS</td>
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<tr>
<td>AB 221: CUSTOMER SERVICE</td>
<td>5</td>
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</table>

**TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - ENTREPRENEURSHIP**  
0

Specialization courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
90

## Curriculum

### Associate of Applied Science in Business Administration - Health Club Operations

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
</tr>
<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following mathematics courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM 150: SURVEY OF MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>MM 212: COLLEGE ALGEBRA</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CORE REQUIREMENTS**  
15

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 140: INTRODUCTION TO MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>AB 217: FINANCE</td>
<td>5</td>
</tr>
<tr>
<td>AB 219: MARKETING</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
<td>5</td>
</tr>
<tr>
<td>100/200 LEVEL: SPECIALIZATION COURSES</td>
<td>20</td>
</tr>
<tr>
<td>AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL</td>
<td>5</td>
</tr>
<tr>
<td>CS 121: PATHWAYS TO ACADEMIC SUCCESS</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS</td>
<td>5</td>
</tr>
<tr>
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</table>

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<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AB 203: HUMAN RESOURCE MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>AB 224: MICROECONOMICS</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL MAJOR REQUIREMENTS**  
60

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEN ELECTIVES</td>
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</tr>
</tbody>
</table>

**TOTAL OPEN ELECTIVE REQUIREMENTS**  
15

### Specialization Requirements - Associate of Applied Science in Business Administration - Health Club Operations

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 221: CUSTOMER SERVICE</td>
<td>5</td>
</tr>
<tr>
<td>EF 205: SCIENTIFIC FOUNDATIONS OF EXERCISE AND FITNESS</td>
<td>5</td>
</tr>
<tr>
<td>HS 120: ANATOMY AND PHYSIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>HS 130: ANATOMY AND PHYSIOLOGY II</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - HEALTH CLUB OPERATIONS**  
0

Specialization courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
90

## Curriculum

### Associate of Applied Science in Business Administration - Hospitality Management

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>MM 212: COLLEGE ALGEBRA</td>
<td>5</td>
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**TOTAL CORE REQUIREMENTS**  
15

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AB 140: INTRODUCTION TO MANAGEMENT</td>
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<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MM 255: BUSINESS MATH AND STATISTICAL MEASURES</td>
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<td>AB 203: HUMAN RESOURCE MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>AB 224: MICROECONOMICS</td>
<td>5</td>
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</tbody>
</table>

**TOTAL MAJOR REQUIREMENTS**  
60

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OPEN ELECTIVES</td>
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**TOTAL OPEN ELECTIVE REQUIREMENTS**  
15

### Specialization Requirements - Associate of Applied Science in Business Administration - Hospitality Management

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<thead>
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<th>Course</th>
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<td>EF 205: SCIENTIFIC FOUNDATIONS OF EXERCISE AND FITNESS</td>
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**TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - HEALTH CLUB OPERATIONS**  
0

Specialization courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
90
AB 217: FINANCE 5
AB 219: MARKETING 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
100/200 LEVEL: SPECIALIZATION COURSES 20
AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5
Choose one of the following courses:
CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5
Choose one of the following courses:
AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AB 114: ACCOUNTING I 5
Choose one of the following courses:
AB 203: HUMAN RESOURCE MANAGEMENT 5
AB 224: MICROECONOMICS 5
TOTAL MAJOR REQUIREMENTS 60
Online students will take the program-specific Academic Strategies course.

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Hospitality Management
AB 117: GLOBAL HOSPITALITY 5
AB 206: HOTEL MANAGEMENT AND OPERATIONS 5
AB 213: FOOD AND BEVERAGE MANAGEMENT 5
AB 223: CONVENTION SALES AND SERVICES 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - HOSPITALITY MANAGEMENT 0
Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum
Associate of Applied Science in Business Administration - Information Processing

Courses Credits

PROGRAM REQUIREMENTS

Core Requirements
CM 107: COLLEGE COMPOSITION I 5
CM 220: COLLEGE COMPOSITION II 5
Choose one of the following mathematics courses:
MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5
TOTAL CORE REQUIREMENTS 15

Major Requirements
AB 140: INTRODUCTION TO MANAGEMENT 5
AB 217: FINANCE 5
AB 219: MARKETING 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
100/200 LEVEL: SPECIALIZATION COURSES 20
AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5
Choose one of the following courses:
CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5
Choose one of the following courses:
AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AB 114: ACCOUNTING I 5
Choose one of the following courses:
AB 203: HUMAN RESOURCE MANAGEMENT 5
AB 224: MICROECONOMICS 5
TOTAL MAJOR REQUIREMENTS 60
Online students will take the program-specific Academic Strategies course.

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Information Processing
CM 115: COMMUNICATION—CONCEPTS AND SKILLS 5
IT 133: SOFTWARE APPLICATIONS 5
IT 153: SPREADSHEET APPLICATIONS 5
IT 163: DATABASE CONCEPTS USING MICROSOFT ACCESS 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - INFORMATION PROCESSING 0
Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum
Associate of Applied Science in Business Administration - Meeting and Event Planning

Courses Credits

PROGRAM REQUIREMENTS

Core Requirements
CM 107: COLLEGE COMPOSITION I 5
CM 220: COLLEGE COMPOSITION II 5
Choose one of the following mathematics courses:
MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5
TOTAL CORE REQUIREMENTS 15

Major Requirements
AB 140: INTRODUCTION TO MANAGEMENT 5
AB 217: FINANCE 5
AB 219: MARKETING 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
100/200 LEVEL: SPECIALIZATION COURSES 20
AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5
Choose one of the following courses:
CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5
Choose one of the following courses:
AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AB 114: ACCOUNTING I 5
Choose one of the following courses:
AB 203: HUMAN RESOURCE MANAGEMENT 5
AB 224: MICROECONOMICS 5
TOTAL MAJOR REQUIREMENTS 60

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

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Meeting and Event Planning
AB 213: FOOD AND BEVERAGE MANAGEMENT 5
AB 223: CONVENTION SALES AND SERVICES 5
AB 230: FOUNDATIONS OF CONFERENCE AND EVENT PLANNING 5
AB 270: ADVANCED MEETING PLANNING 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - MEETING AND EVENT PLANNING 0

Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum
Associate of Applied Science in Business Administration - Office Management

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
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</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
<td>5</td>
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<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
<td>5</td>
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</table>

Choose one of the following mathematics courses:

MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5

TOTAL CORE REQUIREMENTS 15

Major Requirements
AB 140: INTRODUCTION TO MANAGEMENT 5
AB 217: FINANCE 5
AB 219: MARKETING 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
100/200 LEVEL: SPECIALIZATION COURSES 20
AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5
Choose one of the following courses:
CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5
Choose one of the following courses:
AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
AB 114: ACCOUNTING I 5
Choose one of the following courses:
AB 203: HUMAN RESOURCE MANAGEMENT 5
AB 224: MICROECONOMICS 5
TOTAL MAJOR REQUIREMENTS 60

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

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Office Management
AB 221: CUSTOMER SERVICE 5
AB 270: ADVANCED MEETING PLANNING 5
CM 206: INTERPERSONAL COMMUNICATIONS 5
IT 133: SOFTWARE APPLICATIONS 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - OFFICE MANAGEMENT 0

Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum
Associate of Applied Science in Business Administration - Retail Management

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<tr>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
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</table>
### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 200: COLLEGE COMPOSITION II</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following mathematics courses:

- MM 150: SURVEY OF MATHEMATICS 5
- MM 212: COLLEGE ALGEBRA 5

**TOTAL CORE REQUIREMENTS** 15

### Major Requirements

**AB 140: INTRODUCTION TO MANAGEMENT** 5

**AB 217: FINANCE** 5

**AB 219: MARKETING** 5

- MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5

100/200 LEVEL: SPECIALIZATION COURSES 20

- AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5

Choose one of the following courses:

- CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL 5
- CS 121: PATHWAYS TO ACADEMIC SUCCESS 5

Choose one of the following courses:

- AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS 5
- AB 114: ACCOUNTING I 5

Choose one of the following courses:

- AB 203: HUMAN RESOURCE MANAGEMENT 5
- AB 224: MICROECONOMICS 5

**TOTAL MAJOR REQUIREMENTS** 60

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

### Open Elective Requirements

**OPEN ELECTIVES** 15

**TOTAL OPEN ELECTIVE REQUIREMENTS** 15

### Specialization Requirements - Associate of Applied Science in Business Administration - Sales

- AB 102: PRINCIPLES OF RETAILING 5
- AB 202: BUILDING CUSTOMER SALES AND LOYALTY 5
- AB 209: SMALL BUSINESS MANAGEMENT 5
- AB 221: CUSTOMER SERVICE 5

**TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - SALES** 0

Specialization courses are completed within the major requirements of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 90

### Curriculum

**Associate of Applied Science in Business Administration - Sales**

**Courses**  

**PROGRAM REQUIREMENTS**

Core Requirements
Core Requirements
CM 107: COLLEGE COMPOSITION I 5
CM 220: COLLEGE COMPOSITION II 5
Choose one of the following mathematics courses:
MM 150: SURVEY OF MATHEMATICS 5
MM 212: COLLEGE ALGEBRA 5
TOTAL CORE REQUIREMENTS 15

Major Requirements
AB 140: INTRODUCTION TO MANAGEMENT 5
AB 217: FINANCE 5
AB 219: MARKETING 5
MM 255: BUSINESS MATH AND STATISTICAL MEASURES 5
100/200 LEVEL: SPECIALIZATION COURSES 20
AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT 5
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Choose one of the following courses:
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AB 114: ACCOUNTING I 5
Choose one of the following courses:
AB 203: HUMAN RESOURCE MANAGEMENT 5
AB 224: MICROECONOMICS 5
TOTAL MAJOR REQUIREMENTS 60

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

Open Elective Requirements
OPEN ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Specialization Requirements - Associate of Applied Science in Business Administration - Small Business Management
AB 122: PAYROLL ACCOUNTING 5
AB 221: CUSTOMER SERVICE 5
IT 133: SOFTWARE APPLICATIONS 5
Choose one of the following courses:
AB 209: SMALL BUSINESS MANAGEMENT 5
AB 220: GLOBAL BUSINESS 5
TOTAL SPECIALIZATION REQUIREMENTS - ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION - SMALL BUSINESS MANAGEMENT 0
Specialization courses are completed within the major requirements of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Locations

<table>
<thead>
<tr>
<th>Locations</th>
<th></th>
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<tbody>
<tr>
<td>Online</td>
<td><img src="image" alt="Online instruction" /></td>
</tr>
<tr>
<td>Augusta</td>
<td><img src="image" alt="Program enrollment through campus locations; online instruction" /></td>
</tr>
<tr>
<td>Davenport</td>
<td><img src="image" alt="Program enrollment through campus locations; online instruction" /></td>
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<td>Hagerstown</td>
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</tr>
<tr>
<td>South Portland</td>
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</tr>
</tbody>
</table>

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

Description and Outcomes

The objective of the Human Resources Postbaccalaureate Certificate program is to prepare you with the critical knowledge and skills to pursue entry-level positions in human resources. The certificate program is designed to provide foundational knowledge of key human resource areas including employee recruitment, employee training and development, compensation and reward systems, and employment law.

This certificate program could also help you prepare for the Professional in Human Resources (PHR) certification exam. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Human_Resources_Postbaccalaureate_Certificate_Policies.aspx) section for important program disclosure information.

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

Program Length

The Human Resources Postbaccalaureate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

Certification, State Board, and National Board Exams

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

Upon graduation, you may be eligible to take the Professional in Human Resources (PHR) certification exam.

Degree Plan

Curriculum

<table>
<thead>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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</tr>
<tr>
<td>Major Requirements</td>
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<tr>
<td>HR 400: EMPLOYMENT AND STAFFING</td>
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<tr>
<td>HR 410: EMPLOYEE TRAINING AND DEVELOPMENT</td>
<td>6</td>
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<tr>
<td>HR 420: EMPLOYMENT LAW</td>
<td>6</td>
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<tr>
<td>HR 435: COMPENSATION</td>
<td>6</td>
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<tr>
<td>HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT</td>
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</table>

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

**Description and Outcomes**

The objective of the National Security Administration Postbaccalaureate Certificate program is to prepare you with the critical knowledge and skills to pursue entry-level positions managing information security systems. The certificate program is designed to provide foundational knowledge of key information system areas including information technology infrastructure, management and control of information systems, and the development of strategic plans.

Upon successful completion of the certificate program, you will be eligible to receive the following certifications from the Committee on National Security Systems (CNSS):

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

Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Undergrad_General_Policies.aspx) section for important program disclosure information.

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

**Program Length**

The National Security Administration Postbaccalaureate Certificate program consists of a minimum of 18 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

**Policies**

**Admissions Requirements**

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

**Degree Plan**

**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>IT 331: TECHNOLOGY INFRASTRUCTURE</td>
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<td>MT 300: MANAGEMENT OF INFORMATION SYSTEMS</td>
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School of Health Sciences

Mission

Mission Statement

The School of Health Sciences is committed to preparing our students to become contributing members of the rapidly evolving health professions and the communities they serve. The knowledge, skills, and abilities gained through the health sciences programs prepare students to become effective and professional communicators, analytical problem solvers, and to embrace the challenges of a diverse community. The curriculum combines these skills with industry-specific standards that enable graduates to excel in this honorable field of service.

General Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

International Students

If you are an international student, you cannot enroll in a School of Health Sciences program that requires a clinical placement without prior approval of the Dean. The Dean will review submitted documentation (details of which are set forth in the School of Health Science Clinical Handbook and this Catalog) and make a decision.

Programs With a Required Clinical, Externship, or Practicum Experience

If you are unable to pass a background check, you are not eligible to enroll in a School of Health Sciences program that requires completion of a clinical, externship, or practicum experience. A background check will be conducted prior to enrollment and again prior to placement at a clinical, externship, or practicum site.

If you are conditionally admitted into a School of Health Sciences program that requires completion of a clinical, externship, or practicum experience, you will be withdrawn at the end of the first term if you are unable to pass a background check and have not made arrangements to change your program of study to one for which a background check is not required.

Progression Requirements

General progression requirements for programs in the School of Health Sciences are noted below.

Bachelor's and Associate's Degree Programs

1. Transfer credit applied toward major courses must have been completed within 7 years of the start of your School of Health Sciences program. This provision may be waived at the discretion of the Dean of the program based on a review of submitted coursework.

2. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of courses.

3. You must provide required documentation for the clinical course, practicum, and externship placement including, but not limited to, health assessments and an application for clinical placement. Specific policies and procedures for submitting required documentation can be found in the appropriate Student Clinical Handbook. Failure to submit appropriate documentation by the deadline may result in a delay in placement for the clinical course, practicum, or externship and/or dismissal from the University.

Online Programs With a Required Clinical, Externship, or Practicum Experience

1. In the event that the University is unable to schedule you into the required externship, practicum, or clinical experience, there may be a delay between the time you end classes and begin the externship, practicum, or clinical experience. In this case, the Dean of the School of Health Sciences may grant an administrative leave of absence.

2. At the discretion of the University, externship, practicum, or clinical sites may be secured outside of your immediate residential area. You will be responsible for costs associated with transportation to the externship, practicum, or clinical site.

3. In the event that you have not met preclinical placement requirements, a one-term clinical leave of absence may be granted. The School of Health Sciences Clinical Placement Team must approve the request for a clinical leave of absence.

Accelerated Master's Degree Options

If you are enrolled in a School of Health Sciences bachelor's degree program and wish to continue on to pursue a Kaplan University Master of Health Care Administration, Master of Public Health, or Master of Science in Health Education, you may be eligible to take up to five graduate-level courses in place of open electives.

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

1. Have completed a minimum of 135 quarter credit hours in a School of Health Sciences bachelor's degree program, including any credits received for prior learning. If you are enrolled in an advanced start degree option, you must have completed a minimum of 45 quarter credit hours at the University.

2. Possess a minimum cumulative GPA of 3.0.

3. Obtain a grade of "B" or better in each of the master's-level courses and maintain a minimum cumulative GPA of 3.0 while completing the master's-level courses; failure to meet this requirement will result in removal from the accelerated master's degree option.

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

Consult with your Education Advisor for additional information, to ensure that you are eligible for this option, and to apply for entry. You should also discuss any financial aid implications with your Financial Aid Officer.

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

You must meet the below graduation requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Policy_Information.aspx).

1. Complete with a passing grade all requirements for your program of study, within the maximum time frame permitted, and attain a minimum cumulative GPA of 2.0.

2. Comply with all applicable policies and requirements related to the clinical educational experiences.
Bachelor of Science in Health and Wellness

Description and Outcomes

The Bachelor of Science in Health and Wellness program is designed to prepare you to pursue a variety of career opportunities in health care and health and wellness-related industries. Additionally, it provides you with a solid undergraduate foundation to pursue further graduate study or first professional programs. The program's curriculum focuses on building content knowledge and skills in the broad areas of health care and health and wellness. It also highlights overall concepts, values, research methods, and applications that could prepare you to pursue a career in health care or health and wellness.

A defining feature of the curriculum is the exploration of diverse approaches to health and wellness including the integration of mind, body, and spirit. Courses teach you to critically evaluate the current scientific literature and research in wellness, prevention, and complementary health care practices. The program is designed to help you apply principles of healthy living to the education of individuals and communities, and focuses on foundational knowledge and skills upon which to build additional competencies. It also encourages the development of administrative, ethical, and professional skills that may enable you to pursue leadership positions in the increasingly diverse health care field.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in the health sciences, consider an accelerated master's degree option. Refer to the general Progression Requirements (http://catalog.kaplanuniversity.edu/school_of_health_science_general_policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_health_science_general_policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Health and Wellness - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>100/200 LEVEL: COMMUNICATION COURSE</td>
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<tr>
<td>EF 205: SCIENTIFIC FOUNDATIONS OF EXERCISE AND FITNESS</td>
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<tr>
<td>HS 100: INTRODUCTION TO HEALTH SCIENCE</td>
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<tr>
<td>EF 310: CURRENT TRENDS IN EXERCISE AND FITNESS—AGING WELL ACROSS THE LIFE SPAN</td>
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### Major Requirements

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<tr>
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<tr>
<td>HW 205: VITAMINS, HERBS, AND NUTRITIONAL SUPPLEMENTS</td>
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<tr>
<td>HW 210: COMPLEMENTARY AND ALTERNATIVE MEDICINE</td>
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<td>HW 215: MODELS FOR HEALTH AND WELLNESS</td>
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<td>HW 220: CONTEMPORARY DIET AND NUTRITION</td>
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<td>HW 410: STRESS—CRITICAL ISSUES IN MANAGEMENT AND PREVENTION</td>
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<td>HW 499: BACHELOR’S CAPSTONE IN HEALTH AND WELLNESS</td>
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**TOTAL MAJOR REQUIREMENTS** 88

### Open Elective Requirements

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<td>OPEN ELECTIVES</td>
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**TOTAL OPEN ELECTIVE REQUIREMENTS** 59

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

**TOTAL PROGRAM REQUIREMENTS** 180

### Locations

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Bachelor of Science in Health Care Administration

Description and Outcomes

The Bachelor of Science in Health Care Administration program is designed to address the growing need for well-prepared, entry-level health care administrators. The objective of the program is to provide you with the foundation to work within the health care industry as well as prepare you to pursue entry-level supervisory roles in health care organizations.

The curriculum is designed to help you gain a strong foundation in the core disciplines of health care administration, including content knowledge and skills in the areas of administration and management, and understand important concepts and processes. Coursework teaches foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a leadership career in health administration in the public sector or private industry. The program is taught by faculty with real-world knowledge and experience and helps you develop expertise in core health areas.

If you are interested in pursuing entry-level management positions in health care administration, you may be an ideal candidate for the Bachelor of Science in Health Care Administration program. Upon graduation, you could pursue a leadership career in health administration in the health care industry in organizations such as: insurance companies, hospitals, long-term care facilities, public health agencies, outpatient facilities, physician offices, mental health organizations, and other types of health organizations. The Bachelor of Science in Health Care Administration program could also provide an educational foundation if you plan on pursuing a master's degree in order to apply for executive health care positions.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in the health sciences, consider an accelerated master's degree option. Refer to the general Progression Requirements (http://catalog.kaplanuniversity.edu/school_of_health_science_general_policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Progression Requirements

You will be withdrawn from the program if unable to successfully complete HA 499: Bachelor's Capstone in Health Care Administration on the second attempt.

Degree Plan

Curriculum

Bachelor of Science in Health Care Administration - Standard

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
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<tr>
<td>Core Requirements</td>
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### 300/400 LEVEL: SOCIAL SCIENCE COURSE

<table>
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<tr>
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<td>HS 230: HEALTH CARE ADMINISTRATION</td>
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<td>PU 120: INTRODUCTION TO PUBLIC HEALTH</td>
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<td>HA 405: LEADERSHIP AND ETHICS IN HEALTH CARE</td>
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<td>HA 415: HEALTH CARE POLICY AND ECONOMICS</td>
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<td>HA 425: OPERATIONAL ANALYSIS AND QUALITY IMPROVEMENT</td>
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<td>HI 300: INFORMATION TECHNOLOGY AND SYSTEMS FOR HEALTH CARE</td>
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<td>HS 305: RESEARCH METHODS FOR HEALTH SCIENCES</td>
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<td>HS 310: EPIDEMIOLOGY AND BIOSTATISTICS</td>
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<td>HS 410: ORGANIZATION AND MANAGEMENT FOR HEALTH CARE</td>
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<td>HS 440: FINANCE FOR HEALTH CARE</td>
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<td>HA 499: BACHELOR'S CAPSTONE IN HEALTH CARE ADMINISTRATION</td>
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**Total Major Requirements:** 100

### Open Elective Requirements

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**Total Open Elective Requirements:** 47

**Total Program Requirements:** 180

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### Core Requirements

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**Total Core Requirements:** 18

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### Locations

<table>
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Bachelor of Science in Health Information Management

Description and Outcomes

The Bachelor of Science in Health Information Management program is designed to act as the next step for individuals who already possess an Associate of Applied Science in Health Information Technology. Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Bachelor_of_Science_in_Health_Information_Management_Policies.aspx) section for details.

The objective of the Bachelor of Science in Health Information Management program is to prepare you with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinker and problem solver. Individuals that possess these qualities are capable of using available services and technologies to support operations, management, and decision-making initiatives within the health information field. In addition, the curriculum encourages lifelong learning and addresses the evolving professional skills of baccalaureate degree students.

Upon graduation, you may pursue positions that require you to perform either technical or management duties within the health information field. Typical duties may include overall department management; generation and analysis of health care data; implementation of quality improvement processes, risk management techniques, compliance strategies, and reimbursement procedures; research; and evaluation of legal issues. Employment opportunities may exist within hospitals, long-term care facilities, physicians' offices, health maintenance organizations, insurance companies, home health care, consulting companies, computer software companies, and government agencies.

Program Length

The Bachelor of Science in Health Information Management program consists of a minimum of 180 quarter credit hours including the requisite 90-credit associate's degree. In addition to possessing an associate's degree, you must also complete all prerequisites for the bachelor's degree courses. Thus, you may need to complete more than the minimum of 90 quarter credit hours. Upon successful completion of the program, you will receive a bachelor of science degree.

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate foundational knowledge of the principles of planning, designing, managing, and evaluating electronic information systems.
2. Research Methods and Critical Thinking Skills: Apply research skills and critical thinking to create solutions for health care issues.
3. Health Care Administration: Demonstrate knowledge of the forces affecting health care delivery and health information systems.
5. Ethics and Professionalism: Employ the professional, ethical, and legal standards of health information management.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

To enroll in the Bachelor of Science in Health Information Management program, you must have successfully completed the Kaplan University Associate of Applied Science in Health Information Technology program or a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)-approved Associate of Applied Science in Health Information Technology program.

If you have not successfully completed the equivalent of at least 10 quarter credit hours of college composition and 5 quarter credit hours of college-level mathematics as part of a CAHIIM-approved Associate of Applied Science in Health Information Technology program, you must complete these requirements prior to enrollment in the program.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Prior Degree Requirements</td>
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Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.

Core Requirements

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<thead>
<tr>
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<td>Major Requirements</td>
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<tr>
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<tr>
<td>HI 300: INFORMATION TECHNOLOGY AND SYSTEMS FOR HEALTH CARE</td>
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<td>HI 305: MANAGEMENT OF HEALTH INFORMATION</td>
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<td>HI 410: ADVANCED REIMBURSEMENT METHODOLOGY</td>
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<td>HS 305: RESEARCH METHODS FOR HEALTH SCIENCES</td>
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<td>HS 311: EPIDEMIOLOGY AND BIOSTATISTICS I</td>
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<td>HS 312: EPIDEMIOLOGY AND BIOSTATISTICS II</td>
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<td>HS 420: ADVANCED HEALTH INFORMATICS</td>
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<tr>
<td>HS 450: STRATEGIC PLANNING AND ORGANIZATIONAL DEVELOPMENT FOR HEALTH CARE</td>
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<td>HI 499: BACHELOR'S CAPSTONE IN HEALTH INFORMATION MANAGEMENT</td>
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<table>
<thead>
<tr>
<th>Open Elective Requirements</th>
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</thead>
<tbody>
<tr>
<td>OPEN ELECTIVES</td>
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</tbody>
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| TOTAL CORE REQUIREMENTS | 18 |
|----------------------------|
| TOTAL OPEN ELECTIVE REQUIREMENTS | 18 |
| TOTAL PROGRAM REQUIREMENTS | 180 |

**Locations**

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<tr>
<th>Online</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
</tbody>
</table>

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

Description and Outcomes

The Bachelor of Science in Health Science program focuses on building content knowledge and skills in the broad areas of health science and health care. Coursework highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a career in health care or health science. Courses teach you to apply principles of healthy living to the education of individuals and communities, and focus on foundational knowledge and skills upon which to build additional competencies. The program also encourages the development of administrative, ethical, and professional skills that are relevant to leadership positions in the increasingly diverse health care field.

The Bachelor of Science in Health Science program is designed to prepare you to pursue a variety of career opportunities in health care and health science-related industries. Additionally, it provides you with a solid undergraduate foundation to pursue further graduate study and/or professional degrees.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in the health sciences, consider an accelerated master's degree option. Refer to the general Progression Requirements (http://catalog.kaplanuniversity.edu/school_of_health_sciences_general_policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_health_sciences_general_policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Health Science - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
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<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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<td>200 LEVEL: COMMUNICATION COURSE</td>
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<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<td>HS 100: INTRODUCTION TO HEALTH SCIENCE</td>
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<tr>
<td>HS 120: ANATOMY AND PHYSIOLOGY I</td>
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</table>
HS 305: RESEARCH METHODS FOR HEALTH SCIENCES 6
HS 310: EPIDEMIOLOGY AND BIOSTATISTICS 6
HS 315: PRACTICES IN PUBLIC HEALTH 6
300/400-LEVEL: MAJOR ELECTIVES 24
HS 499: BACHELOR’S CAPSTONE IN HEALTH SCIENCE 6

TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

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

TOTAL PROGRAM REQUIREMENTS 180

Locations

Online
Augusta
Davenport
Cedar Falls
Cedar Rapids
Des Moines
Hagerstown
Lewiston
Lincoln
Mason City
Omaha
South Portland

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

Description and Outcomes

The Bachelor of Science in Nutrition Science program focuses on building content knowledge and skills in the broad areas of nutrition science and health care. The program's curriculum highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a variety of career opportunities in health care and nutrition science-related industries. Courses teach you to apply principles of healthy living to the education of individuals and communities, and develop administrative, ethical, and professional skills that are relevant to leadership positions in the increasingly diverse health care field.

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

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

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in the health sciences, consider an accelerated master's degree option. Refer to the general Progression Requirements section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Certification, State Board, and National Board Exams

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

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

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

You must not assume that credits earned at Kaplan University will transfer to another institution. Also, Kaplan University does not guarantee acceptance to any programs offered by other institutions. In order to pursue examinations and/or preprofessional experiences, you may be required to present documentation of a health assessment/physical examination, immunization records, drug
screening results, and/or a background check. It is your responsibility to ensure that you have met all requirements prior to beginning examinations and/or preprofessional coursework/externships.

Degree Plan

Curriculum

Bachelor of Science in Nutrition Science - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>HS 100: INTRODUCTION TO HEALTH SCIENCE</td>
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<td>HS 120: ANATOMY AND PHYSIOLOGY I</td>
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<td>NS 205: FOOD SAFETY AND MICROBIOLOGY</td>
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<td>NS 210: NUTRITIONAL ANALYSIS AND ASSESSMENT</td>
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<td>NS 220: NUTRITION PLANNING AND MANAGEMENT</td>
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<td>NS 325: NUTRITION ACROSS THE HUMAN LIFE CYCLE</td>
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<td>NS 335: NUTRITION FOR SPECIAL POPULATIONS</td>
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Eligible students who choose to complete the accelerated Master of Health Care Administration or Master of Public Health option will take up to five graduate-level courses in addition to selected undergraduate electives.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Nutrition Science - Advanced Start

<table>
<thead>
<tr>
<th>Courses</th>
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<td>Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.</td>
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Prerequisite Requirements

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<td>HS 260: ANATOMY, PHYSIOLOGY, AND CHEMISTRY</td>
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<tr>
<td>NS 270: NUTRITIONAL ASSESSMENT AND MANAGEMENT</td>
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<td>SC 156: PRINCIPLES OF CHEMISTRY</td>
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Eligible students who choose to complete the accelerated Master of Health Care Administration or Master of Public Health option will take up to five graduate-level courses in addition to selected undergraduate electives.

TOTAL PROGRAM REQUIREMENTS 180

Locations

<table>
<thead>
<tr>
<th>Locations</th>
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<tbody>
<tr>
<td>Online</td>
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145
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<td></td>
<td>Program enrollment through campus locations; online instruction</td>
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<tr>
<td></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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</tbody>
</table>

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

Description and Outcomes

The objective of the Associate of Applied Science in Health Information Technology program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the health information management field.

The curriculum is geared toward the ability to process, maintain, compile, and report health information data for patient care, reimbursement, facility planning, marketing, risk management, quality assessment, and research. The curriculum teaches medical coding and abstracting procedures, and also covers supervisory issues as well as medicolegal aspects of health information. Basic courses that address the use of computers in these areas are also part of the program.

Upon graduation, your workplace tasks may include abstracting health records and compiling reports on health care services; accurately assigning code numbers to diagnoses and procedures for indexing health data and processing bills; answering legal, government, insurance, and other inquiries for patient health information; and organizing, analyzing, and evaluating health record content for completeness and accuracy. Tasks may also include reviewing and evaluating health records to assist with meeting accreditation guidelines, releasing patient information in accordance with applicable laws, and supervising human resources.

The Associate of Applied Science in Health Information Technology, offered online and at the Hagerstown campus, is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Upon graduation, you may be eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Associate_of_Applied_Science_in_Health_Information_Technology_Policies.aspx) section for important program disclosure information.

Externship Experience

This program blends online coursework with on-ground experience. You must complete a 90-hour externship in a hospital or other health care facility to complete the course of study. Refer to the General Policies (http://catalog.kaplanuniversity.edu/school_of_health_science_in_Health_Information_Technology_Policies.aspx) section for criminal background check information and the Progression Requirements (http://catalog.kaplanuniversity.edu/Associate_of_Applied_Science_in_Health_Information_Technology_Policies.aspx) section for additional requirements.

Program Length

The Associate of Applied Science in Health Information Technology program consists of a minimum of 92 quarter credit hours. Upon successful completion of the program, you will receive an associate of applied science degree.

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Technology: Apply data management processes in support of health information operations.
2. Administrative: Exhibit computer literacy.
4. Foundational Knowledge of Health Information Management: Exhibit proficiency in health information professional practice skills.
5. Professionalism: Embody professional behaviors and problem solving.

Policies

Progression Requirements

1. You will be withdrawn from the program if you are unable to successfully complete HI 165: Health Information Practicum and HI 295: Health Information Externship/Capstone on the second attempt.
2. As an online student, you must:
   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
   c. Enroll in EL 203: Portfolio Development in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have
accumulated 30 credits within your program.

Certification, State Board, and National Board Exams

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

The Associate of Applied Science in Health Information Technology offered online and at the Hagerstown campus is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Upon graduation, you are eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). AHIMA exams are not required for all career paths—you are ultimately responsible for determining state and federal licensure and accreditation requirements.

Degree Plan

Curriculum

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<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
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<td>HI 125: HEALTH CARE DELIVERY AND INFORMATION MANAGEMENT</td>
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<td>HS 115: SOFTWARE APPLICATIONS FOR HEALTH CARE PROFESSIONALS</td>
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Locations

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<tr>
<td>Hagerstown</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Associate of Applied Science in Medical Assisting (Iowa, Maryland, Nebraska)

Description and Outcomes

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

Upon graduation from a campus-based program offered in Iowa, Maryland, or Nebraska, you may be eligible to take the Certified Medical Assistant examination given by the American Association of Medical Assistants, the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Healthcareer Association (NHA). Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Clinical Experiences

The program blends online coursework with on-ground experience. You must complete an unpaid practicum or externship (160 hours) in a physician's office or clinic to complete the course of study. Refer to the General Policies section for criminal background check information and the Progression Requirements section for additional requirements.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Clinical: Demonstrate competencies in all aspects of medical assisting clinical practice.
2. Administrative: Exhibit proficiency in the clerical and administrative functions required of a medical assistant.
4. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. Professionalism: Embody professional behaviors as defined by the discipline of allied health.

Policies

Progression Requirements

1. Prior to beginning the first clinical experience, you must provide documentation of completion of Basic Life Support for Health Care Providers through the American Heart Association or American Red Cross.
2. You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:
   - MA 260: Clinical Competencies I
   - MA 270: Clinical Competencies II
   - MA 290: Medical Assisting Externship and Evaluation

Certification, State Board, and National Board Exams

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

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

Degree Plan

Curriculum

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<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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Locations

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<td>Omaha</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Associate of Applied Science in Medical Assisting (Online and Maine)

Description and Outcomes

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

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

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

Clinical Experiences

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Clinical: Demonstrate competencies in all aspects of medical assisting clinical practice.
2. Administrative: Exhibit proficiency in the clerical and administrative functions required of a medical assistant.
4. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. Professionalism: Embody professional behaviors as defined by the discipline of allied health.

Policies

Progression Requirements

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

- MA 265: Online Clinical Competencies I
- MA 275: Online Clinical Competencies II
- MA 280: Online Clinical Competencies III
- MA 295: Online Medical Assisting Externship and Evaluation

Certification, State Board, and National Board Exams

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

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

Degree Plan

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Online students will take HS 100: Introduction to Health Sciences. Students enrolled at a campus in the state of Maine may substitute HS 275: Professionalism in Health Care in place of MA 250: Online Professionalism in Health Care and MA 280: Online Clinical Competencies III.

Open Elective Requirements

| OPEN ELECTIVES | |
| TOTAL OPEN ELECTIVE REQUIREMENTS | 15 |

TOTAL PROGRAM REQUIREMENTS 92

Locations

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

Description and Outcomes

The objective of the Associate of Applied Science in Medical Office Management program is to prepare you with the knowledge, technical skills, and work habits to pursue entry-level positions in medical offices. The program concentrates on helping you develop skills to submit medical claims for reimbursement, process bills, and develop a working knowledge of various insurance plans as well as administrative procedures. The associate's degree program provides a broad education to help you develop advanced technical and communication skills.

Upon graduation, you may be eligible to take the examination given by the American Medical Technologists to become a Certified Medical Administrative Specialist (CMAS) and the Certified Coding Associate (CCA) examination sponsored by the American Health Information Management Association (AHIMA). Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Externship Experience

This program blends online coursework with an on-ground experience. If you enroll in the online program, you will need to complete a minimum 90-hour supervised externship in a physician’s office or clinic to complete the course of study. Refer to the General Policies section for criminal background check information and the Progression Requirements section for additional requirements.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of a medical office manager.
3. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
4. Professionalism: Embody professional behaviors as defined by the disciplines of allied health.

Policies

Progression Requirements

1. You will be withdrawn from the program if you are unable to successfully complete MO 290: Medical Office Management Externship and Evaluation on the second attempt.
2. Prior to beginning the first clinical experience, you must provide documentation of completion of Basic Life Support for Health Care Providers through the American Heart Association or American Red Cross.
3. As an online student, you must:
   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
   c. Enroll in EL 203: Portfolio Development in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.

Certification, State Board, and National Board Exams

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

The Associate of Applied Science in Medical Office Management program is designed to prepare you with the administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical administrative specialist. After completion of the program, you may be eligible to take the Certified Medical Administrative Specialist examination given by the American Medical Technologists and the Certified Coding Associate (CCA) examination sponsored by the American Health Information Management Association (AHIMA).

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Core Requirements</td>
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<td>100/200 LEVEL: COMMUNICATION COURSE</td>
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<tr>
<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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<td>200 LEVEL: COMMUNICATION COURSE</td>
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<td>Major Requirements</td>
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<td>HI 215: REIMBURSEMENT METHODOLOGIES</td>
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<td>HI 255: MEDICAL CODING II</td>
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<td>HS 100: INTRODUCTION TO HEALTH SCIENCE</td>
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<td>HS 111: MEDICAL TERMINOLOGY</td>
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<td>HS 120: ANATOMY AND PHYSIOLOGY I</td>
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<td>HS 240: MEDICAL OFFICE ACCOUNTING</td>
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Open Elective Requirements

| OPEN ELECTIVES | 10 |

**TOTAL OPEN ELECTIVE REQUIREMENTS | 10**

**TOTAL PROGRAM REQUIREMENTS | 91**

Locations

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<td>Omaha</td>
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<table>
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<tr>
<th>Online instruction</th>
<th>Program enrollment through campus locations; online instruction</th>
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<tbody>
<tr>
<td>▲</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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</tbody>
</table>

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

Description and Outcomes

(Currently Not Accepting Enrollments)

The objective of the Associate of Applied Science in Medical Transcription program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position as a medical transcriptionist. The program trains you to transcribe and edit medical dictations with accuracy, consistency, and timeliness while upholding the privacy and security of the health care data. Courses help you acquire proficiency in grammar, punctuation, medical terminology, and editing. Maintaining the integrity of the transcribed document and applying the principles of professional and ethical conduct are also stressed.

The program includes a simulated practicum experience designed to prepare you for work in the medical transcription field. The program provides a broad education and, if you pursue Registered Medical Transcriptionist certification, may allow you to advance faster in the workplace. After completion of the program, and following eligibility requirements set by the Association for Healthcare Documentation Integrity, you may be eligible to take the Registered Medical Transcriptionist examination. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Associate_of_Applied_Science_in_Medical_Transcription_Policies.aspx) section for important program disclosure information.

Upon graduation, you may pursue work in hospitals, offices, or other health care organizations. Duties may include transcribing dictation, utilizing medical terminology, editing and revising documents, and interpreting and transcribing a variety of medical reports. Some medical transcriptionists start their own businesses and work from home.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Transcription: Transcribe health care dictation.
4. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. Professionalism: Embody professional behaviors as defined by the disciplines of allied health.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

To enroll or transfer into the Associate of Applied Science in Medical Transcription program, you must successfully pass a typing examination with a minimum speed of 30 words per minute and fewer than 5 errors. You will have three opportunities to pass the examination.

Progression Requirements

1. You will be withdrawn from the program if you are unable to successfully complete MR 290: Medical Transcription Practicum on the second attempt.
2. It is recommended that you possess the ability to type a minimum of 40 words per minute (WPM) prior to enrolling in MR 110: Keyboarding II—Advanced Techniques. You may experience difficulties completing coursework if you are unable to meet the minimum WPM requirement. Failing to complete all coursework in MR 110 will result in failure of the course and a possible delay in completion of the program.

Certification, State Board, and National Board Exams

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

The Associate of Applied Science in Medical Transcription program
is designed to prepare you to enter the medical transcription field through academic and transcription skill preparation. Upon completion of the program, and meeting eligibility requirements set by the Association for Healthcare Documentation Integrity, you may be eligible to take the Registered Medical Transcriptionist examination.

**Degree Plan**

**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>Core Requirements</td>
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<td>MR 105: KEYBOARDING I—FUNDAMENTALS</td>
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<td>MR 275: PROFESSIONAL DEVELOPMENT FOR MEDICAL TRANSCRIPTIONISTS</td>
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<td>MR 290: MEDICAL TRANSCRIPTION PRACTICUM</td>
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**Locations**

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<tbody>
<tr>
<td>Online</td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>Online</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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</tbody>
</table>

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

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

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

Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Associate_of_Science_in_Health_Sciences_Policies.aspx) section for details on program eligibility.

Career Focus Areas

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Enrollment in the Associate of Science in Health Science is limited to active-duty servicemembers of the U.S. military, members of the Reserve or National Guard, and veterans of the U.S. military.

Progression Requirements

1. If you are an active-duty servicemember, you must complete a minimum of 25 percent (23 quarter credit hours) of your degree plan at Kaplan University.
2. If you are a veteran, member of the National Guard, or reservist not currently in active-duty status, you must complete a minimum of 22 percent (20 quarter credit hours) of your degree plan at Kaplan University.
3. You may fulfill all of the major requirements, with the exception of the capstone course, via any combination of prior learning.

Kaplan University utilizes the Servicemembers Opportunity Colleges’ definition of “active duty” for the purposes of determining the percentage of credits you must complete at Kaplan University while enrolled in the Associate of Science in Health Science program.

Graduation Requirements

You must meet the below graduation requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Policy_Information.aspx).

You must have a military transcript on file that shows successful completion of the occupation specialty listed as the career focus area.
**Degree Plan**

**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Core Requirements</td>
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<td>100/200 LEVEL: COMMUNICATION COURSE</td>
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**Open Elective Requirements**

**Locations**

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<td>Program enrollment through campus locations; online instruction</td>
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<tr>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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</tbody>
</table>

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

Description and Outcomes

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

Instruction occurs in classroom, laboratory, and clinical settings.

Upon graduation, you may seek employment as a dental assistant. Duties may include providing essential and vital auxiliary services for the dentist chairside, in the business office, and in the office laboratory.

Externship Experience

Prior to graduation, you are required to complete two externships for a total of 300 contact hours. Refer to the General Policies (http://catalog.kaplanuniversity.edu/school_of_health_scienc e_general_policies.aspx) section for criminal background check information and the Externships and Clinical Experiences (http://catalog.kaplanuniversity.edu/Dental_Assistant_Diplom a_Policies.aspx) section for additional requirements.

Program Length

The length of the program is 960 contact hours over a 48-week period. You must complete a minimum of 56 quarter credit hours. Upon successful completion of the program, you will be awarded a diploma.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements .aspx).

To enroll in the Dental Assistant Diploma program offered at the Omaha campus, you must submit proof of CPR certification, which must remain valid for the duration of the program.

Externships and Clinical Experiences

In particular phases of study, some programs include an externship or clinical experience that is to be completed without compensation. Although you are supervised by professionals at your externship or clinical site, you must continue to maintain contact with the Kaplan University Externship Office on a regular basis.

In the event the University is unable to schedule you into the required externship or clinical experience, there may be a delay between the time you end classes and begin the externship or clinical experience. In this case, the President may grant, on a limited basis, an administrative leave of absence. At the discretion of the University, externship or clinical sites may be secured outside the general residential area; however, this may require you to relocate and incur additional costs.

You must meet the following academic eligibility requirements prior to starting the externship or clinical experience:

1. Pass all required prerequisite courses, as indicated in this Catalog.
2. Have a cumulative GPA of 2.0.
3. You may not have a grade of "F" for any major course, unless your academic record reflects the course has been satisfactorily repeated.
4. You may not have an incomplete grade ("I") for any major course.
5. Have a 2.0 cumulative GPA for externships graded as Pass/Fail.

During externship or clinical training, you are expected to perform in an ethical, safe, and professional manner and to assist the supervisor in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

Externship and clinical training is typically completed Monday through Friday during the day. Evening externships and clinical experiences are rarely available; therefore, you should plan on completing the required hours during the day and must not rely on the possibility of evening hours. Successful completion of the externship or clinical experiences is a requirement for graduation.

All externship or clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and types of learning experiences provided.

The University maintains affiliation agreements with a variety of facilities. Some facilities may have additional requirements that must be met prior to placement. You are encouraged to seek out externship or clinical sites under the guidance of the Externship Coordinator. If you have a particular interest in a facility with which the University is not affiliated, you may bring this to the attention of the Externship Coordinator so the site may be evaluated.

You may arrange the days or times of your externship or clinical training only with written permission from the University.

If you are absent from your externship or clinical training, you must inform both the site and the University. Externship or clinical site reassignments will be evaluated on a case-by-case basis and may result in additional charges.

Externship and clinical sites may require you to complete a criminal background check or medical examination, including providing proper documentation of applicable immunizations.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
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<td>DA G151</td>
<td>PATIENT INTERACTION</td>
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<td>DA K151</td>
<td>FOUNDATIONAL SKILLS FOR DENTAL ASSISTING</td>
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<td>DA O170</td>
<td>OPERATIVE ASSISTING</td>
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<td>DA P170</td>
<td>DENTAL MATERIALS</td>
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<td>CHAIRSIDE SPECIALTIES</td>
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<td>DA V190</td>
<td>SPECIALTY DENTISTRY EXTERNSHIP</td>
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<td>DA W151</td>
<td>TECHNOLOGY AND TERMINOLOGY FOR DENTAL ASSISTING</td>
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<td>DA Y151</td>
<td>DIAGNOSTIC ASSISTING</td>
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**TOTAL MAJOR REQUIREMENTS** 56

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<thead>
<tr>
<th>Location</th>
<th>Notes</th>
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<tbody>
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<td>- Program enrollment through campus locations; combines onsite and online instruction</td>
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</table>

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

Description and Outcomes

The objective of the Medical Assistant Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue entry-level positions in the medical field. This program concentrates on helping you acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures.

This program is designed, among other things, to prepare you to take the Certified Medical Assistant (CMA) exam sponsored by the American Association of Medical Assistants (AAMA). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Medical_Assistant_Certificate_Policies.aspx) section for important program disclosure information.

Upon graduation, workplace duties may include performing routine laboratory tests and assisting the doctor in both the clinical and administrative areas of the medical facility. Competence in the field also requires that a medical assistant display professionalism, communicate professionally, and provide instruction to patients.

Clinical Experiences

You will complete clinical instruction in a classroom lab for both MA 260: Clinical Competencies I and MA 270: Clinical Competencies II. You must also complete an unpaid externship (160 hours) in a physician's office or clinic to complete the course of study. Refer to the General Policies (http://catalog.kaplanuniversity.edu/school_of_health_sciences_general_policies.aspx) section for criminal background check information and the Externships and Clinical Experiences (http://catalog.kaplanuniversity.edu/Medical_Assistant_Certificate_Policies.aspx) section for additional requirements.

Program Length

The Medical Assistant Certificate program consists of 52 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Clinical: Demonstrate the core competencies of medical assisting clinical practice.
2. Administrative: Perform clerical and administrative functions required of a medical assistant.
4. Professionalism: Exhibit professional behavior as defined by the health care industry.

Policies

Externships and Clinical Experiences

In particular phases of study, some programs include an externship or clinical experience that is to be completed without compensation. Although you are supervised by professionals at your externship or clinical site, you must continue to maintain contact with the Kaplan University Externship Office on a regular basis.

In the event the University is unable to schedule you into the required externship or clinical experience, there may be a delay between the time you end classes and begin the externship or clinical experience.

In this case, the President may grant, on a limited basis, an administrative leave of absence. At the discretion of the University, externship or clinical sites may be secured outside the general residential area; however, this may require you to relocate and incur additional costs.

You must meet the following academic eligibility requirements prior to starting the externship or clinical experience:

1. Pass all required prerequisite courses, as indicated in this Catalog.
2. Have a cumulative GPA of 2.0.
3. You may not have a grade of "F" for any major course, unless your academic record reflects the course has been satisfactorily repeated.
4. You may not have an incomplete grade ("I") for any major course.
5. Have a 2.0 cumulative GPA for externships graded as Pass/Fail.

During externship or clinical training, you are expected to perform in an ethical, safe, and professional manner and to assist the supervisor in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

Externship and clinical training is typically completed Monday through Friday during the day. Evening externships and clinical experiences are rarely available; therefore, you should plan on completing the required hours during the day and must not rely on the possibility of evening hours. Successful completion of the externship or clinical experiences is a requirement for graduation.

The externship or clinical site will submit evaluations of your performance based on the standards set by the University. You must satisfactorily complete the externship or clinical assignment and submit an approved verification of time completed in order to graduate. To complete the externship or clinical in the time allowed, you may have to increase the number of hours spent at the externship or clinical site beyond those normally required during classroom training.

All externship or clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and types of learning experiences provided.

The University maintains affiliation agreements with a variety of facilities. Some facilities may have additional requirements that must be met prior to placement. You are encouraged to seek out externship or clinical sites under the guidance of the Externship Coordinator. If you have a particular interest in a facility with which the University is not affiliated, you may bring this to the attention of the Externship Coordinator so the site may be evaluated.

You may arrange the days or times of your externship or clinical training only with written permission from the University.

If you are absent from your externship or clinical training, you must inform both the site and the University.

Externship or clinical site reassignments will be evaluated on a case-by-case basis and may result in additional charges.

Externship and clinical sites may require you to complete a criminal background check or medical examination, including providing proper documentation of applicable immunizations.

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

Upon completion of the program, you may be eligible to take the Certified Medical Assistant (CMA) exam sponsored by the American Association of Medical Assistants (AAMA).

**Degree Plan**

**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>HS 101: MEDICAL LAW AND BIOETHICS</td>
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</tr>
<tr>
<td>HS 111: MEDICAL TERMINOLOGY</td>
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<tr>
<td>HS 120: ANATOMY AND PHYSIOLOGY I</td>
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<td>HS 130: ANATOMY AND PHYSIOLOGY II</td>
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<tr>
<td>HS 210: MEDICAL OFFICE MANAGEMENT</td>
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<tr>
<td>HS 220: MEDICAL CODING AND INSURANCE</td>
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<tr>
<td>HS 275: PROFESSIONALISM IN HEALTH CARE</td>
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<tr>
<td>MA 260: CLINICAL COMPETENCIES I</td>
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<td>MA 270: CLINICAL COMPETENCIES II</td>
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<td>MA 290: MEDICAL ASSISTING EXTERNSHIP AND EVALUATION</td>
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Choose one of the following courses:

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<th>Courses</th>
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<tr>
<td>CS 121: PATHWAYS TO ACADEMIC SUCCESS</td>
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**TOTAL MAJOR REQUIREMENTS** 52

**TOTAL PROGRAM REQUIREMENTS** 52

**Locations**

<table>
<thead>
<tr>
<th>Hagerstown</th>
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</tr>
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Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

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

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

Practicum Experience

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

Program Length

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

Program Outcomes

1. Administration: Perform administrative functions of medical billing and coding.

2. Technical: Apply computer literacy skills in managing electronic medical claims.

3. Foundational Knowledge: Demonstrate knowledge of coding and billing guidelines and requirements in the process of medical claims management.


5. Critical Thinking: Apply problem-solving skills to real and simulated health care scenarios.

Policies

Certification, State Board, and National Board Exams

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

Upon completion of the program, you may be eligible to take the Certified Coding Specialist (CCS) certification exam and/or the Certified Coding Specialist—Physician-Based (CCS-P) certification exam sponsored by the American Health Information Management Association (AHIMA).

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>Major Requirements</td>
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<td>HS 111: MEDICAL TERMINOLOGY</td>
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<td>HS 120: ANATOMY AND PHYSIOLOGY I</td>
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<td>HS 130: ANATOMY AND PHYSIOLOGY II</td>
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<td>HS 200: DISEASES OF THE HUMAN BODY</td>
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<tr>
<td>HS 215: MEDICAL INSURANCE AND BILLING</td>
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<td>HS 225: MEDICAL CODING I</td>
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<td>HI 215: REIMBURSEMENT METHODOLOGIES</td>
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<tr>
<td>HI 255: MEDICAL CODING II</td>
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<td>HS 292: BILLING AND CODING PRACTICUM</td>
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TOTAL MAJOR REQUIREMENTS 38

 TOTAL PROGRAM REQUIREMENTS 38

Locations

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<td>Davenport</td>
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<tr>
<td>Cedar Falls</td>
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<td>Cedar Rapids</td>
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<tr>
<td>Des Moines</td>
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<tr>
<td>Hagerstown</td>
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<tr>
<td>Location</td>
<td>Method</td>
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<tr>
<td>Lewiston</td>
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<td>Omaha</td>
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<tr>
<td>South Portland</td>
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</table>

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

Description and Outcomes

The objective of the Phlebotomist Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue entry-level positions in clinics, drug treatment centers, freestanding surgical centers, and hospital areas. Courses will train you in the highly technical area of intravenous blood withdrawal and capillary punctures. General medical and legal knowledge is provided. Classroom instruction is reinforced in the campus clinical laboratory and further refined through a hospital or laboratory externship.

Upon graduation, you may perform intravenous blood withdrawals and capillary punctures. Clerical duties include using computers for keying in patient data using correct medical terminology, understanding chain-of-custody forms and drug-screening procedures, using aseptic techniques and standard precautions, handling biohazard waste properly, and maintaining patient confidentiality.

This program is designed, among other things, to help you prepare for the Phlebotomy Technician exam sponsored by the American Society for Clinical Pathology (ASCP). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Phlebotomist_Certificate_leftNav.aspx) section for additional requirements.

Externship Experience

Prior to graduation, you must complete a 135-hour externship. The externship portion of this program is uncompensated. Refer to the General Policies (http://catalog.kaplanuniversity.edu/school_of_health_sciences_general_policies.aspx) section for criminal background check information and the Progression Requirements (http://catalog.kaplanuniversity.edu/Phlebotomist_Certificate_leftNav.aspx) section for additional requirements.

Program Length

The Phlebotomist Certificate program consists of a minimum of 45 quarter credits hours. Upon completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technical: Perform the functions of phlebotomy.
2. Administrative: Utilize administrative tasks in the lab.
3. Communication: Use proper medical terminology to communicate to industry standards within the health care field.
4. Critical Thinking Skills: Apply critical thinking skills to real and simulated health care scenarios.
5. Standards, Laws, Ethics, and Professionalism: Analyze ethical and legal standards in practical applications within the health care profession.

Policies

Policy information specific to the Phlebotomy Certificate program is noted below.

Progression Requirements

As a student enrolled in the Phlebotomist Certificate program, you must:

1. Submit proof of having completed the first two Hepatitis B immunizations prior to enrolling in HS 291: Phlebotomy Lab, and must submit proof of having completed the third Hepatitis B immunization prior to enrolling in HS 299: Phlebotomy Externship.
2. Achieve a minimum grade of "C" in HS 291: Phlebotomy Lab to be eligible to enroll in HS 299: Phlebotomy Externship.

Externships and Clinical Experiences

In particular phases of study, some programs include an externship or clinical experience that is to be completed without compensation. Although you are supervised by professionals at your externship or clinical site, you must continue to maintain contact with the Kaplan University Externship Office on a regular basis.

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You must meet the following academic eligibility requirements prior to starting the externship or clinical experience:

1. Pass all required prerequisite courses, as indicated in this Catalog.
2. Have a cumulative GPA of 2.0.
3. You may not have a grade of "F" for any major course, unless your academic record reflects the course has been satisfactorily repeated.
4. You may not have an incomplete grade ("I") for any major course.
5. Have a 2.0 cumulative GPA for externships graded as Pass/Fail.

During externship or clinical training, you are expected to perform in an ethical, safe, and professional manner and to assist the supervisor in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

Externship and clinical training is typically completed Monday through Friday during the day. Evening externships and clinical experiences are rarely available; therefore, you should plan on completing the required hours during the day and must not rely on the possibility of evening hours. Successful completion of the externship or clinical experiences is a requirement for graduation.

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Upon completing of the program, you may be eligible to take the Phlebotomy Technician certification exam sponsored by the American Society for Clinical Pathology (ASCP).

**Degree Plan**

**Curriculum**

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<thead>
<tr>
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<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>100/200 LEVEL: COMMUNICATION COURSE</td>
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<td>HS 101: MEDICAL LAW AND BIOETHICS</td>
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<tr>
<td>HS 291: PHLEBOTOMY LAB</td>
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<td>HS 299: PHLEBOTOMY EXTERNSHIP</td>
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<tr>
<td>Choose one of the following courses:</td>
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<td>HS 100: INTRODUCTION TO HEALTH SCIENCE</td>
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<tr>
<td>CS 121: PATHWAYS TO ACADEMIC SUCCESS</td>
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</tbody>
</table>

**TOTAL MAJOR REQUIREMENTS**

| 45 |

**TOTAL PROGRAM REQUIREMENTS**

| 45 |

**Locations**

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School of Information Technology

Mission

Mission Statement

Our mission is to develop the talents of our students. We provide a flexible, learner-centered education that is responsive to the rapidly changing technology landscape. Our dynamic faculty of industry experts teaches the essential skills, tools, and thought processes to devise solutions that students can apply immediately. We prepare our graduates to think critically, communicate effectively, and engage in lifelong learning.

General Policies

Certification, State Board, and National Board Exams

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

Upon completion of select information technology programs, you may be eligible to take various technology certification examinations.

Committee on National Security Systems Certifications

If you successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure as a part of your degree plan requirements, you are eligible to receive the following certifications from the Committee on National Security Systems (CNSS):

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

Courses taken outside of your degree plan are not eligible for federal financial aid. Therefore, if you wish to take additional courses to receive the CNSS certifications, but do not have sufficient open electives in your degree plan, you will be required to make other financial arrangements to pay for the course(s). Contact the Kaplan University Financial Aid Office to inquire about alternative funding.
Bachelor of Science in Information Technology

Description and Outcomes

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

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

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Career Focus Areas

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

Tracks of Study

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

The applied technology track explores foundational concepts, tools, and methods of IT through a curriculum designed to support the needs of a business. Courses help you develop a broad foundation in the fundamental areas of IT and career focus areas allow you to build an in-depth understanding in an area of interest. Choose from information systems management, network administration, project management, or web development. You will study core information technologies such as the Internet, networking, operating systems, project management, systems analysis and design, and web design. Choose the information systems track if you are interested in studying how to design and implement information systems and technologies to solve technology and business problems. Leveraging a curriculum designed to maintain currency with technological advances and business needs, coursework helps you develop technology, business, and communication skills relevant to the IT professional. You will study areas such as application development, database management, information security, systems analysis and design, and systems architecture to build core information systems skills. There are four career focus areas available in the information systems track: application development, database management, information security and forensics, and mobile computing.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies
Admissions Requirements

Advanced Start Degree Option

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

Progression Requirements

Advanced Start Degree Option

1. If you do not possess prior learning credit comparable to IT 133: Software Applications, you must either take the course as an elective or pass the IST assessment before your first term or upon completion of foundational coursework.

2. If you do not possess prior learning credit comparable to the 100/200-level prerequisites for the career focus area courses, you must complete the relevant coursework.

Degree Plan

Curriculum

Bachelor of Science in Information Technology - Standard

Applied Technology Track

No Career Focus Area

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<tr>
<td>HU 245: ETHICS</td>
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<td>SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES</td>
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<tr>
<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
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<tr>
<td>SC 250: SCIENCE FOR EVERYDAY LIFE</td>
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SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

**TOTAL CORE REQUIREMENTS** 33

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<th>Major Requirements</th>
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Choose one of the following courses:

IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

**TOTAL MAJOR REQUIREMENTS** 78

Open Elective Requirements

OPEN ELECTIVES 69

**TOTAL OPEN ELECTIVE REQUIREMENTS** 69

**TOTAL PROGRAM REQUIREMENTS** 180

Curriculum

Bachelor of Science in Information Technology - Standard

Applied Technology Track

Information Systems Management

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**TOTAL CORE REQUIREMENTS**: 33

**Major Requirements**

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**TOTAL MAJOR REQUIREMENTS**: 78

**Open Elective Requirements**

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**TOTAL OPEN ELECTIVE REQUIREMENTS**: 69

**Career Focus Area Requirements - Information Systems Management**

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<tr>
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<tbody>
<tr>
<td>MT 300</td>
<td>MANAGEMENT OF INFORMATION SYSTEMS</td>
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<tr>
<td>MT 451</td>
<td>MANAGING TECHNOLOGICAL INNOVATION</td>
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**TOTAL CAREER FOCUS AREA REQUIREMENTS - INFORMATION SYSTEMS MANAGEMENT**: 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**: 180
TOTAL MAJOR REQUIREMENTS 78

Open Elective Requirements
OPEN ELECTIVES 69

TOTAL OPEN ELECTIVE REQUIREMENTS 69

Career Focus Area Requirements - Network Administration
IT 278: NETWORK ADMINISTRATION 5
IT 283: NETWORKING WITH TCP/IP 5
IT 388: ROUTING AND SWITCHING I 6
Choose one of the following:
IT 275: LINUX SYSTEM ADMINISTRATION 5
IT 375: WINDOWS ENTERPRISE ADMINISTRATION 6
Choose one of the following:
IT 471: ROUTING AND SWITCHING II 6
IT 482: NETWORK DESIGN 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - NETWORK ADMINISTRATION 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Standard

Applied Technology Track

Project Management

Courses
Credits

PROGRAM REQUIREMENTS

Core Requirements
CM 107: COLLEGE COMPOSITION I 5
CM 220: COLLEGE COMPOSITION II 5
CS 204: PROFESSIONAL PRESENCE 3
MM 212: COLLEGE ALGEBRA 5
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL MAJOR REQUIREMENTS 78

Open Elective Requirements
OPEN ELECTIVES 69

TOTAL OPEN ELECTIVE REQUIREMENTS 69

Career Focus Area Requirements - Project Management
IT 401: PROJECT MANAGEMENT II 6
IT 453: BUSINESS INTELLIGENCE 6
MT 400: BUSINESS PROCESS MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - PROJECT MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Standard

Applied Technology Track

Web Development

Courses
Credits

PROGRAM REQUIREMENTS

Core Requirements
CM 107: COLLEGE COMPOSITION I 5
CM 220: COLLEGE COMPOSITION II 5
CS 204: PROFESSIONAL PRESENCE 3
MM 212: COLLEGE ALGEBRA 5

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TOTAL CORE REQUIREMENTS 33

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IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT 5
IT 133: SOFTWARE APPLICATIONS 5
IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY 5
IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
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IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 78

Open Elective Requirements
OPEN ELECTIVES 69

TOTAL OPEN ELECTIVE REQUIREMENTS 69

Career Focus Area Requirements - Web Development
IT 214: FOUNDATIONS OF WEB DESIGN 5
IT 245: WEBSITE ARCHITECTURE 5
IT 247: FUNDAMENTALS OF WEB GRAPHICS 5
IT 250: ENHANCING WEBSITES WITH PHP 5
IT 476: WEB MARKETING AND E-COMMERCE 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - WEB DEVELOPMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Standard Information Systems Track

No Career Focus Area

Courses

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TOTAL OPEN ELECTIVE REQUIREMENTS 69

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TOTAL CAREER FOCUS AREA REQUIREMENTS - WEB DEVELOPMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180
IT 302: HUMAN COMPUTER INTERACTION 6
IT 331: TECHNOLOGY INFRASTRUCTURE 6
IT 332: PRINCIPLES OF INFORMATION SYSTEMS ARCHITECTURE 6
IT 402: IT CONSULTING SKILLS 6
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TOTAL MAJOR REQUIREMENTS 89

Open Elective Requirements
OPEN ELECTIVES 58

TOTAL OPEN ELECTIVE REQUIREMENTS 58

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

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Standard
Information Systems Track
Application Development

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Career Focus Area Requirements - Application Development
IT 258: FOUNDATIONS OF PROGRAMMING USING JAVA 5
IT 259: INTERMEDIATE JAVA PROGRAMMING 5
IT 293: INTERMEDIATE VISUAL BASIC PROGRAMMING 5
IT 310: DATA STRUCTURES AND ALGORITHMS 6
IT 350: STRUCTURED QUERY LANGUAGE 6
IT 355: WEB PROGRAMMING DEVELOPMENT 6
IT 464: ADVANCED JAVA PROGRAMMING 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - APPLICATION DEVELOPMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180
Curriculum
Bachelor of Science in Information Technology - Standard
Information Systems Track
Database Management

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| IT 133: SOFTWARE APPLICATIONS                         | 5       |
| IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY         | 5       |
| IT 234: DATABASE FOUNDATIONS                           | 5       |
| IT 273: NETWORKING CONCEPTS                           | 5       |
| IT 286: INTRODUCTION TO NETWORK SECURITY               | 5       |
| MM 250: INTRODUCTORY DISCRETE MATHEMATICS             | 5       |
| MT 140: INTRODUCTION TO MANAGEMENT                    | 5       |
| IT 301: PROJECT MANAGEMENT I                           | 6       |
| IT 302: HUMAN COMPUTER INTERACTION                     | 6       |
| IT 331: TECHNOLOGY INFRASTRUCTURE                      | 6       |
| IT 332: PRINCIPLES OF INFORMATION SYSTEMS ARCHITECTURE | 6       |
| IT 402: IT CONSULTING SKILLS                           | 6       |
| IT 460: SYSTEMS ANALYSIS AND DESIGN                   | 6       |
| IT 499: BACHELOR’S CAPSTONE IN INFORMATION TECHNOLOGY | 6       |
| Choose one of the following courses:                  |         |

| **Open Elective Requirements**                         |         |
| OPEN ELECTIVES                                        | 58      |

| **TOTAL OPEN ELECTIVE REQUIREMENTS**                   | 58      |

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

| Career Focus Area Requirements - Database Management   |         |
| IT 354: DATABASE DESIGN                                 | 6       |
| IT 457: DATA WAREHOUSING AND DATA MINING                | 6       |
| Choose one of the following courses:                    |         |
| IT 338: INTRODUCTION TO RELATIONAL DATABASES AND SQL    | 6       |
| IT 350: STRUCTURED QUERY LANGUAGE                       | 6       |
| Choose one of the following courses:                    |         |
| IT 358: ORACLE QUERY DESIGN                             | 6       |
| IT 452: INTERMEDIATE QUERY DESIGN AND REPORTING         | 6       |
| Choose one of the following courses:                    |         |
| IT 456: SQL SERVER DATABASE ADMINISTRATION              | 6       |
| IT 458: ORACLE DATABASE ADMINISTRATION                  | 6       |

| **TOTAL CAREER FOCUS AREA REQUIREMENTS - DATABASE MANAGEMENT** | 0 |

Career focus area courses are completed within the open electives requirement of the degree plan.

| **TOTAL PROGRAM REQUIREMENTS**                         | 180     |

Curriculum
Bachelor of Science in Information Technology - Standard
Information Systems Track
Information Security and Forensics

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| **TOTAL MAJOR REQUIREMENTS**                          | 89      |

| **Open Elective Requirements**                         |         |
| OPEN ELECTIVES                                        | 58      |

| **TOTAL OPEN ELECTIVE REQUIREMENTS**                   | 58      |

| **TOTAL PROGRAM REQUIREMENTS**                         | 180     |

Curriculum
Bachelor of Science in Information Technology - Standard
Information Systems Track
Information Security and Forensics

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| **Open Elective Requirements**                         |         |
| OPEN ELECTIVES                                        | 58      |

| **TOTAL OPEN ELECTIVE REQUIREMENTS**                   | 58      |

| **TOTAL PROGRAM REQUIREMENTS**                         | 180     |
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SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 33

Major Requirements
CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION 2
IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT 5
IT 133: SOFTWARE APPLICATIONS 5
IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY 5
IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
MM 250: INTRODUCTORY DISCRETE MATHEMATICS 5
MT 140: INTRODUCTION TO MANAGEMENT 5
IT 301: PROJECT MANAGEMENT I 6
IT 302: HUMAN COMPUTER INTERACTION 6
IT 331: TECHNOLOGY INFRASTRUCTURE 6
IT 332: PRINCIPLES OF INFORMATION SYSTEMS ARCHITECTURE 6
IT 402: IT CONSULTING SKILLS 6
IT 460: SYSTEMS ANALYSIS AND DESIGN 6
IT 499: BACHELOR’S CAPSTONE IN INFORMATION TECHNOLOGY 6

Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 89

Open Elective Requirements
OPEN ELECTIVES 58

TOTAL OPEN ELECTIVE REQUIREMENTS 58

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

Career Focus Area Requirements - Information Security and Forensics
IT 278: NETWORK ADMINISTRATION 5
CJ 317: COMPUTER FORENSICS 6
IT 390: INTRUSION DETECTION AND INCIDENCE RESPONSE 6

TOTAL CORE REQUIREMENTS 33

Major Requirements
CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION 2
IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT 5
IT 133: SOFTWARE APPLICATIONS 5
IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY 5
IT 234: DATABASE FOUNDATIONS 5
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Choose one of the following courses:
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TOTAL MAJOR REQUIREMENTS 89

Open Elective Requirements
OPEN ELECTIVES 58
TOTAL OPEN ELECTIVE REQUIREMENTS 58

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

Career Focus Area Requirements - Mobile Computing
IT 258: FOUNDATIONS OF PROGRAMMING USING JAVA 5
IT 259: INTERMEDIATE JAVA PROGRAMMING 5
IT 284: INTRODUCTION TO MOBILE SYSTEMS 5
IT 305: INTRODUCTION TO WIRELESS APPLICATION DEVELOPMENT 6
IT 405: ADVANCED WIRELESS APPLICATION DEVELOPMENT 6
IT 406: MOBILE DATABASE SYSTEMS 6
Choose one of the following:
IT 407: MOBILE APPLICATION DEVELOPMENT FOR APPLE HANDHELD DEVICES 6
IT 409: MICROSOFT WINDOWS PHONE APPLICATION DEVELOPMENT 6
TOTAL CAREER FOCUS AREA REQUIREMENTS - MOBILE COMPUTING 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Advanced Start
Applied Technology Track
No Career Focus Area

Courses Credits

Prior Degree Requirements
Associate’s Degree in Information Technology or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
MM 212: COLLEGE ALGEBRA 5
TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5
TOTAL CORE REQUIREMENTS 18

Major Requirements
IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
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Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5
TOTAL MAJOR REQUIREMENTS 56

Open Elective Requirements
OPEN ELECTIVES 16
TOTAL OPEN ELECTIVE REQUIREMENTS 16

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

**Bachelor of Science in Information Technology - Advanced Start**

**Applied Technology Track**

**Information Systems Management**

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Choose one of the following courses:

- IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
- IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

**TOTAL MAJOR REQUIREMENTS** 56

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**Career Focus Area Requirements - Information Systems Management**

- MT 300: MANAGEMENT OF INFORMATION SYSTEMS 6
- MT 451: MANAGING TECHNOLOGICAL INNOVATION 6

**TOTAL CAREER FOCUS AREA REQUIREMENTS - INFORMATION SYSTEMS MANAGEMENT** 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

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### Curriculum

**Bachelor of Science in Information Technology - Advanced Start**

**Applied Technology Track**

**Network Administration**

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### Curriculum

**Bachelor of Science in Information Technology - Advanced Start**

**Applied Technology Track**

**Project Management**

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<td>IT 402: IT CONSULTING SKILLS</td>
<td>6</td>
</tr>
<tr>
<td>IT 460: SYSTEMS ANALYSIS AND DESIGN</td>
<td>6</td>
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<tr>
<td>IT 499: BACHELOR’S CAPSTONE IN INFORMATION TECHNOLOGY</td>
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<tr>
<td>Choose one of the following courses:</td>
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<tr>
<td>IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS</td>
<td>5</td>
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<tr>
<td>IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework.</td>
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<tr>
<td><strong>Career Focus Area Requirements - Network Administration</strong></td>
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<tr>
<td>IT 278: NETWORK ADMINISTRATION</td>
<td>5</td>
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<tr>
<td>IT 283: NETWORKING WITH TCP/IP</td>
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<tr>
<td>IT 388: ROUTING AND SWITCHING I</td>
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<td>IT 275: LINUX SYSTEM ADMINISTRATION</td>
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<td>IT 471: ROUTING AND SWITCHING II</td>
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<td>IT 482: NETWORK DESIGN</td>
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IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 56

Open Elective Requirements
OPEN ELECTIVES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

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

Career Focus Area Requirements - Project Management
IT 401: PROJECT MANAGEMENT II 6
IT 453: BUSINESS INTEGRITY 6
MT 400: BUSINESS PROCESS MANAGEMENT 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - PROJECT MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Advanced Start

Applied Technology Track
Web Development

Courses | Credits
---|---

PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Information Technology or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
MM 212: COLLEGE ALGEBRA 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5

SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5
Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

Major Requirements
IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
IT 301: PROJECT MANAGEMENT I 6
IT 302: HUMAN COMPUTER INTERACTION 6
IT 331: TECHNOLOGY INFRASTRUCTURE 6
IT 402: IT CONSULTING SKILLS 6
IT 460: SYSTEMS ANALYSIS AND DESIGN 6
IT 499: BACHELOR'S CAPSTONE IN INFORMATION TECHNOLOGY 6
Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 56

Open Elective Requirements
OPEN ELECTIVES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

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

Career Focus Area Requirements - Web Development
IT 214: FOUNDATIONS OF WEB DESIGN 5
IT 245: WEBSITE ARCHITECTURE 5
IT 247: FUNDAMENTALS OF WEB GRAPHICS 5
IT 250: ENHANCING WEBSITES WITH PHP 5
IT 476: WEB MARKETING AND E-COMMERCE 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - WEB DEVELOPMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Advanced Start

Information Systems Track
No Career Focus Area
PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Information Technology or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
MM 212: COLLEGE ALGEBRA 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
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SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
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Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
MM 250: INTRODUCTORY DISCRETE MATHEMATICS 5
IT 301: PROJECT MANAGEMENT I 6
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IT 402: IT CONSULTING SKILLS 6
IT 460: SYSTEMS ANALYSIS AND DESIGN 6
IT 499: BACHELOR’S CAPSTONE IN INFORMATION TECHNOLOGY 6
Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 67

Open Elective Requirements
OPEN ELECTIVE 5

TOTAL OPEN ELECTIVE REQUIREMENTS 5

Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework. Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Information Technology - Advanced Start
Information Systems Track
Application Development

Courses

PROGRAM REQUIREMENTS

Prior Degree Requirements
Associate’s Degree in Information Technology or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements
MM 212: COLLEGE ALGEBRA 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements
CS 204: PROFESSIONAL PRESENCE 3
Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5
Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
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Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements
IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
MM 250: INTRODUCTORY DISCRETE MATHEMATICS 5
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IT 302: HUMAN COMPUTER INTERACTION 6
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IT 332: PRINCIPLES OF INFORMATION SYSTEMS ARCHITECTURE 6
IT 402: IT CONSULTING SKILLS 6
IT 460: SYSTEMS ANALYSIS AND DESIGN 6
IT 499: BACHELOR’S CAPSTONE IN INFORMATION TECHNOLOGY 6
Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 67

Open Elective Requirements
OPEN ELECTIVE 5

TOTAL OPEN ELECTIVE REQUIREMENTS 5

Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework. Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

TOTAL PROGRAM REQUIREMENTS 180
Major Requirements

IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
MM 250: INTRODUCTORY DISCRETE MATHEMATICS 5
IT 301: PROJECT MANAGEMENT I 6
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Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 67

Open Elective Requirements

OPEN ELECTIVE 5

TOTAL OPEN ELECTIVE REQUIREMENTS 5

Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework. Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

Career Focus Area Requirements - Application Development

IT 258: FOUNDATIONS OF PROGRAMMING USING JAVA 5
IT 259: INTERMEDIATE JAVA PROGRAMMING 5
IT 293: INTERMEDIATE VISUAL BASIC PROGRAMMING 5
IT 310: DATA STRUCTURES AND ALGORITHMS 6
IT 350: STRUCTURED QUERY LANGUAGE 6
IT 355: WEB PROGRAMMING DEVELOPMENT 6
IT 464: ADVANCED JAVA PROGRAMMING 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - APPLICATION DEVELOPMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Information Technology - Advanced Start

Information Systems Track

Database Management

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
</tbody>
</table>

Prior Degree Requirements

Associate’s Degree in Information Technology or a Related Field 90

TOTAL PRIOR DEGREE REQUIREMENTS 90

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

Prerequisite Requirements

MM 212: COLLEGE ALGEBRA 5

TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements

CS 204: PROFESSIONAL PRESENCE 3

Choose one of the following arts and humanities courses:
HU 200: CRITICAL EVALUATION IN THE HUMANITIES 5
HU 245: ETHICS 5
HU 250: HUMANITIES AND CULTURE 5

Choose one of the following science courses:
SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD 5
SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES 5
SC 246: FUNDAMENTALS OF MICROBIOLOGY 5
SC 250: SCIENCE FOR EVERYDAY LIFE 5

Choose one of the following social science courses:
SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT 5
SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH 5

TOTAL CORE REQUIREMENTS 18

Major Requirements

IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
MM 250: INTRODUCTORY DISCRETE MATHEMATICS 5
IT 301: PROJECT MANAGEMENT I 6
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IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 67

181
Open Elective Requirements

OPEN ELECTIVE 5

TOTAL OPEN ELECTIVE REQUIREMENTS 5

Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework. Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

Career Focus Area Requirements - Database Management

IT 354: DATABASE DESIGN 6
IT 457: DATA WAREHOUSING AND DATA MINING 6
Choose one of the following courses:
IT 338: INTRODUCTION TO RELATIONAL DATABASES AND SQL 6
IT 350: STRUCTURED QUERY LANGUAGE 6
Choose one of the following courses:
IT 358: ORACLE QUERY DESIGN 6
IT 350: STRUCTURED QUERY LANGUAGE 6
Choose one of the following courses:
IT 358: ORACLE QUERY DESIGN 6
IT 452: INTERMEDIATE QUERY DESIGN AND REPORTING 6
Choose one of the following courses:
IT 456: SQL SERVER DATABASE ADMINISTRATION 6
IT 458: ORACLE DATABASE ADMINISTRATION 6

TOTAL CAREER FOCUS AREA REQUIREMENTS - DATABASE MANAGEMENT 0

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Information Technology - Advanced Start
Information Systems Track

Information Security and Forensics

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<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
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<tr>
<td>Choose one of the following arts and humanities courses:</td>
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<td>HU 200: CRITICAL EVALUATION IN THE HUMANITIES</td>
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<td>HU 245: ETHICS</td>
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</table>

TOTAL CORE REQUIREMENTS 18

Major Requirements

IT 234: DATABASE FOUNDATIONS 5
IT 273: NETWORKING CONCEPTS 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5
MM 250: INTRODUCTORY DISCRETE MATHEMATICS 5
IT 301: PROJECT MANAGEMENT I 6
IT 302: HUMAN COMPUTER INTERACTION 6
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IT 499: BACHELOR'S CAPSTONE IN INFORMATION TECHNOLOGY 6
Choose one of the following courses:
IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 67

Open Elective Requirements

OPEN ELECTIVE 5

TOTAL OPEN ELECTIVE REQUIREMENTS 5

Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework. Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

Career Focus Area Requirements - Information Security and Forensics

IT 278: NETWORK ADMINISTRATION 5
CJ 317: COMPUTER FORENSICS 6
IT 390: INTRUSION DETECTION AND INCIDENCE RESPONSE 6
IT 411: DIGITAL FORENSICS 6
Curriculum

Bachelor of Science in Information Technology - Advanced Start
Information Systems Track
Mobile Computing

<table>
<thead>
<tr>
<th>Courses</th>
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<td>MM 212: COLLEGE ALGEBRA</td>
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**Core Requirements**

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<td>SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD</td>
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<td>SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES</td>
<td>5</td>
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<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
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<td>SC 250: SCIENCE FOR EVERYDAY LIFE</td>
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**Total Core Requirements**

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**Major Requirements**

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<tr>
<td>MM 250: INTRODUCTORY DISCRETE MATHEMATICS</td>
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**Total Major Requirements**

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**Open Elective Requirements**

<table>
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**Total Open Elective Requirements**

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**Total Program Requirements**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
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<tbody>
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<td>180</td>
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</table>

**Locations**

- Online
- Augusta
- Davenport
- Cedar Falls
- Cedar Rapids
<table>
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<tr>
<th>City</th>
<th>Instruction Method</th>
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<tbody>
<tr>
<td>Des Moines</td>
<td>Online instruction</td>
</tr>
<tr>
<td>Hagerstown</td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>Lewiston</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>Lincoln</td>
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<tr>
<td>Mason City</td>
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<tr>
<td>Omaha</td>
<td></td>
</tr>
<tr>
<td>South Portland</td>
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</tr>
</tbody>
</table>

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

Description and Outcomes

The Associate of Applied Science in Information Technology program is designed to prepare you with the general education, applied knowledge, technical skills, and communication skills to pursue a wide range of entry-level positions in the information technology field including the areas of network administration, software programming, and web development. Courses help you develop the foundational skills to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop web pages.

Career Focus Areas

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Technical Skills: Use technical skills and methods to solve problems.
2. Client Specifications: Analyze users' technical needs.
3. Application: Design technology applications.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/General_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

No Career Focus Area

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
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<tr>
<td>CM 107: COLLEGE COMPOSITION I</td>
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<tr>
<td>CM 220: COLLEGE COMPOSITION II</td>
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<tr>
<td>CS 204: PROFESSIONAL PRESENCE</td>
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<td>CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION</td>
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<tr>
<td>IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT</td>
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<tr>
<td>IT 133: SOFTWARE APPLICATIONS</td>
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<tr>
<td>IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY</td>
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Curriculum

Application Development

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</thead>
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<td>185</td>
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</table>
**PROGRAM REQUIREMENTS**

**Core Requirements**
- CM 107: COLLEGE COMPOSITION I 5
- CM 220: COLLEGE COMPOSITION II 5
- CS 204: PROFESSIONAL PRESENCE 3
- MM 212: COLLEGE ALGEBRA 5

**Total Core Requirements** 18

**Major Requirements**
- CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION 2
- IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT 5
- IT 133: SOFTWARE APPLICATIONS 5
- IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY 5
- IT 234: DATABASE FOUNDATIONS 5
- IT 261: DESKTOP ADMINISTRATION 5
- IT 273: NETWORKING CONCEPTS 5
- AB 140: INTRODUCTION TO MANAGEMENT 5
- IT 299: ASSOCIATE'S CAPSTONE IN INFORMATION TECHNOLOGY 5

Choose one of the following courses:
- IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
- IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

**Total Major Requirements** 47

**Open Elective Requirements**
- OPEN ELECTIVES 25

**Total Open Elective Requirements** 25

**Career Focus Area Requirements - Application Development**
- IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5
- IT 254: FOUNDATIONS OF PROGRAMMING USING C# 5
- IT 258: FOUNDATIONS OF PROGRAMMING USING JAVA 5
- IT 293: INTERMEDIATE VISUAL BASIC PROGRAMMING 5

**Total Career Focus Area Requirements - Application Development** 0

Career focus area courses are completed within the open electives requirement of the degree plan.

**Total Program Requirements** 90

**Curriculum**

**Help Desk Administration**

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**Total Core Requirements** 18

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**Network Administration**

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**Total Core Requirements** 18
Major Requirements

CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION 2
IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT 5
IT 133: SOFTWARE APPLICATIONS 5
IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY 5
IT 234: DATABASE FOUNDATIONS 5
IT 261: DESKTOP ADMINISTRATION 5
IT 273: NETWORKING CONCEPTS 5
AB 140: INTRODUCTION TO MANAGEMENT 5
IT 299: ASSOCIATE'S CAPSTONE IN INFORMATION TECHNOLOGY

Choose one of the following courses:

IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 47

Open Elective Requirements

OPEN ELECTIVES 25

TOTAL OPEN ELECTIVE REQUIREMENTS 25

Career Focus Area Requirements - Network Administration

IT 278: NETWORK ADMINISTRATION 5
IT 283: NETWORKING WITH TCP/IP 5
IT 286: INTRODUCTION TO NETWORK SECURITY 5

TOTAL CAREER FOCUS AREA REQUIREMENTS - NETWORK ADMINISTRATION 15

Career focus area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 90

Curriculum

Web Development

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
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<td>IT 299: ASSOCIATE'S CAPSTONE IN INFORMATION TECHNOLOGY</td>
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</table>

Choose one of the following courses:

IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS 5
IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC 5

TOTAL MAJOR REQUIREMENTS 47

Locations

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<tr>
<td>South Portland</td>
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</tbody>
</table>

187
Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Cisco Networks Postbaccalaureate Certificate

Description and Outcomes

The objective of the Cisco Networks Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Cisco networks. The certificate program is designed to provide foundational knowledge of key information technology areas including network administration, TCP/IP protocols, and network routers and switches. You will configure and troubleshoot network routers and switches using live and simulated labs.

This certificate program could also help you prepare for the Cisco Certified Network Associate (CCNA) certification exam. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Cisco_networks_Policies.aspx) section for important program disclosure information.

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

Program Length

The Cisco Networks Postbaccalaureate Certificate program consists of a minimum of 27 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

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

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Cisco Certified Network Associate (CCNA) certification exam.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IT 273: NETWORKING CONCEPTS</td>
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<td>IT 278: NETWORK ADMINISTRATION</td>
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<tr>
<td>IT 388: ROUTING AND SWITCHING I</td>
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Locations

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<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>Davenport</td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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<tr>
<td>Cedar Falls</td>
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<td>Cedar Rapids</td>
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</tbody>
</table>

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

Description and Outcomes

The objective of the Computer Forensics Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of computer forensics. The certificate program is designed to provide foundational knowledge of key information technology areas including intrusion detection systems, incidence response strategies, computer forensics, and forensic techniques. You will explore computer forensic software and study to gain proficiency in these programs.

This certificate program could also help you prepare for the CompTIA Network+, CompTIA Security+, and the EnCase Certified Examiner (EnCE) certification exams Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Computer_Forensics_Policies.aspx) section for important program disclosure information.

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

Program Length

The Computer Forensics Postbaccalaureate Certificate program consists of a minimum of 28 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

Certification, State Board, and National Board Exams

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Upon completion of the certificate program, you may be eligible to take the CompTIA Network+, CompTIA Security+, and EnCase Certified Examiner (EnCE) certification exams.

Degree Plan

Curriculum

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<td><strong>Major Requirements</strong></td>
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<td>IT 411: DIGITAL FORENSICS</td>
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</table>

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

Description and Outcomes

The objective of the Information Security Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of information security. The certificate program is designed to provide foundational knowledge of key information technology areas including network operating systems, network security, threat detection and response methods, disaster recovery planning, cryptography, and information security and risk management.

This certificate program could also help you prepare for the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Information Security Postbaccalaureate Certificate program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

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

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

Certification, State Board, and National Board Exams

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Upon completion of the certificate program, you may be eligible to take the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Major Requirements</td>
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<tr>
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Locations

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Internet Web Design Postbaccalaureate Certificate

Description and Outcomes

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

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

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

Program Length

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

Policies

Admissions Requirements

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

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

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Upon completion of the certificate program, you may be eligible to take the CIW Associate Design Specialist certification exam.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>Major Requirements</td>
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<td>IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT</td>
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<tr>
<td>IT 214: FOUNDATIONS OF WEB DESIGN</td>
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<td>IT 245: WEBSITE ARCHITECTURE</td>
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<td>IT 247: FUNDAMENTALS OF WEB GRAPHICS</td>
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Locations

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<tr>
<td>South Portland</td>
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</tbody>
</table>

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

Description and Outcomes

The objective of the Linux System Administration Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Linux operating systems. The certificate program is designed to provide foundational knowledge of key information technology areas including network administration, Linux installation and configuration, network services, security, and recovery. You will explore how to install, configure, and administer Linux as a network operating system.

This certificate program could also help you prepare for the CompTIA Linux+ and the Novell Certified Linux Professional certification exams. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Linux_System_Policies.aspx) section for important program disclosure information.

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

Program Length

The Linux System Administration Postbaccalaureate Certificate program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

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

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the CompTIA Linux+ and Novell Certified Linux Professional certification exams.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY</td>
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<tr>
<td>IT 273: NETWORKING CONCEPTS</td>
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<td>IT 275: LINUX SYSTEM ADMINISTRATION</td>
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Locations

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<tr>
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<tr>
<td>South Portland</td>
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</tbody>
</table>

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

Description and Outcomes

The objective of the Microsoft Operating Systems Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Microsoft operating systems. The certificate program is designed to provide foundational knowledge of key information technology areas including PC configuration and maintenance, desktop administration, network administration, and Active Directory configuration. You will explore Microsoft operating systems and study to gain proficiency in these systems.

This certificate program could also help you prepare for various Microsoft certification exams. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Microsoft Operating Systems Postbaccalaureate Certificate program consists of a minimum of 26 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

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

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

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take various Microsoft certification exams.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<td>Major Requirements</td>
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<td>IT 278: NETWORK ADMINISTRATION</td>
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</table>

Locations

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

The objective of the Oracle Database Administration Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the fields of database administration or database development. The certificate program is designed to provide foundational knowledge of key information technology areas including relational database management systems, relational database design, SQL and PL/SQL programming languages, database query design, and Oracle database administration. You will explore database management software and study to gain proficiency in these programs.

This certificate program could also help you prepare for the Oracle DBA Assessment Exam. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Oracle_Database_Systems_Policies.aspx) section for important program disclosure information.

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

Program Length

The Oracle Database Administration Postbaccalaureate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

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

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Oracle DBA Assessment Exam.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 163: DATABASE CONCEPTS USING MICROSOFT ACCESS</td>
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<td>IT 350: STRUCTURED QUERY LANGUAGE</td>
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<tr>
<td>IT 358: ORACLE QUERY DESIGN</td>
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<td>IT 458: ORACLE DATABASE ADMINISTRATION</td>
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<td>TOTAL PROGRAM REQUIREMENTS</td>
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Locations

- Online
- Augusta
- Davenport
- Cedar Falls
- Cedar Rapids
- Des Moines
- Hagerstown
- Lewiston
- Lincoln
- Mason City
- Omaha
- South Portland

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

Mission Statement

The mission of the Kaplan University legal 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.

General Policies

Progression Requirements

Accelerated Master's Degree Options

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

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

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

Please refer to the individual sections below for additional requirements.

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

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

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

Accelerated Master of Public Administration Option

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

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

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

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

Accelerated Master of Science in Criminal Justice Option

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

Comprehensive Exam Track

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

Applied Research Track

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

Accelerated Master of Science in Environmental Policy Option

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

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment II
- PP 510: Leadership in the Public Sector
Accelerated Master of Science in Homeland Security and Emergency Management Option

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

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

Accelerated Master of Science in Legal Studies Option

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

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History
Bachelor of Science in Environmental Policy and Management

Description and Outcomes

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

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in legal studies or public safety, consider an accelerated master's degree option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/school_of_legal_studies _general_policy.aspx) section for details.

Program Length

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

Program Availability

This program is subject to minimum enrollments. If minimum enrollments are not met, you will be asked to enroll in a subsequent term.

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Research Methods: Apply methods and tools to retrieve, analyze, and utilize primary and secondary sources of information and data.
2. Socially Responsible Leadership: Apply principles of social responsibility to decision-making actions and interactions.
3. Environmental Management: Apply concepts, theories, and principles of environmental management to evaluate and recommend solutions to managing the environment.
5. Global Environmental Issues: Analyze issues of the environment within the context of the global arena.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_legal_studies _general_policy.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Environmental Policy and Management - Standard

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<tr>
<td>Core Requirements</td>
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<td>EM 101: INTRODUCTION TO ENVIRONMENTAL POLICY AND MANAGEMENT</td>
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<td>EM 205: THE POLITICS OF MANAGING THE ENVIRONMENT</td>
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<td>MM 207: STATISTICS</td>
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<td>PP 110: ETHICS AND PUBLIC ADMINISTRATION</td>
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<td>PP 201: INTRODUCTION TO POLICY MAKING</td>
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<td>PP 205: INTRODUCTION TO ADMINISTRATIVE LAW</td>
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<td>PP 220: SOCIALLY RESPONSIBLE LEADERSHIP</td>
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<td>SC 225: ENVIRONMENTAL SCIENCE—ECOSYSTEMS, RESOURCES, AND CARBON FOOTPRINTS</td>
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<td>EM 305: THE ECONOMICS OF ENVIRONMENTAL MANAGEMENT</td>
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<td>EM 410: THE GLOBAL ENVIRONMENT</td>
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<tr>
<td>EM 430: ENVIRONMENTAL POLICY ANALYSIS</td>
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<tr>
<td>LS 302: ADVANCED ENVIRONMENTAL LAW AND POLICY</td>
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<tr>
<td>PP 310: FINANCE AND BUDGETING IN THE PUBLIC SECTOR</td>
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<tr>
<td>PP 420: PRIVATE AND PUBLIC SECTOR PARTNERSHIPS</td>
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<tr>
<td>EM 499: BACHELOR'S CAPSTONE IN ENVIRONMENTAL POLICY AND MANAGEMENT</td>
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<td>Choose one of the following courses:</td>
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<td>PP 460: GRANT WRITING</td>
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<td>PP 450: PROGRAM EVALUATION</td>
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### Core Requirements

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### Major Requirements

<table>
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<tr>
<td>EM 305: THE ECONOMICS OF ENVIRONMENTAL MANAGEMENT</td>
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<td>EM 410: THE GLOBAL ENVIRONMENT</td>
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<td>EM 430: ENVIRONMENTAL POLICY ANALYSIS</td>
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<tr>
<td>EM 499: BACHELOR'S CAPSTONE IN ENVIRONMENTAL POLICY AND MANAGEMENT</td>
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<tr>
<td>PP 450: PROGRAM EVALUATION</td>
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### Open Elective Requirements

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

### TOTAL PROGRAM REQUIREMENTS

180

### Locations

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<thead>
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<th>Location</th>
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199
<table>
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<tr>
<td><img src="image1.png" alt="Green Circle" /></td>
<td>Online instruction</td>
</tr>
<tr>
<td><img src="image2.png" alt="Red Square" /></td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td><img src="image3.png" alt="Yellow Triangle" /></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
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</table>

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

Description and Outcomes

The Bachelor of Science in Legal Studies program is designed to provide you with an education that incorporates the study of law (and related disciplines) with the development of both practical and analytical skills. In addition, if you plan on continuing your course of study at the law school level, the program's solid educational foundation could prepare you for the rigors of advanced study of the law or other areas of graduate study.

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

The legal education and training provided in the Bachelor of Science in Legal Studies program may prove useful if you are interested in continuing on to law school or a graduate education program or pursuing many other occupations including: arbitrator, mediator, patent agent, title examiner, legislative assistant, lobbyist, political office holder, corporate executive, journalist, abstractor, claims examiner, compliance and enforcement inspector, occupational and safety health worker, legal psychology expert, and jury consultant.

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

Accelerated Master's Degree Options

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Theory and Principles: Define the basic theories, 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 using prescribed analysis and argument.
3. Investigation: Apply investigative techniques to support the development of a legal argument.
4. Communications: Produce communications using theoretical and practical concepts from specialized areas of law.
5. Critical Thinking: Evaluate the role of legal theory and practice in the practice of societal institutions.

Policies

Please refer to school-specific policies section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Legal Studies - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
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<tr>
<td>100/200 LEVEL: COMMUNICATION COURSE</td>
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<tr>
<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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<td>200 LEVEL: COMMUNICATION COURSE</td>
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</tr>
<tr>
<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<tr>
<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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</tr>
<tr>
<td>Major Requirements</td>
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</tr>
<tr>
<td>LS 102: INTRODUCTION TO LAW</td>
<td>5</td>
</tr>
<tr>
<td>LS 305: CONSTITUTIONAL LAW</td>
<td>6</td>
</tr>
<tr>
<td>LS 308: LAW AND SOCIETY</td>
<td>6</td>
</tr>
<tr>
<td>LS 490: LEGAL PHILOSOPHY</td>
<td>6</td>
</tr>
<tr>
<td>PA 165: INTRODUCTION TO TORTS</td>
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</table>
PA 201: INTRODUCTION TO LEGAL RESEARCH 5
PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING 5
PA 253: LEGAL ETHICS 5
100/200-LEVEL: MAJOR ELECTIVE 5
300/400-LEVEL: MAJOR ELECTIVES 24
LS 498: BSLS CAPSTONE (RESEARCH OPTION) 6
Choose one of the following courses:
LS 100: EIGHT SKILLS OF THE EFFECTIVE LEGAL STUDIES STUDENT 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5
Choose one of the following courses:
IT 133: SOFTWARE APPLICATIONS 5
PA 230: INTRODUCTION TO LEGAL TECHNOLOGY 5
TOTAL MAJOR REQUIREMENTS 88

Online students will take the program-specific Eight Skills of the Effective Student course and PA 230: Introduction to Legal Technology.

Open Elective Requirements
OPEN ELECTIVES 59
TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Curriculum
Bachelor of Science in Legal Studies - Advanced Start

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<tr>
<td>Prior Degree Requirements</td>
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<td>Comparable Associate’s or Bachelor’s Degree</td>
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<tr>
<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
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<tr>
<td>Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite Requirements
LS 102: INTRODUCTION TO LAW 5
PA 201: INTRODUCTION TO LEGAL RESEARCH 5
PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING 5
Choose one of the following courses:
IT 133: SOFTWARE APPLICATIONS 5
PA 230: INTRODUCTION TO LEGAL TECHNOLOGY 5
TOTAL PREREQUISITE REQUIREMENTS 0

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

Core Requirements
300/400 LEVEL: ARTS AND HUMANITIES COURSE 6
300/400 LEVEL: PHYSICAL SCIENCE COURSE 6
300/400 LEVEL: SOCIAL SCIENCE COURSE 6
TOTAL CORE REQUIREMENTS 18

Major Requirements
LS 305: CONSTITUTIONAL LAW 6
LS 308: LAW AND SOCIETY 6
LS 490: LEGAL PHILOSOPHY 6
300/400 LEVEL: MAJOR ELECTIVES 24
LS 498: BSLS CAPSTONE (RESEARCH OPTION) 6
TOTAL MAJOR REQUIREMENTS 48

Open Elective Requirements
OPEN ELECTIVES 24
TOTAL OPEN ELECTIVE REQUIREMENTS 24

TOTAL PROGRAM REQUIREMENTS 180

Locations

Online
Augusta
Davenport
Cedar Falls
Cedar Rapids
Des Moines
Hagerstown
Lewiston
Lincoln
Mason City
Omaha
South Portland

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

Description and Outcomes

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

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

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

Accelerated Master's Degree Options

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Assist Clients: Analyze data to ethically assist clients throughout the legal process.
2. Perform Legal Research: Locate and analyze relevant primary and secondary legal sources in electronic and print media.
3. Perform Investigative Functions: Use investigative techniques to gather information from a variety of sources.
4. Perform Communications Functions: Communicate with participants throughout the legal process.
5. Implement Legal Procedures: Manage electronic and print information.
6. Assist in Litigation Preparation: Draft and organize information for trial purposes.
7. Prepare Legal Documents for Clients.

Policies

Please refer to school-specific policies and the Policy Information section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Paralegal Studies - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
<td><strong>33</strong></td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
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<td>6</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td>PA 101: THE PARALEGAL PROFESSIONAL</td>
<td>5</td>
</tr>
<tr>
<td>PA 110: CIVIL LITIGATION</td>
<td>5</td>
</tr>
<tr>
<td>PA 201: INTRODUCTION TO LEGAL RESEARCH</td>
<td>5</td>
</tr>
<tr>
<td>PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING</td>
<td>5</td>
</tr>
<tr>
<td>PA 253: LEGAL ETHICS</td>
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</tr>
<tr>
<td>100/200-LEVEL: MAJOR ELECTIVE</td>
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<tr>
<td>PA 300: REAL ESTATE LAW</td>
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</table>
## Curriculum

### Bachelor of Science in Paralegal Studies - Advanced Start

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Prior Degree Requirements</td>
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<td>Comparable Associate’s or Bachelor’s Degree</td>
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<tr>
<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
<td>90</td>
</tr>
<tr>
<td>Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.</td>
<td></td>
</tr>
<tr>
<td>Prerequisite Requirements</td>
<td></td>
</tr>
<tr>
<td>PA 101: THE PARALEGAL PROFESSIONAL</td>
<td>5</td>
</tr>
<tr>
<td>PA 110: CIVIL LITIGATION</td>
<td>5</td>
</tr>
<tr>
<td>PA 201: INTRODUCTION TO LEGAL RESEARCH</td>
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</tr>
<tr>
<td>PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING</td>
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<tr>
<td>TOTAL PREREQUISITE REQUIREMENTS</td>
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</tbody>
</table>

| Core Requirements                            |         |
| 300/400 LEVEL: ARTS AND HUMANITIES COURSE    | 6       |
| 300/400 LEVEL: PHYSICAL SCIENCE COURSE       | 6       |
| 300/400 LEVEL: SOCIAL SCIENCE COURSE         | 6       |

### Major Requirements

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PA 300: REAL ESTATE LAW</td>
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</tr>
<tr>
<td>PA 310: TORT LAW</td>
<td>6</td>
</tr>
<tr>
<td>PA 401: ADVANCED LEGAL WRITING</td>
<td>6</td>
</tr>
<tr>
<td>300/400-LEVEL: MAJOR ELECTIVES</td>
<td>24</td>
</tr>
<tr>
<td>PA 499: BACHELOR’S CAPSTONE IN PARALEGAL STUDIES</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL MAJOR REQUIREMENTS</td>
<td>48</td>
</tr>
</tbody>
</table>

Students who do not possess prior learning credit comparable to PA 165: Introduction to Torts must take the course in place of an open elective to satisfy the prerequisite requirements for PA 310: Tort Law.

### Open Elective Requirements

| OPEN ELECTIVES                               | 59      |

### Open Elective Requirements

| OPEN ELECTIVES                               | 24      |

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

### TOTAL PROGRAM REQUIREMENTS

| TOTAL PROGRAM REQUIREMENTS                    | 180     |
Bachelor of Science in Political Science

Description and Outcomes

(Currently Not Accepting Enrollments)

The Bachelor of Science in Political Science program is designed to help you develop an understanding of the interconnected issues and challenges that confront governing bodies and society locally, regionally, nationally, and globally. The study of politics and political science is broad and interdisciplinary; therefore, the program focuses on the historical, global, current, and future approaches to political theories and the application of those theories to the creation of political institutions and policy. In addition, the program emphasizes dimensions of politics, governance, the relationships between law and political institutions, economic and political power, and cultural and political identity.

The program's curriculum bridges to other disciplines including economics, law/legal studies, and social science. This melding of perspectives and the connection of disciplines creates a program rich in analysis of how various facets of political, legal, governmental, and economic structures interact. In addition, the program helps you develop skills and understand methods of applying these facets to the study of leadership in the political arena.

The Bachelor of Science in Political Science program is designed to prepare you to be an active and involved citizen in a democratic political system founded on principles of representative government as well as a multitiered system involving the federal, state, and local levels. This program provides you with the tools to participate and compete in the multifaceted political structure within a rapidly developing culture where global lines, institutions, cultures, and economies are blurred. The Bachelor of Science in Political Science program teaches you to think about politics and helps prepare you to be a critical and informed participant in an increasingly complex world.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in legal studies or public safety, consider an accelerated master's degree option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/school_of_legal_studies _general_policy.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
3. Science: Analyze how scientific principles are applied in real-world contexts.

4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

Discipline-Specific Outcomes

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

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_legal_studies _general_policy.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Political Science - Standard

<table>
<thead>
<tr>
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</tbody>
</table>
## Curriculum

### Bachelor of Science in Political Science - Advanced Start

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>TOTAL PRIOR DEGREE REQUIREMENTS</td>
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</table>

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

### Prerequisite Requirements

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td>MM 207: STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td>PO 101: INTRODUCTION TO POLITICAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT</td>
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</tr>
<tr>
<td>TOTAL PREREQUISITE REQUIREMENTS</td>
<td>0</td>
</tr>
</tbody>
</table>

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

### Core Requirements

<table>
<thead>
<tr>
<th>Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TOTAL CORE REQUIREMENTS</td>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>LS 100: EIGHT SKILLS OF THE EFFECTIVE LEGAL STUDIES STUDENT</td>
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</tr>
<tr>
<td>BU 204: MACROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>LS 102: INTRODUCTION TO LAW</td>
<td>5</td>
</tr>
<tr>
<td>MM 207: STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td>PO 101: INTRODUCTION TO POLITICAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>PP 205: INTRODUCTION TO ADMINISTRATIVE LAW</td>
<td>5</td>
</tr>
<tr>
<td>SS 144: SOCIOLOGY</td>
<td>5</td>
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<tr>
<td>SS 230: MAKING HISTORY—THE FOUNDING FATHERS</td>
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<td>SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT</td>
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<tr>
<td>LS 305: CONSTITUTIONAL LAW</td>
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<tr>
<td>PO 300: POLITICAL THEORY</td>
<td>6</td>
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<tr>
<td>PO 400: INTERNATIONAL RELATIONS</td>
<td>6</td>
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<tr>
<td>300/400-LEVEL: MAJOR ELECTIVES</td>
<td>24</td>
</tr>
<tr>
<td>PO 499: BACHELOR’S CAPSTONE IN POLITICAL SCIENCE</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL MAJOR REQUIREMENTS</td>
<td>93</td>
</tr>
</tbody>
</table>

### Open Elective Requirements

| OPEN ELECTIVES                               | 54      |

TOTAL OPEN ELECTIVE REQUIREMENTS 54

### TOTAL PROGRAM REQUIREMENTS

180

### Locations

- Online
- Augusta
- Davenport
- Cedar Falls
- Cedar Rapids
- Des Moines
- Hagerstown
- Lewiston
- Lincoln
- Mason City
- Omaha
- South Portland

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

Description and Outcomes

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

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Assist Clients: Analyze data to ethically assist clients throughout the legal process.
2. Perform Legal Research: Locate and analyze relevant primary and secondary legal sources in electronic and print media.
3. Perform Investigative Functions: Use investigative techniques to gather information from a variety of sources.
4. Perform Communications Functions: Communicate with participants throughout the legal process.
5. Implement Legal Procedures: Manage electronic and print information.
6. Assist in Litigation Preparation: Draft and organize information for trial purposes.
7. Prepare Legal Documents for Clients.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_legal_studies_general_policy.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Courses | Credits
--- | ---
**PROGRAM REQUIREMENTS**

 **Core Requirements**

100/200 LEVEL: COMMUNICATION COURSE | 5
100/200 LEVEL: MATHEMATICS COURSE | 5
200 LEVEL: COMMUNICATION COURSE | 5

**TOTAL CORE REQUIREMENTS** | 15

**Major Requirements**

PA 101: THE PARALEGAL PROFESSIONAL | 5
PA 110: CIVIL LITIGATION | 5
PA 201: INTRODUCTION TO LEGAL RESEARCH | 5
PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING | 5
PA 253: LEGAL ETHICS | 5
PA 299: ASSOCIATE'S CAPSTONE—PROJECT | 5

Choose one of the following courses:

LS 100: EIGHT SKILLS OF THE EFFECTIVE LEGAL STUDIES STUDENT | 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS | 5

Choose one of the following courses:

IT 133: SOFTWARE APPLICATIONS | 5
PA 230: INTRODUCTION TO LEGAL TECHNOLOGY | 5

**TOTAL MAJOR REQUIREMENTS** | 40

**Total Program Requirements** | 90

Online students will take the program-specific Eight Skills of the Effective Student course and PA 230: Introduction to Legal Technology.

Open Elective Requirements

**OPEN ELECTIVES** | 35

**TOTAL OPEN ELECTIVE REQUIREMENTS** | 35

**TOTAL PROGRAM REQUIREMENTS** | 90
## Locations

<table>
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<tr>
<th></th>
<th>Online instruction</th>
<th>Program enrollment through campus locations; online instruction</th>
<th>Program enrollment through campus locations; combines onsite and online instruction</th>
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</table>

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

Description and Outcomes

Legal secretary is a field of law that offers employment opportunities for highly trained and qualified graduates in a wide range of businesses and industries. The Legal Secretary Certificate program is designed to provide you with an introduction to legal secretarial skills and enhance your abilities on the job. Upon graduation, you may pursue employment as a legal secretary or a legal administrative assistant in a law firm, the judicial system, or the legal departments of organizations in the profit and nonprofit sectors. Coursework focuses on the role of the paralegal in the civil litigation process and helps you develop the skills necessary for effective legal writing, document processing, and use of software applications.

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

Program Length

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

Program Outcomes

1. Communication: Demonstrate the ability to effectively communicate in the legal environment.
2. Ethical Decision Making: Demonstrate the ability to apply ethical decision making in the practice of paralegal.
3. Critical Thinking: Demonstrate the ability to apply critical thinking to resolve paralegal practice problems.
4. Theory and Practice: Demonstrate the ability to synthesize and analyze theoretical and practical concepts from a variety of areas of legal specializations.
5. Basic Skills: Demonstrate the ability to apply and employ basic office secretarial skills to produce legal forms and documents.
6. Legal Communication: Demonstrate the ability to produce written legal correspondence and documentation.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_legal_studies_general_policy.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
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<td>CM 107: COLLEGE COMPOSITION I</td>
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<td>CM 220: COLLEGE COMPOSITION II</td>
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<tr>
<td>PA 106: LEGAL TERMINOLOGY AND TRANSCRIPTION</td>
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<td>PA 230: INTRODUCTION TO LEGAL TECHNOLOGY</td>
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<td>PA 305: LAW OFFICE MANAGEMENT</td>
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<td>TOTAL MAJOR REQUIREMENTS</td>
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Locations

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<tr>
<td>South Portland</td>
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</table>

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

If you already possess a bachelor's degree from an accredited institution and want to enter the paralegal profession, consider the Pathway to Paralegal Postbaccalaureate Certificate program. This certificate program is designed to increase your knowledge of the paralegal profession and provide you with the foundational coursework to prepare to become a paralegal. Courses teach you how to communicate effectively in a legal environment, conduct legal research, and evaluate legal sources. In addition, you will apply learned concepts to relevant legal arguments and examine ethics in legal environments.

Program Length

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

Program Outcomes

1. Communications: Communicate effectively in legal environments.
2. Ethics: Apply ethical decision making to paralegal practice.
3. Critical Thinking: Apply critical thinking to paralegal practice situations.
4. Practice: Analyze theoretical and practical concepts in areas of legal specialization.
5. Legal Research: Conduct legal research.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

By the end of the first term, you must furnish an official transcript indicating receipt of a bachelor's degree from an accredited institution. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<td><strong>Major Requirements</strong></td>
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<td>PA 101: THE PARALEGAL PROFESSIONAL</td>
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<tr>
<td>PA 110: CIVIL LITIGATION</td>
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<tr>
<td>PA 201: INTRODUCTION TO LEGAL RESEARCH</td>
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<tr>
<td>PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING</td>
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<td>PA 253: LEGAL ETHICS</td>
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<tr>
<td>PA 305: LAW OFFICE MANAGEMENT</td>
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<tr>
<td>Choose one of the following:</td>
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<td>PA 221: WILLS, TRUSTS, AND ESTATE PLANNING</td>
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<td>PA 250: FAMILY LAW</td>
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<td>PA 260: CRIMINAL LAW</td>
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<td>PA 261: BANKRUPTCY AND DEBTOR-CREDITOR LAW</td>
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<tr>
<td>PA 300: REAL ESTATE LAW</td>
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**TOTAL MAJOR REQUIREMENTS** 36

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 36 or 37 quarter credit hours, depending on the student's choice of elective. Total program costs may vary.

**TOTAL PROGRAM REQUIREMENTS** 36

Locations

<table>
<thead>
<tr>
<th>Online instruction</th>
<th>Program enrollment through campus locations; online instruction</th>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
School of Nursing

Mission

Mission Statement
The Kaplan University nursing programs prepare students to enter the nursing profession at many levels of practice, from basic to advanced, and enable graduates to develop and apply the knowledge, skills, and values gained from their education to serve effectively in whatever nursing roles and settings they choose. The University promotes nursing education focused on providing excellent care, serving as leaders, and being accountable and responsive to the ever-changing global health care climate.

General Policies

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

Admissions Requirements

In addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx), you must complete a criminal background check, as required by applicable federal and/or state regulatory agencies. See the Criminal Background Check Policy below for more information.

Refer to the program-specific policy pages for additional admissions requirements.

Criminal Background Check Policy

If you are a prospective or new student enrolled in an associate's or bachelor's degree program in the School of Nursing, you must complete a criminal background check through Kaplan University's designated provider. You will be withdrawn at the end of the first term if you are unable to pass a background check and have not made arrangements to change your program of study to one for which a background check is not required.

Additional criminal background check information may be required based on your state and/or clinical setting's requirements. The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse. If you reside in Iowa, you must authorize the University to obtain this information.

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

1. Denial of admission to the program
2. Dismissal from the program
3. Admitted to or continuation of the program

You will not be permitted to continue in a School of Nursing program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that would prevent you from being accepted into a clinical setting.

If you are seeking readmission to a nursing program, you will be required to complete a criminal background check prior to readmission into the program.

The Office of the Dean of the School of Nursing and the Program Director will maintain confidentiality of all information related to criminal background checks.

Criminal Background Check Procedure

1. The Office of the Dean of the School of Nursing or the Program Director will monitor criminal background checks and review the results for each prospective or new student as they are available.
2. If offenses are reported on your background check, you will be notified by the Office of the Dean of the School of Nursing or the Program Director. You will not be notified if you pass the background check.
3. If additional criminal background check information or authorizations are necessary, you will be notified by the Office of the Dean of the School of Nursing or the Program Director. The Clinical Coordinator will contact the Dean or the Program Director.

Practicum and Clinical Experiences

In particular phases of study, some courses include a practicum or clinical experience that is to be completed without compensation.

Although you are supervised by professionals at your practicum or clinical site, you must continue to participate in the online course activities and complete all assignments.

You must meet the following eligibility requirements prior to starting the practicum or a clinical:

1. You may not have an incomplete grade ("I") for any major course.
2. You must have a 2.0 GPA for any prior practicum or clinical experiences.

During practicum or clinical training, you are expected to perform in an ethical, safe, and professional manner and to assist in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

All clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and type of learning experience provided.

The University maintains affiliation agreements with a variety of facilities. Some facilities may have special requirements that must be met. If you have a particular interest in a facility with which the University is not affiliated, you may bring this to the attention of the Clinical Coordinator so the site may be evaluated.

If you are absent from clinical training, you must inform both the site and the Clinical Instructor. You must comply with all attendance expectations while completing a practicum or clinical experience.

Practicum or clinical sites may require a criminal background check or medical examination.

Refer to the Progression Requirements section of the program-specific policy pages for additional requirements.

Certification, State Board, and National Board Exams

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

The School of Nursing's programs are designed to provide you with the background and practical experience that meet state and nationally recognized standards for such degrees; however, individual state licensing requirements vary and are subject to change. Thus, Kaplan University makes no representations or warranties as to whether the degree programs meet the specific licensing requirements of any individual state. The University suggests you independently research the licensing requirements of any state in which you intend to seek licensure.
Description and Outcomes

The Prelicensure Bachelor of Science in Nursing program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice.

A Bachelor of Science in Nursing degree is considered essential for registered nurses seeking broader professional responsibilities and career opportunities. Baccalaureate-level nurses are typically generalists that provide direct and indirect patient care. The program emphasizes professional growth and continuous learning, and features a capstone course and a professional development plan that includes career planning.

Upon successful completion of the required plan of study and all other graduation requirements, you may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN®). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Prelicensure_Bachelor_of_Science_in_Nursing_Policies.aspx) section for important program disclosure information.

Program Length

The Prelicensure Bachelor of Science in Nursing program consists of a minimum of 182 quarter credit hours. Upon successful completion of the program, you will receive a bachelor of science degree.

Program Availability

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Integrate theoretical and empirical knowledge from multiple fields of study, including the humanities, behavioral, mathematical, and biophysical sciences, and nursing, into a basis for formulating nursing practice decisions.
2. Apply the nursing process to the care of patients across the life span and in the continuum of health care environments to promote the achievement of positive patient outcomes.
3. Integrate knowledge from nursing and other disciplines to deliver competent, culturally sensitive, and developmentally appropriate care as part of an interdisciplinary team.
4. Analyze the impact of power, politics, policy, and financial and regulatory guidelines on health systems.
5. Evaluate research for use in nursing practice.
6. Demonstrate safe and appropriate use of health care and information technologies in the delivery of nursing care.
7. Demonstrate clinical reasoning that reflects ethical, political, legal, and economic values in professional practice.
8. Apply effective communication and collaboration skills within the professional role.
9. Use evidence-based practice and the nursing process to develop solutions related to health promotion, disease, and injury prevention across the life span.

Policies

This program is only available to residents of the state of Maine who enroll at the Kaplan University, Augusta campus.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

If you have held prior health care licensure or certification, it may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

If applying for admission, you must:

1. Be at least 18 years old at the program's start date.
2. Complete an informational interview with an admissions representative.
3. Submit evidence of high school graduation that reflects a minimum cumulative GPA (CGPA) of 2.75 (out of 4.0), a GED certificate that reflects a minimum percentile ranking of 70 percent, and/or official transcripts that reflect a minimum CGPA of 2.75 (out of 4.0) from any previously completed college/university coursework.
   In addition, all unofficial transcripts must be received prior to admission to the program. Official transcripts will not be accepted if the unofficial version has not been previously reviewed by the School of Nursing prior to admission.
4. Achieve a passing score on the standardized admission examination that evaluates basic academic skills. Additional
information about the exam is available through the School of Nursing.

5. Complete an admissions interview conducted by the Director of Nursing or designee.

6. Complete enrollment activities, including submission of the Student Expectations Acknowledgment Form and proof of a criminal background check at the time of enrollment. In order to remain in the program, you must achieve a satisfactory result on the criminal background check.

7. Pay all applicable application fees.

Progression Requirements

1. You must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.

2. You will be withdrawn from the program if unable to successfully complete a course on the second attempt.

3. Prior to beginning any nursing major course, you must successfully complete the following science courses with a minimum grade of "B":
   - SC 121: Human Anatomy and Physiology I
   - SC 131: Human Anatomy and Physiology II
   - SC 246: Fundamentals of Microbiology

You will have one opportunity to repeat a course. If you fail to achieve a "B" on the second attempt, you will be dismissed from the program.

4. In order to remain enrolled in the program, you must submit proof of a negative result on drug/chemical substance testing by the deadline specified by the campus where you are enrolled. You must provide a valid, verifiable, current prescription and evidence of appropriate medical supervision for medications that may affect your academic or clinical performance during the nursing program. If you test positive and do not have a prescription as described above, you will not be permitted to start the program or re-enroll at a later date.

5. Prior to the start of the sequence of clinical courses, you will be required to submit the following:
   a. Proof of a physical exam no more than 1 year old. The exam must be signed by a medical doctor, physician assistant, doctor of osteopathy, or nurse practitioner.
   b. Documentation of required health examinations, tests, and immunizations.
   c. Current American Heart Association CPR certification (also called BLS) at the health care provider level; online and American Red Cross will not be accepted. Certification must be valid during your full tenure in the program.

You may be required to pass a second criminal background check prior to beginning certain courses that require clinical experiences.

6. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for student nurse candidates. Failure to submit appropriate documentation to participate in clinical experiences by the deadline will result in dismissal from the University.

7. You are required to complete your clinical practice experience at various locations throughout the state of Maine. Faculty will assign you to a clinical practice site, and you will be supervised by a faculty clinical instructor. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience. Clinical practice locations may change at any time. You are required to complete all clinical activities assigned. Failure to meet clinical attendance requirements will result in failure of the course.

Certification, State Board, and National Board Exams

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

The Prelicensure Bachelor of Science in Nursing program is designed to help you become academically and clinically qualified to provide outstanding patient care. Upon successful completion of the program of study, you may be academically prepared to apply to take the national licensure examination for registered nurses (NCLEX-RN®).

Degree Plan

Curriculum

<table>
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<th>Courses</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<td>SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH</td>
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**Major Requirements**

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<td>CM 206: INTERPERSONAL COMMUNICATIONS</td>
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<td>HU 280: BIOETHICS</td>
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### MM 207: STATISTICS
5

### PS 124: INTRODUCTION TO PSYCHOLOGY
5

### SC 115: PRINCIPLES OF NUTRITION
5

### SC 121: HUMAN ANATOMY AND PHYSIOLOGY I
5

### SC 131: HUMAN ANATOMY AND PHYSIOLOGY II
5

### SC 435: GENETICS
6

### SS 144: SOCIOLOGY
5

**TOTAL MAJOR REQUIREMENTS**

**46**

### Nursing Major Requirements

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<th>Course</th>
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<td>NU 301: FUNDAMENTALS OF NURSING CARE</td>
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<td>NU 305: CLINICAL PHARMACOLOGY</td>
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<td>NU 307: PHYSICAL ASSESSMENT</td>
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<td>NU 309: PATHOPHYSIOLOGY FOR NURSING</td>
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<td>NU 330: NURSING CARE OF THE MENTAL HEALTH PATIENT AND FAMILY</td>
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<td>NU 330ME: NURSING CARE OF THE MENTAL HEALTH PATIENT AND FAMILY CLINICAL</td>
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<td>NU 496: BACHELOR’S CAPSTONE IN NURSING FOR ENTRY-LEVEL PRACTICE</td>
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**TOTAL NURSING MAJOR REQUIREMENTS**

**103**

**TOTAL PROGRAM REQUIREMENTS**

**182**

### Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Program Options</th>
</tr>
</thead>
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<tr>
<td>Augusta</td>
<td><img src="image" alt="Online instruction" /></td>
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</table>

- ![Online instruction](image) Online instruction
- ![Program enrollment through campus locations; online instruction](image) Program enrollment through campus locations; online instruction
- ![Program enrollment through campus locations; combines onsite and online instruction](image) Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

If you are a registered nurse, the Bachelor of Science in Nursing—RN-to-BSN program could provide you with the education to enhance your skills, better meet the complex demands of health care, and pursue employment in numerous nursing and management specialties. Additionally, the program is designed as a foundation to help you pursue graduate nursing studies.

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

Tracks of Study

The Bachelor of Science in Nursing—RN-to-BSN program features two tracks of study: the prior associate's degree track and the prior nursing diploma or certificate track. You will enroll in the track relevant to your previously completed nursing program. If you enroll in the prior nursing diploma or certificate track, you will be provided with an individualized plan of study that will allow you to complete required coursework intended to provide a solid foundation for the bachelor's degree curriculum.

Practicum Experience

This program blends online coursework with a practicum experience. You will participate in a supervised learning experience as a part of the capstone course (NU 499). Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Bachelor_of_Science_in_Nursing_RN_to_BSN_Policies.aspx) section and the Practicum and Clinical Experiences (http://catalog.kaplanuniversity.edu/School_of_Nursing_General_Policies.aspx) section for details.

RN-to-Master of Science in Nursing Option

If you are interested in earning both a bachelor's and master's degree in nursing, consider the RN-to-Master of Science in Nursing option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Bachelor_of_Science_in_Nursing_RN_to_BSN_Policies.aspx) section for details.

Program Length

The Bachelor of Science in Nursing—RN-to-BSN program consists of a minimum of 180 quarter credit hours including the requisite associate's degree, diploma, or certificate in nursing. In addition, you must also complete all prerequisites for the bachelor's degree courses. Thus, you may need to complete more than the minimum number of credits required for the bachelor's degree. Upon successful completion of the program, you will receive a bachelor of science degree.

Program Outcomes

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.


3. Science: Analyze how scientific principles are applied in real-world contexts.

4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.

5. Arts and Humanities: Recognize human potential through a study of human expressions.

6. Research and Information: Apply methods for finding, evaluating, and using resources.

7. Ethics: Identify, apply, and evaluate ethical reasoning.

8. Critical Thinking: Apply critical thinking to real-life situations.

9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

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

Discipline-Specific Outcomes

1. General Education: Integrate theoretical and empirical knowledge from the humanities, behavioral and biophysical sciences, and nursing as a basis for formulating nursing practice decisions.

2. Professional Roles: Synthesize core knowledge, core competencies, and professional values in the delivery of nursing care to individuals and groups within the three professional nursing roles (provider of care, manager of care, and member of the profession).

3. Leadership: Incorporate nursing leadership skills within the three nursing roles.

4. Research: Evaluate research for application and utilization in nursing practice.


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.


Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).
At this time, you may not enroll in the Bachelor of Science in Nursing program if you are a resident of Tennessee or Washington.

If applying for admission, you must:

1. Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, including the state in which the practicum will be completed, or provide evidence of a nursing license comparable to a U.S. registered nurse license from the nation, province, or region where you are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. The University will verify the authenticity of all submitted foreign nursing licenses. If you are a recent graduate of an Associate of Science in Nursing program and have not yet passed the NCLEX-RN® exam, you may apply for admission through the prelicensure contingency enrollment procedures set forth below.

2. Possess an associate's degree, diploma, or certificate in nursing with a minimum of 50 quarter credit hours of eligible credit with a focus in nursing.

3. Have a cumulative GPA of 2.5 (out of 4.0) reflected on the transcript for the applicant's nursing degree or apply for admission through the alternative admissions procedures set forth below.

Alternative Admissions Options

If you have a GPA between 2.0 and 2.5 from an accredited institution, you may apply for admission to the program by completing an Alternative Admissions Dean's Evaluation.

The Dean of the School of Nursing or a designee will review your work history, transcripts, and resume and determine whether admission is appropriate. If you have a cumulative GPA below 2.5 and have not completed an Alternative Admissions Dean's Evaluation, you will not be admitted to the program.

Prelicensure Contingency Enrollment

If you have graduated within the past 3 months from an Associate of Science in Nursing program, but have not yet taken or passed the NCLEX-RN® exam, you may apply for admission to the Bachelor of Science in Nursing program by completing a Contingency Enrollment Dean's Evaluation.

In addition to meeting the stated admissions requirements, the following documentation will be required at the time of application:

1. An unofficial transcript indicating a completed associate's degree in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

2. A letter of recommendation submitted directly from the Director of Nursing/Dean or equivalent at the previous institution verifying your aptitude to undertake the NCLEX-RN exam and enroll in the Bachelor of Science in Nursing—RN-to-BSN program.

The Dean of the School of Nursing or a designee will determine if you may enroll.

If you are accepted under the terms of prelicensure contingency enrollment, you will be considered conditionally admitted and will also be required to:

1. Complete a criminal background check by the end of the first term (see Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/School_of_Nursing_G General_Policies.aspx)).

2. Submit proof of a current, unencumbered license to practice as a registered nurse in at least one U.S. state by the end of the second term. This will indicate that you have successfully passed the NCLEX-RN exam.

If the proof of RN licensure is not submitted by the end of the second term, you will be blocked from classes until such documentation is provided. If, for any reason, you do not furnish proof of RN licensure by the end of the second term, or if the documentation submitted is found to be false, you will be subject to immediate dismissal from the University and the University will take all other appropriate actions. If you furnish valid proof of RN licensure after your dismissal, and all other requirements are met, you may be fully accepted into the Bachelor of Science in Nursing—RN-to-BSN and will only then be able to receive credit for all coursework completed. You must re-enroll through the Office of Returning Students.

Requirements for Graduates of Foreign Nursing Programs

If you graduated from a foreign nursing program, you must submit an official course-by-course evaluation of your nursing program to a foreign credential evaluation service. The University will accept an unofficial copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. or the equivalent educational verification that was required at the time of licensure in a foreign nation, province, or region. The official foreign credential evaluation must be received by the Prior Learning Assessment Center prior to the end of the first term.

The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at www.naces.org/members.htm or by another service approved by the University.

Due to the variation in structure of foreign nursing programs, it is not always possible to identify equivalent nursing courses in U.S. certificate, diploma, or associate's degree programs. If, at the time of enrollment, you meet the following requirements, you may be approved for admission to the Bachelor of Science in Nursing—RN-to-BSN program:

- You are licensed as a registered nurse in at least one U.S. state or in the U.S. military or provide evidence of a nursing license comparable to a U.S. registered nurse license from a foreign nation, province, or region
- Your transcript evaluation reflects a minimum of 50 quarter credit hours of eligible credit with a focus in nursing

The School of Nursing will admit applicants on a case-by-case basis.

Progression Requirements

1. You must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.

2. You will be withdrawn from the program if unable to successfully complete a course on the second attempt.

3. The Bachelor of Science in Nursing—RN-to-BSN program has an articulation plan that allows you to obtain higher education academic credit and reduce repetition of previous coursework. The articulation options are determined using your state of residency and original transcripts from the certificate, diploma, or degree-granting institution. Your transcripts will be evaluated in their entirety for possible transfer of prior academic credits.

4. By the end of the first term, you must submit official
transcripts indicating a completed associate's degree, diploma, or certificate in nursing. This same transcript must also show a cumulative GPA of 2.5 or higher from all previous coursework. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

RN-to-Master of Science in Nursing Option
If you choose to complete the RN-to-Master of Science in Nursing option, you will have the opportunity to complete up to three graduate courses (listed below) in place of open elective requirements.

- MN 501: Advanced Nursing Roles
- MN 502: Theoretical Foundations of Advanced Nursing
- MN 503: Advanced Statistics for the Health Sciences

If you choose this option, you will be subject to the graduate-level grading scale (http://catalog.kaplanuniversity.edu/Academic_Grades_and_Marks.aspx) while enrolled in the graduate-level courses. Upon subsequent enrollment in the Master of Science in Nursing, the final grades from these courses will be applied to the Master of Science in Nursing degree plan and will count in the evaluation for satisfactory academic progress (http://catalog.kaplanuniversity.edu/Satisfactory_Academic_Progress.aspx).

Practicum Course
You must complete and submit a practicum application no less than 3 months prior to beginning the practicum course.

Prior to registering for the practicum course, you must complete and submit all required documents to the School of Nursing. A list of required documents may be obtained from the School of Nursing. You will not be permitted to register for a practicum course without having submitted the required documents.

You will be graded on both the didactic and practicum components of the practicum course. Failure of either the didactic or practicum component will result in failure of the course. In addition, successful completion of the practicum project is required to receive a passing grade for the capstone course. The input of the preceptor will be used to determine whether you have passed the practicum component of the course. The capstone experience will need to be completed in the state of licensure.

You are solely responsible for securing an appropriate facility and preceptor.

Criminal Background Check
In addition to the requirements noted in the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/School_of_Nursing_General_Policies.aspx), you must submit your information to the designated background check website:

1. By the end of the first term (you will pay the fee directly to the vendor), and
2. Prior to beginning NU 499: Bachelor's Capstone in Nursing (you will pay the fee directly to the vendor)

Graduation Requirements
You must meet the following graduation requirements (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) in addition to Kaplan University's general requirements:

1. Achieve a minimum grade of "C" in each of the major and core requirements for the program.
2. Comply with all applicable policies and requirements related to the practicum experience.

Degree Plan
Curriculum
Bachelor of Science in Nursing—RN-to-BSN - Prior Associate's Degree Track

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>HU 280: BIOETHICS</td>
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<td>MM 207: STATISTICS</td>
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<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
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<td>Choose one of the following:</td>
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<tr>
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<td>SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH</td>
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TOTAL CORE REQUIREMENTS                         34

Major Requirements
NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS     6
NU 310: NURSING RESEARCH                       6
NU 333: PHYSICAL ASSESSMENT FOR THE PROFESSIONAL NURSE | 5
NU 416: NURSING CARE OF THE OLDER ADULT         6
NU 420: LEADERSHIP AND MANAGEMENT IN THE CHANGING HEALTH CARE ENVIRONMENT | 6
NU 450: PUBLIC HEALTH NURSING—POPULATION-CENTERED HEALTH CARE IN THE COMMUNITY | 6
NU 499: BACHELOR'S CAPSTONE IN NURSING         6

TOTAL MAJOR REQUIREMENTS                       41

Open Elective Requirements
Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements. Students who are interested in continuing on to pursue Kaplan University’s Master of Science in Nursing should consider the RN-to-MSN option where students can take graduate-level courses in place of open electives.

**TOTAL OPEN ELECTIVE REQUIREMENTS**

<table>
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**TOTAL PROGRAM REQUIREMENTS**

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Curriculum

**Bachelor of Science in Nursing—RN-to-BSN - Prior Nursing Diploma or Certificate Track**

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<td><strong>Prior Degree Requirements</strong></td>
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<td>MM 212: COLLEGE ALGEBRA</td>
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<td>PS 124: INTRODUCTION TO PSYCHOLOGY</td>
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<td>HU 280: BIOETHICS</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<td><strong>Major Requirements</strong></td>
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<td>NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS</td>
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<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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**OPEN ELECTIVES**

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**Locations**

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<td>South Portland</td>
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</table>

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

(Not Currently Accepting Enrollments)

The Associate of Science in Nursing program is a prelicensure nursing education program. The program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice.

Upon successful completion of the required plan of study and all other graduation requirements, you may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN®). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Associate_of_Nursing_Science_Policies.aspx) section for important program disclosure information. If you complete the associate's degree and successfully pass the NCLEX-RN, you will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree-completion program.

The Associate of Science in Nursing program at Pembroke Pines, FL, has been placed on probation by the Florida Board of Nursing.

Florida Board of Nursing
4062 Bald Cypress Way
Tallahassee, FL 32399-3257

For more information, please contact an Admissions Advisor.

Clinical Experience

The program blends online coursework with on-ground, facility-based clinical practice experiences. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Associate_of_Nursing_Science_Policies.aspx) section and the Practicum and Clinical Experiences (http://catalog.kaplanuniversity.edu/School_of_Nursing_General_Policies.aspx) section for details.

Program Length

The Associate of Science in Nursing program consists of a minimum of 110 quarter credit hours. Due to state-specific nursing education requirements, you may need to take more than 110 credits to complete the prelicensure program. Upon successful completion of the program, you will receive an associate of science degree.

Program Availability

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Foundational Nursing Skills: Integrate the nursing process into caring for clients at different levels along the health-wellness continuum.
2. Professional Roles: Integrate knowledge from nursing and other disciplines into the delivery of competent, culturally sensitive, and developmentally appropriate care.
3. Leadership: Utilize leadership and management skills within the scope of identified roles for the associate's degree graduate.
5. Health Care Technology: Demonstrate safe and appropriate performance of nursing skills including using various technologies within the health care delivery system.
6. Values: Integrate ethical decision making and legal considerations into professional practice.
7. Communication: Apply effective communication skills within the professional role.
8. Professional Development Plan: Analyze one's own professional growth and progress toward the achievement of self-initiated goals.

Policies

Policy information specific to the Associate of Science in Nursing program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

If you have held prior health care licensure or certification, it may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

Progression Requirements

1. You must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.
2. You will be withdrawn from the program if unable to
successfully complete a course on the second attempt.

3. The clinical practice experience must be completed in Palm Beach County, Broward County, or Miami Dade County in Florida. Faculty will assign you to a clinical practice site. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience. Clinical practice locations may change at any time. You are required to complete all clinical activities assigned.

4. Prior to the end of the first term, you must submit the following:
   a. Proof of a physical exam no more than 1 year old. The exam must be signed by a medical doctor, physician assistant, or nurse practitioner.
   b. Documentation of required health examinations, tests, and immunizations.
   c. Proof of a negative result on drug/chemical substance testing.
   d. Current American Heart Association CPR certification (also called BLS) at the health care provider level; online and American Red Cross will not be accepted. Certification must be valid during your full tenure in the program. You must maintain current vaccination records throughout the program and will be required to submit proof of continued vaccination before beginning a clinical experience.

5. In order to remain enrolled in the program, you must submit proof of a criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements. You must submit proof by the end of the first term, if you are conditionally admitted or by the official start date, if you do not qualify for conditional admittance.

6. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for student nurse candidates. Failure to submit appropriate documentation to participate in clinical experiences by the deadline will result in dismissal from the University.

Graduation Requirements
You must meet the following graduation requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Policy_Information.aspx).

1. Achieve a minimum grade of "C" in each of the major and core requirements for the program.

2. Successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the courses and a grade of "S" (satisfactory) for the clinical portion of the courses. Failure to complete the clinical portion of a course will result in failure of the entire course.

3. Comply with all applicable policies and requirements related to the clinical educational experiences.

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

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

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<td><strong>Core Requirements</strong></td>
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<td>IT 133: SOFTWARE APPLICATIONS</td>
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<td>MM 212: COLLEGE ALGEBRA</td>
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<td>PS 124: INTRODUCTION TO PSYCHOLOGY</td>
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<td>SC 121: HUMAN ANATOMY AND PHYSIOLOGY I</td>
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<td>NU 104: PATHOPHYSIOLOGY FOR NURSING</td>
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<td>NU 106: NURSING FUNDAMENTALS</td>
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<td>NU 107: PHARMACOLOGY FOR NURSING</td>
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<td>NU 222: PEDIATRIC NURSING</td>
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<td>NU 261: MEDICAL-SURGICAL NURSING III</td>
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<td>NU 280: LEADERSHIP AND TRENDS IN NURSING</td>
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<td>NU 295: CAPSTONE IN NURSING</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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</table>

The number of additional electives required will be based on the number of credits needed to meet individual state education requirements for nursing students. The degree program includes instruction in the classroom and online, as well as laboratory and clinical settings.

**TOTAL PROGRAM REQUIREMENTS** **110**

221
<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td>Online</td>
<td>Online instruction</td>
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<tr>
<td></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
</tbody>
</table>

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

Description and Outcomes

The Associate of Science in Nursing program is a prelicensure nursing education program. The program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice.

Upon successful completion of the required plan of study and all other graduation requirements, you may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for important program disclosure information. If you complete the associate’s degree and successfully pass the NCLEX-RN, you will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree-completion program.

LPN-to-Associate of Science in Nursing

The Associate of Science in Nursing program admits students who have no prior health care experience as well as individuals who have completed a practical nursing program.

If you have passed the NCLEX-PN, hold an active PN license, and are in good standing with the Board of Nursing in the state in which you hold licensure, you may follow the Licensed Practical Nurse (LPN)-to-Associate of Science in Nursing degree plan. (http://catalog.kaplanuniversity.edu/Associate_of_Nursing_Science_Iowa_Degree_Plan.aspx)

If you follow this degree plan, you must meet the same academic requirements and achieve the same level of academic performance as someone following the standard degree plan.

The LPN-to-Associate of Science in Nursing degree plan consists of a minimum of 94 quarter credit hours.

Clinical Experience

The program blends online coursework with on-ground, facility-based clinical practice experiences. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section and the Practicum and Clinical Experiences (http://catalog.kaplanuniversity.edu/School_of_Nursing_General_Policies.aspx) section for details.

Program Length

The Associate of Science in Nursing program consists of a minimum of 110 quarter credit hours. Upon successful completion of the program, you will receive an associate of science degree.

Program Availability

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Foundational Nursing Skills: Integrate the nursing process into caring for clients at different levels along the health–wellness continuum.
2. Professional Roles: Integrate knowledge from nursing and other disciplines into the delivery of competent, culturally sensitive, and developmentally appropriate care.
3. Leadership: Utilize leadership and management skills within the scope of identified roles for the associate’s degree graduate.
5. Health Care Technology: Demonstrate safe and appropriate performance of nursing skills including using various technologies within the health care delivery system.
6. Values: Integrate ethical decision making and legal considerations into professional practice.
7. Communication: Apply effective communication skills within the professional role.
8. Professional Development Plan: Analyze one’s own professional growth and progress toward the achievement of self-initiated goals.

Policies

Policy information specific to the Associate of Science in Nursing program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

If you have held prior health care licensure or certification, it may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

If you have passed the NCLEX-PN and hold an active PN license,
you must be in good standing with the Board of Nursing in the states in which you hold licensure. If you are a graduate of the University's Practical Nursing Diploma program, you must be in good academic standing and have no Code of Conduct violations. (http://catalog.kaplanuniversity.edu/Student_Conduct.aspx)

Two weeks prior to the beginning of any course with a clinical component, you may be required to submit current American Heart Association CPR Certification (also called BLS) at the Healthcare Provider Level; online and the American Red Cross will not be accepted. Certification must be valid during your full tenure in the program.

Prior to enrollment, you must:

1. Be at least 18 years old at the program's start date.
2. Complete an informational interview with an admissions representative.
3. Achieve the minimum required scores on the entrance assessment tests, as required by the School of Nursing.
4. Complete enrollment activities including the Student Expectations Acknowledgment Form.
5. Pay all applicable application fees.

**Progression Requirements**

1. You must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.
2. You will be withdrawn from the program if unable to successfully complete a course on the second attempt.
3. You must complete your clinical practice experience in Polk, Story, Dallas, or Warren Counties for the Des Moines, Iowa, campus; Linn, Johnson, or Benton Counties for the Cedar Rapids, Iowa, campus; and Black Hawk or Bremer Counties for the Cedar Falls, Iowa, campus. If you are enrolled in the program at the Lincoln, Nebraska campus, you must complete your clinical practice experience in Lancaster County. During the clinical practice experience, you will be supervised by a faculty clinical instructor.
4. If you are located in Lincoln, Nebraska, or Des Moines, Cedar Falls, or Cedar Rapids, Iowa, and enter the program with a current license to practice as a practical nurse (LPN), you will not be required to complete NU 102: Nursing Fundamentals, but will be required to complete NU 103: Role Transitions for the LPN/VN-to-RN. Refer to the LPN-to-Associate of Science in Nursing—Iowa and Nebraska (http://catalog.kaplanuniversity.edu/Associate_of_Nursing_Science_Iowa_Degree_Plan.aspx) degree plan.
5. After enrollment, you must complete and/or submit the following prior to starting coursework:
   - Evidence of high school graduation or a GED certificate
   - Official transcripts from all other colleges, universities, and/or vocational schools attended, if applicable
   - Admissions interview conducted by the Director of Nursing (DON) or a designee
6. In order to remain enrolled in the program, proof of the following is required by the end of the first term:
   - Negative result on drug/chemical substance testing.

You must provide a valid, verifiable, current prescription for medications you are presently taking. If you test positive and do not have a prescription as described above, you will not be permitted to start the program or re-enroll at a later date.

- Satisfactory national criminal background check.

**Graduation Requirements**

You must meet the following graduation requirements in addition to Kaplan University's general requirements: (http://catalog.kaplanuniversity.edu/Policy_Information.aspx)

1. Achieve a minimum grade of "C" in each of the major and core requirements for the program.
2. Successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the course and a grade of "S" (satisfactory) for the clinical portion of the courses. Failure to complete the clinical portion of a course will result in failure of the entire course.
3. Comply with all applicable policies and requirements related to the clinical educational experiences.

**Certification, State Board, and National Board Exams**

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

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

**Degree Plan**

**Curriculum**

**Associate of Science in Nursing—Iowa and Nebraska - Standard**

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<td>CM 107: COLLEGE COMPOSITION I</td>
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<td>CM 220: COLLEGE COMPOSITION II</td>
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<td>IT 133: SOFTWARE APPLICATIONS</td>
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<tr>
<td>MM 212: COLLEGE ALGEBRA</td>
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<tr>
<td>PS 124: INTRODUCTION TO PSYCHOLOGY</td>
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<tr>
<td>SC 246: FUNDAMENTALS OF MICROBIOLOGY</td>
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<td>SS 144: SOCIOLOGY</td>
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</tbody>
</table>
TOTAL PROGRAM REQUIREMENTS

Curriculum

Associate of Science in Nursing—Iowa and Nebraska - LPN-to-Associate of Science in Nursing

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</tr>
<tr>
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</tr>
</tbody>
</table>

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

TOTAL PROGRAM REQUIREMENTS

Location

Cedar Falls
Cedar Rapids
Des Moines
Lincoln

Online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

The Practical Nursing Diploma program teaches practical nursing skills to help you become a competent, safe, and effective member of the health care team. The educational objective of the program is to provide you with a thorough understanding of nursing science and to help prepare you for success on the national licensure exam, NCLEX-PN®. Upon passing the NCLEX-PN, you are qualified to receive a state license and pursue employment as an entry-level licensed practical nurse (LPN). Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Nursing_Diploma_Policies.aspx) section for important program disclosure information.

The program combines theory and lab activities with clinical practice of nursing theory and care in a variety of settings including acute care hospitals, long-term care facilities, and other community health agencies. You will have the opportunity to apply beginning nursing skills while working as a member of the health team. Learning experiences will progress from simple to complex and require you to use critical thinking skills while applying the nursing process to the care of clients.

Clinical Experience

Prior to graduation, you are required to complete a 480-hour clinical and will be supervised by a faculty clinical instructor. Refer to the Practicum and Clinical Experiences (http://catalog.kaplanuniversity.edu/School_of_Nursing_General_Policies.aspx) section for details.

Program Length

The Practical Nursing Diploma program is completed in five quarters and consists of a minimum of 84 quarter credit hours. You will spend 4 to 8 hours in classroom, laboratory, or clinical attendance per day, totaling 1,240 clock hours. Upon successful completion of the program, you will be awarded a diploma.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

If you have held prior health care licensure or certification, it may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

If applying for admission, you must:

1. Submit a health assessment/physical examination completed within the 11 months prior to admission, including applicable immunization records and drug screening results.
2. Complete a National Criminal Background Check by the end of the first term. You will not be admitted to or permitted to continue in the Practical Nursing Diploma program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that prevents you from being accepted into a clinical setting.
3. Be at least 18 years old at the program's start date.

Progression Requirements

1. You must achieve a minimum grade of "C" (75 percent) in all courses.
2. You will have one opportunity to repeat a failed course; if you are unable to attain the necessary grade of "C" (75 percent) to pass this repeated course, you will be withdrawn from the program.
3. You may repeat no more than two failed courses in the program.

Graduation Requirements

You must meet the following graduation requirements in addition to Kaplan University's general requirements: (http://catalog.kaplanuniversity.edu/Policy_Information.aspx)

1. Achieve a minimum grade of "C" (75 percent) in all courses.
2. Possess a minimum cumulative GPA of 2.0.

Certification, State Board, and National Board Exams

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

The educational objective of the program is to provide you with a thorough understanding of nursing science and to help you prepare for success on the national licensure exam, NCLEX-PN®. Upon successfully passing the NCLEX-PN, you are qualified to receive a state license and pursue employment as an entry-level licensed practical nurse.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<td><strong>Major Requirements</strong></td>
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<td>CS 122: ACADEMIC STRATEGIES FOR THE PRACTICAL NURSING PROFESSIONAL</td>
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NR 130: FUNDAMENTALS OF NURSING 9
NR 140: NORMAL GROWTH AND DEVELOPMENT 3
NR 150: MEDICAL-SURGICAL NURSING 11
NR 160: MENTAL HEALTH NURSING 5
NR 165: ADVANCED MEDICAL-SURGICAL NURSING I 9
NR 170: MATERNAL INFANT NURSING 5
NR 180: PEDIATRIC NURSING 5
NR 185: ADVANCED MEDICAL-SURGICAL NURSING II 4
NR 190: ROLE TRANSITION 5
NR 200: HUMAN ANATOMY AND PHYSIOLOGY 5

**TOTAL MAJOR REQUIREMENTS** 84

**TOTAL PROGRAM REQUIREMENTS** 84

### Locations

<table>
<thead>
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<th>Location</th>
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<td>Cedar Rapids</td>
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<td>Lincoln</td>
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</table>

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Mission

Mission Statement

The mission of the Kaplan University public safety 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. The programs are designed to prepare 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.

General Policies

Notice to Students

If you have been convicted of a serious misdemeanor, a misdemeanor involving domestic violence, or a felony, you will likely experience limitations and/or restrictions on employment opportunities in a variety of public safety fields where background checks are required including, but not limited to, police officer, corrections officer, guard occupations, firefighter, emergency medical service personnel, homeland security personnel, and emergency management personnel.

Effective January 9, 2013, all students must complete a background check prior to enrollment. You will be withdrawn at the end of the first term if you are unable to pass a background check and have not made arrangements to change your program of study to one for which a background check is not required.

It is your responsibility to inquire about current employment, certification, licensing, registration, and externship requirements prior to enrolling in a School of Public Safety program.

Onsite Students

If you are a continuing campus student admitted prior to April 15, 2009, you will be required to complete a national criminal background check prior to participating in firearms training activities. You will not be permitted to participate in any firearms training or simulation activities if information reveals a felony conviction or other issue that the School of Public Safety deems unacceptable.

Progression Requirements

Accelerated Master's Degree Options

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

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

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

Please refer to the individual sections below for additional requirements.

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

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

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

Accelerated Master of Public Administration Option

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

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

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

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

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

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

Accelerated Master of Science in Criminal Justice Option

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

Comprehensive Exam Track

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

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

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:
• CJ 550: Introduction to Graduate Studies in Public Safety
• CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Environmental Policy Option
If you are interested in continuing to pursue a Kaplan University Master of Science in Environmental Policy, you may take the following graduate-level courses in place of open electives:
• EM 500: Environmental Foundations and Principles
• EM 520: Environmental Law and Policy
• EM 530: Environmental Risk Assessment II
• PP 510: Leadership in the Public Sector

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:
• EM 500: Environmental Foundations and Principles
• PP 510: Leadership in the Public Sector

Accelerated Master of Science in Homeland Security and Emergency Management Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management, you may take the following graduate-level courses in place of open electives:
• CJ 550: Introduction to Graduate Studies in Public Safety
• CJ 526: Academic and Professional Communications in Public Safety
• HM 500: Crisis and Emergency Management Fundamentals

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:
• CJ 550: Introduction to Graduate Studies in Public Safety
• CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Legal Studies Option
If you are interested in continuing on to pursue a Kaplan University Master of Science in Legal Studies, you may take the following graduate-level courses in place of open electives:
• LS 500: Legal Methods and Process
• LS 501: Ethics and the Professional
• LS 502: Legal Research, Analysis, and Writing
• LS 503: Jurisprudence and Legal History

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:
• LS 500: Legal Methods and Process
• LS 501: Ethics and the Professional
Bachelor of Science in Criminal Justice

Description and Outcomes

The Bachelor of Science in Criminal Justice program is designed to offer a level of academic study that provides you with a solid foundation in criminal justice and a broad liberal arts knowledge base. The baccalaureate program combines the professional skills of various specialized areas of criminal justice with research and analytical skills.

If you seek a practice-based program, the Bachelor of Science in Criminal Justice is designed to enhance your qualifications to help you pursue more challenging responsibilities in criminal justice agencies and corporations. Upon graduation, you may seek employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. It should be noted that some positions may require additional academy training and experience.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Emphasis Areas

The bachelor's degree program offers you the opportunity to personalize a degree with an emphasis area in law enforcement, corrections, forensic psychology, crime scene investigation, homeland security, or juvenile justice.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in legal studies or public safety, consider an accelerated master's degree option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Criminal Justice - Standard

No Emphasis Area

<table>
<thead>
<tr>
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</table>
300/400 LEVEL: SOCIAL SCIENCE COURSE 6

TOTAL CORE REQUIREMENTS 33

Major Requirements

CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM 5
CJ 102: CRIMINOLOGY I 5
CJ 210: CRIMINAL INVESTIGATION 5
CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS 5
CJ 227: CRIMINAL PROCEDURE 5
CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE 5
CJ 340: APPLIED CRIMINAL JUSTICE ETHICS 6
CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE 6
300/400-LEVEL: MAJOR ELECTIVES 24
CJ 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE 6

Choose one of the following courses:
CJ 100: PREPARING FOR A CAREER IN PUBLIC SAFETY 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5

Choose one of the following 200/300-level courses:
CJ 212: CRIME PREVENTION 5
CJ 233: INTRODUCTION TO FORENSIC PSYCHOLOGY 5
CJ 264: WHITE-COLLAR CRIME 5
CJ 266: DEVIANCE AND VIOLENCE 5
CJ 293: INVESTIGATING TERRORISM 5

Choose one of the following 300/400-level courses:
CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS 6
CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE 6
CJ 350: ORGANIZED CRIME 6
CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS 6

TOTAL MAJOR REQUIREMENTS 88

Online students will take CJ 100: Preparing for a Career in Public Safety.

Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Criminal Justice - Standard

Law Enforcement

Courses Credits

PROGRAM REQUIREMENTS

Core Requirements
100/200 LEVEL: COMMUNICATION COURSE 5
100/200 LEVEL: MATHEMATICS COURSE 5

TOTAL MAJOR REQUIREMENTS 88

Total Core Requirements 33

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TOTAL MAJOR REQUIREMENTS 88

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Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Emphasis Area Requirements - Law Enforcement

CJ 333: FAMILY AND DOMESTIC VIOLENCE 6
CJ 355: HOMELAND SECURITY 6
CJ 370: CRIME SCENE INVESTIGATION II 6
CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM 6

TOTAL EMPHASIS AREA REQUIREMENTS - LAW ENFORCEMENT 0

Emphasis area courses are completed within the major electives requirement of the degree plan.
# TOTAL PROGRAM REQUIREMENTS

## Curriculum

### Bachelor of Science in Criminal Justice - Standard

#### Corrections

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**TOTAL MAJOR REQUIREMENTS** 88

Online students will take CJ 100: Preparing for a Career in Public Safety.

### Open Elective Requirements

OPEN ELECTIVES 59

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# TOTAL OPEN ELECTIVE REQUIREMENTS

## Emphasis Area Requirements - Corrections

<table>
<thead>
<tr>
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**TOTAL EMPHASIS AREA REQUIREMENTS** - CORRECTIONS 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students will take CJ 130: Introduction to Corrections in place of an open elective.

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# TOTAL PROGRAM REQUIREMENTS

## Curriculum

### Bachelor of Science in Criminal Justice - Standard

#### Forensic Psychology

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</table>

**TOTAL MAJOR REQUIREMENTS** 88

Online students will take CJ 100: Preparing for a Career in Public Safety.

### Open Elective Requirements

OPEN ELECTIVES 59

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# TOTAL OPEN ELECTIVE REQUIREMENTS
Choose one of the following 300/400-level courses:

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Online students will take CJ 100: Preparing for a Career in Public Safety.

**Open Elective Requirements**

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**TOTAL OPEN ELECTIVE REQUIREMENTS**: 59

**Emphasis Area Requirements - Forensic Psychology**

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<td>CJ 440: CRISIS INTERVENTION</td>
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<td>PS 440: ABNORMAL PSYCHOLOGY</td>
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**TOTAL EMPHASIS AREA REQUIREMENTS - FORENSIC PSYCHOLOGY**: 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**: 180

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**Curriculum**

**Bachelor of Science in Criminal Justice - Standard**

**Crime Scene Investigation**

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</tbody>
</table>

Online students will take CJ 100: Preparing for a Career in Public Safety.

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEN ELECTIVES</td>
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</tbody>
</table>

**TOTAL OPEN ELECTIVE REQUIREMENTS**: 59

**Emphasis Area Requirements - Crime Scene Investigation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE</td>
<td>6</td>
</tr>
<tr>
<td>CJ 370: CRIME SCENE INVESTIGATION II</td>
<td>6</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
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<tr>
<td>CJ 327: CRIME SCENE PHOTOGRAPHY</td>
<td>6</td>
</tr>
<tr>
<td>CJ 328: FORENSIC FINGERPRINT ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
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</tr>
<tr>
<td>CJ 385: FORENSIC CHEMISTRY AND TRACE EVIDENCE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCE</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL EMPHASIS AREA REQUIREMENTS - CRIME SCENE INVESTIGATION</strong></td>
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</table>

Emphasis area courses are completed within the major electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**: 180

---

**Curriculum**

**Bachelor of Science in Criminal Justice - Standard**

**Juvenile Justice**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
</tbody>
</table>

---

---
Core Requirements

100/200 LEVEL: COMMUNICATION COURSE 5
100/200 LEVEL: MATHEMATICS COURSE 5
200 LEVEL: COMMUNICATION COURSE 5
300/400 LEVEL: ARTS AND HUMANITIES COURSE 6
300/400 LEVEL: PHYSICAL SCIENCE COURSE 6
300/400 LEVEL: SOCIAL SCIENCE COURSE 6

TOTAL CORE REQUIREMENTS 33

Major Requirements

CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM 5
CJ 102: CRIMINOLOGY I 5
CJ 210: CRIMINAL INVESTIGATION 5
CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS 5
CJ 227: CRIMINAL PROCEDURE 5
CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE 5
CJ 340: APPLIED CRIMINAL JUSTICE ETHICS 6
CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE 6
300/400-LEVEL: MAJOR ELECTIVES 24
CJ 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE 6

Choose one of the following courses:
CJ 100: PREPARING FOR A CAREER IN PUBLIC SAFETY 5
CS 121: PATHWAYS TO ACADEMIC SUCCESS 5

Choose one of the following 200/300-level courses:
CJ 212: CRIME PREVENTION 5
CJ 233: INTRODUCTION TO FORENSIC PSYCHOLOGY 5
CJ 264: WHITE-COLLAR CRIME 5
CJ 266: DEVIANCE AND VIOLENCE 5
CJ 293: INVESTIGATING TERRORISM 5

Choose one of the following 300/400-level courses:
CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS 6
CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE 6
CJ 350: ORGANIZED CRIME 6
CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS 6

TOTAL MAJOR REQUIREMENTS 88

Online students will take CJ 100: Preparing for a Career in Public Safety.

Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Emphasis Area Requirements - Juvenile Justice

CJ 150: JUVENILE DELINQUENCY 5
CJ 333: FAMILY AND DOMESTIC VIOLENCE 6
CJ 420: JUVENILE JUSTICE 6
CJ 445: CASE MANAGEMENT 6
PS 440: ABNORMAL PSYCHOLOGY 6

TOTAL EMPHASIS AREA REQUIREMENTS - JUVENILE JUSTICE 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students will take CJ 150: Juvenile Delinquency in place of an open elective.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Criminal Justice - Standard Homeland Security

Courses Credits

PROGRAM REQUIREMENTS

Core Requirements

100/200 LEVEL: COMMUNICATION COURSE 5
100/200 LEVEL: MATHEMATICS COURSE 5
200 LEVEL: COMMUNICATION COURSE 5
300/400 LEVEL: ARTS AND HUMANITIES COURSE 6
300/400 LEVEL: PHYSICAL SCIENCE COURSE 6
300/400 LEVEL: SOCIAL SCIENCE COURSE 6

TOTAL CORE REQUIREMENTS 33

Major Requirements

CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM 5
CJ 102: CRIMINOLOGY I 5
CJ 210: CRIMINAL INVESTIGATION 5
CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS 5
CJ 227: CRIMINAL PROCEDURE 5
CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE 5
CJ 340: APPLIED CRIMINAL JUSTICE ETHICS 6
CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE 6
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CJ 264: WHITE-COLLAR CRIME 5
CJ 266: DEVIANCE AND VIOLENCE 5
CJ 293: INVESTIGATING TERRORISM 5

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CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE 6
CJ 350: ORGANIZED CRIME 6
CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS 6

TOTAL MAJOR REQUIREMENTS 88

Online students will take CJ 100: Preparing for a Career in Public Safety.

Open Elective Requirements

OPEN ELECTIVES 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

Emphasis Area Requirements - Juvenile Justice

CJ 150: JUVENILE DELINQUENCY 5
CJ 333: FAMILY AND DOMESTIC VIOLENCE 6
CJ 420: JUVENILE JUSTICE 6
CJ 445: CASE MANAGEMENT 6
PS 440: ABNORMAL PSYCHOLOGY 6

TOTAL EMPHASIS AREA REQUIREMENTS - JUVENILE JUSTICE 0

Emphasis area courses are completed within the major electives requirement of the degree plan. Students will take CJ 150: Juvenile Delinquency in place of an open elective.

TOTAL PROGRAM REQUIREMENTS 180
## Curriculum

### Bachelor of Science in Criminal Justice - Advanced Start

**Law Enforcement**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Prior Degree Requirements</strong></td>
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</tr>
<tr>
<td>Comparable Associate’s or Bachelor’s Degree</td>
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<td><strong>TOTAL PRIOR DEGREE REQUIREMENTS</strong></td>
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<td><strong>Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.</strong></td>
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</tr>
<tr>
<td><strong>Prerequisite Requirements</strong></td>
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<tr>
<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
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<td><strong>Core Requirements</strong></td>
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<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<td><strong>Major Requirements</strong></td>
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<td>CJ 340: APPLIED CRIMINAL JUSTICE ETHICS</td>
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<tr>
<td>CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE</td>
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<tr>
<td>300/400-LEVEL: MAJOR ELECTIVES</td>
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<td>CJ 499: BACHELOR’S CAPSTONE IN CRIMINAL JUSTICE</td>
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<tr>
<td><strong>Choose one of the following</strong></td>
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<tr>
<td>CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS</td>
<td>6</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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### Curriculum

**Bachelor of Science in Criminal Justice - Advanced Start**

#### Corrections

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### PROGRAM REQUIREMENTS

**Prior Degree Requirements**

Comparable Associate’s or Bachelor’s Degree 90

**TOTAL PRIOR DEGREE REQUIREMENTS** 90

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

#### Prerequisite Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
<td>5</td>
</tr>
<tr>
<td>CJ 210: CRIMINAL INVESTIGATION</td>
<td>5</td>
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<tr>
<td>CJ 227: CRIMINAL PROCEDURE</td>
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</table>

**TOTAL PREREQUISITE REQUIREMENTS** 0

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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<td>300/400 LEVEL: SOCIAL SCIENCE COURSE</td>
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**TOTAL CORE REQUIREMENTS** 18

#### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CJ 340: APPLIED CRIMINAL JUSTICE ETHICS</td>
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<tr>
<td>CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE</td>
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<tr>
<td>CJ 499: BACHELOR’S CAPSTONE IN CRIMINAL JUSTICE</td>
<td>6</td>
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Choose one of the following

#### Emphasis Area Requirements - Law Enforcement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 333: FAMILY AND DOMESTIC VIOLENCE</td>
<td>6</td>
</tr>
<tr>
<td>CJ 355: HOMELAND SECURITY</td>
<td>6</td>
</tr>
<tr>
<td>CJ 370: CRIME SCENE INVESTIGATION II</td>
<td>6</td>
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<tr>
<td>CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM</td>
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</table>

**TOTAL EMPHASIS AREA REQUIREMENTS - LAW ENFORCEMENT** 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180

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**Curriculum**

**Bachelor of Science in Criminal Justice - Advanced Start**

**Forensic Psychology**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### PROGRAM REQUIREMENTS

**Prior Degree Requirements**

Comparable Associate’s or Bachelor’s Degree 90

**TOTAL PRIOR DEGREE REQUIREMENTS** 90

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

#### Prerequisite Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
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<tr>
<td>CJ 210: CRIMINAL INVESTIGATION</td>
<td>5</td>
</tr>
<tr>
<td>CJ 227: CRIMINAL PROCEDURE</td>
<td>5</td>
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</tbody>
</table>

**TOTAL PREREQUISITE REQUIREMENTS** 0

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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**TOTAL CORE REQUIREMENTS** 18

#### Major Requirements

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEM</td>
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<tr>
<td>CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE</td>
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</tr>
<tr>
<td>CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS</td>
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**TOTAL MAJOR REQUIREMENTS** 48

#### Emphasis Area Requirements - Corrections

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 355: HOMELAND SECURITY</td>
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<tr>
<td>CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM</td>
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<tr>
<td>CJ 433: PROBATION AND PAROLE</td>
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<tr>
<td>300/400 LEVEL: CRIMINAL JUSTICE ELECTIVE</td>
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**TOTAL EMPHASIS AREA REQUIREMENTS - CORRECTIONS** 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 180
Major Requirements

CJ 340: APPLIED CRIMINAL JUSTICE ETHICS 6
CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE 6
300/400-LEVEL: MAJOR ELECTIVES 24
CJ 499: BACHELOR’S CAPSTONE IN CRIMINAL JUSTICE 6
Choose one of the following
CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS 6
CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE 6
CJ 350: ORGANIZED CRIME 6
CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS 6

TOTAL MAJOR REQUIREMENTS 48

Open Electives

OPEN ELECTIVES 24
TOTAL OPEN ELECTIVE REQUIREMENTS 24

Emphasis Area Requirements - Forensic Psychology

CJ 325: PSYCHOLOGY FOR LAW ENFORCEMENT 6
CJ 440: CRISIS INTERVENTION 6
PS 440: ABNORMAL PSYCHOLOGY 6
300/400 LEVEL: CRIMINAL JUSTICE ELECTIVE 6

TOTAL EMPHASIS AREA REQUIREMENTS - FORENSIC PSYCHOLOGY 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Criminal Justice - Advanced Start

Juvenile Justice

Courses |
---|
CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM |
CJ 210: CRIMINAL INVESTIGATION |
CJ 227: CRIMINAL PROCEDURE |
TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements

CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE 6
CJ 370: CRIME SCENE INVESTIGATION II 6
Choose one of the following courses:
CJ 327: CRIME SCENE PHOTOGRAPHY 6
CJ 328: FORENSIC FINGERPRINT ANALYSIS 6
Choose one of the following courses:
CJ 385: FORENSIC CHEMISTRY AND TRACE EVIDENCE ANALYSIS 6
CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCE 6

TOTAL EMPHASIS AREA REQUIREMENTS - CRIME SCENE INVESTIGATION 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Bachelor of Science in Criminal Justice - Advanced Start

Juvenile Justice

Courses |
---|
CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM |
CJ 210: CRIMINAL INVESTIGATION |
CJ 227: CRIMINAL PROCEDURE |
TOTAL PREREQUISITE REQUIREMENTS 0

Core Requirements

CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE 6
CJ 370: CRIME SCENE INVESTIGATION II 6
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CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCE 6

TOTAL EMPHASIS AREA REQUIREMENTS - CRIME SCENE INVESTIGATION 0

Emphasis area courses are completed within the major electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 180
Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

**Prerequisite Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
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<tr>
<td>CJ 210: CRIMINAL INVESTIGATION</td>
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<td>CJ 227: CRIMINAL PROCEDURE</td>
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<td>CM 220: COLLEGE COMPOSITION II</td>
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**Core Requirements**

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<th>Credits</th>
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<tbody>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 340: APPLIED CRIMINAL JUSTICE ETHICS</td>
<td>6</td>
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<tr>
<td>CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE</td>
<td>6</td>
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<tr>
<td>300/400-LEVEL: MAJOR ELECTIVES</td>
<td>24</td>
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<tr>
<td>CJ 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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**Open Elective Requirements**

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<tr>
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**Emphasis Area Requirements - Juvenile Justice**

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<thead>
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<th>Course</th>
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<tbody>
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<td>6</td>
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<tr>
<td>CJ 420: JUVENILE JUSTICE</td>
<td>6</td>
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<tr>
<td>CJ 445: CASE MANAGEMENT</td>
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<td>PS 440: ABNORMAL PSYCHOLOGY</td>
<td>6</td>
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<td><strong>TOTAL EMPHASIS AREA REQUIREMENTS - JUVENILE JUSTICE</strong></td>
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Emphasis area courses are completed within the major electives requirement of the degree plan.

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

**Curriculum**

Bachelor of Science in Criminal Justice - Advanced Start

Homeland Security
### Locations

<table>
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<th>Location</th>
<th>Notes</th>
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<td>Omaha</td>
<td>■ ▲ ▲</td>
</tr>
<tr>
<td>South Portland</td>
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</table>

<table>
<thead>
<tr>
<th>Omaha</th>
<th>South Portland</th>
</tr>
</thead>
<tbody>
<tr>
<td>▲ ▲</td>
<td></td>
</tr>
</tbody>
</table>

- Online instruction
- Program enrollment through campus locations; online instruction
- Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in legal studies or public safety, consider an accelerated master's degree option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) section for details.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Ethics: Evaluate ethical, social, civic, cultural, and political issues as they relate to the management of emergency services, safety, and survival.
2. Global Awareness: Analyze the social, cultural, behavioral, and economic characteristics of global emergency and disaster planning.
3. Knowledge Base: Develop a comprehensive program for operational and strategic emergency management decisions and materials management.
4. Operations: Apply project management strategies that illustrate the design and management of disaster and fire defense planning.
5. Psychology: Appraise issues that deal with the psychological effects of emergency services, safety, and survival.
6. Research Methods: Demonstrate critical thinking to perform research about the management of disaster and fire defense planning using commonly accepted quantitative and qualitative analytical tools to understand and evaluate fire and emergency situations and scenarios.
7. Technology: Evaluate the use of technology to inform and enhance operational and strategic emergency management decisions.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Fire and Emergency Management - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>100/200 LEVEL: COMMUNICATION COURSE</td>
<td>5</td>
</tr>
<tr>
<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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<tr>
<td>200 LEVEL: COMMUNICATION COURSE</td>
<td>5</td>
</tr>
<tr>
<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<tr>
<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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</tr>
<tr>
<td>300/400 LEVEL: SOCIAL SCIENCE COURSE</td>
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</tbody>
</table>
## TOTAL CORE REQUIREMENTS

**33**

### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>FS 100: INTRODUCTION TO FIRE AND EMERGENCY SERVICES</td>
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</tr>
<tr>
<td>FS 105: FIRE PREVENTION PRACTICES</td>
<td>5</td>
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<tr>
<td>FS 120: INTRODUCTION TO EMERGENCY MANAGEMENT</td>
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<tr>
<td>FS 202: PRINCIPLES OF EMERGENCY SERVICES</td>
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<tr>
<td>FS 205: ETHICS FOR THE FIRE AND EMERGENCY SERVICES</td>
<td>5</td>
</tr>
<tr>
<td>FS 208: LEGAL ASPECTS OF EMERGENCY SERVICES</td>
<td>5</td>
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<tr>
<td>FS 220: PREPAREDNESS AND PLANNING FOR EMERGENCY MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>FS 225: EMERGENCY MANAGEMENT RESPONSE</td>
<td>5</td>
</tr>
<tr>
<td>CJ 307: CRISIS MANAGEMENT IN TERRORIST ATTACKS AND DISASTERS</td>
<td>6</td>
</tr>
<tr>
<td>FS 304: COMMUNITY RISK REDUCTION FOR FIRE AND EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS 320: RECOVERY PRACTICES IN EMERGENCY MANAGEMENT</td>
<td>6</td>
</tr>
<tr>
<td>FS 401: FIRE PREVENTION ORGANIZATION AND MANAGEMENT</td>
<td>6</td>
</tr>
<tr>
<td>FS 402: POLITICAL, ETHICAL, AND LEGAL FOUNDATIONS OF EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS 403: LEADERSHIP AND MANAGEMENT</td>
<td>6</td>
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<tr>
<td>FS 414: PERSONNEL MANAGEMENT FOR FIRE AND EMS</td>
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<tr>
<td>FS 420: MITIGATION AND RISK ASSESSMENT IN EMERGENCY MANAGEMENT</td>
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<tr>
<td>FS 425: DISASTER POLICY IN EMERGENCY MANAGEMENT</td>
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<tr>
<td>FS 498: BACHELOR’S CAPSTONE IN FIRE SCIENCE</td>
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**TOTAL MAJOR REQUIREMENTS**

**100**

### Core Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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</tr>
<tr>
<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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<tr>
<td>300/400 LEVEL: SOCIAL SCIENCE COURSE</td>
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</table>

**TOTAL CORE REQUIREMENTS**

**18**

### Open Elective Requirements

**TOTAL OPEN ELECTIVE REQUIREMENTS**

**47**

**TOTAL PROGRAM REQUIREMENTS**

**180**
<table>
<thead>
<tr>
<th>Location</th>
<th>Instruction/Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mason City</td>
<td>Online instruction</td>
</tr>
<tr>
<td>Omaha</td>
<td>Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>South Portland</td>
<td>Online instruction</td>
</tr>
</tbody>
</table>

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

Description and Outcomes

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

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for details.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in legal studies or public safety, consider an accelerated master's degree option. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) section for general Kaplan University policies.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

Bachelor of Science in Fire Science - Standard

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>100/200 LEVEL.: COMMUNICATION COURSE</td>
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<tr>
<td>100/200 LEVEL.: MATHEMATICS COURSE</td>
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<tr>
<td>200 LEVEL: COMMUNICATION COURSE</td>
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<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<tr>
<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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<tr>
<td>300/400 LEVEL: SOCIAL SCIENCE COURSE</td>
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<tr>
<td>TOTAL CORE REQUIREMENTS</td>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>FS 100: INTRODUCTION TO FIRE AND EMERGENCY SERVICES</td>
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<tr>
<td>FS 101: FIRE BEHAVIOR AND COMBUSTION</td>
<td>5</td>
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<tr>
<td>FS 102: BUILDING CONSTRUCTION FOR FIRE PROTECTION</td>
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<tr>
<td>FS 103: FIRE PROTECTION HYDRAULICS AND WATER SUPPLY</td>
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<td>FS 104: FIRE PROTECTION SYSTEMS</td>
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<td>FS 105: FIRE PREVENTION PRACTICES</td>
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<td>FS 201: STRATEGY AND TACTICS</td>
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<td>FS 202: PRINCIPLES OF EMERGENCY SERVICES</td>
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<td>FS 204: OCCUPATIONAL SAFETY AND HEALTH FOR EMERGENCY SERVICES</td>
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<td>Course</td>
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<tr>
<td>FS 207: HAZARDOUS MATERIALS CHEMISTRY</td>
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<td>FS 208: LEGAL ASPECTS OF EMERGENCY SERVICES</td>
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<tr>
<td>FS 301: FIRE INVESTIGATION AND ANALYSIS</td>
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<td>FS 302: ADVANCED PRINCIPLES OF FIREFIGHTER SAFETY AND SURVIVAL</td>
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<tr>
<td>FS 303: FIRE PROTECTION STRUCTURES AND SYSTEMS</td>
<td>6</td>
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<tr>
<td>FS 304: COMMUNITY RISK REDUCTION FOR FIRE AND EMS</td>
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<td>FS 401: FIRE PREVENTION ORGANIZATION AND MANAGEMENT</td>
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<tr>
<td>FS 402: POLITICAL, ETHICAL, AND LEGAL FOUNDATIONS OF EMS</td>
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<td>FS 403: LEADERSHIP AND MANAGEMENT</td>
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<tr>
<td>FS 413: RESEARCH ANALYSIS FOR FIRE EMERGENCY SERVICES</td>
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<td>FS 414: PERSONNEL MANAGEMENT FOR FIRE AND EMS</td>
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<td>FS 498: BACHELOR’S CAPSTONE IN FIRE SCIENCE</td>
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<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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</table>

**Open Elective Requirements**

**OPEN ELECTIVES** 32

**TOTAL OPEN ELECTIVE REQUIREMENTS** 32

**TOTAL PROGRAM REQUIREMENTS** 180

**Curriculum**

**Bachelor of Science in Fire Science - Advanced Start**

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>Prior Degree Requirements</strong></td>
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<td>Comparable Associate’s or Bachelor’s Degree</td>
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<td><strong>TOTAL PRIOR DEGREE REQUIREMENTS</strong></td>
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<tr>
<td><strong>Comparability is determined by a course-by-course examination of</strong></td>
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<tr>
<td><strong>the prior associate’s or bachelor’s degree against the core</strong></td>
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<tr>
<td><strong>requirements of a Kaplan University associate’s degree.</strong></td>
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<tr>
<td><strong>Prerequisite Requirements</strong></td>
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<tr>
<td>FS 101: FIRE BEHAVIOR AND COMBUSTION</td>
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<tr>
<td>FS 105: FIRE PREVENTION PRACTICES</td>
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<tr>
<td>FS 201: STRATEGY AND TACTICS</td>
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<td><strong>TOTAL PREREQUISITE REQUIREMENTS</strong></td>
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<td><strong>Core Requirements</strong></td>
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<td>300/400 LEVEL: ARTS AND HUMANITIES COURSE</td>
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<td>300/400 LEVEL: PHYSICAL SCIENCE COURSE</td>
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<td>FS 301: FIRE INVESTIGATION AND ANALYSIS</td>
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<td>FS 413: RESEARCH ANALYSIS FOR FIRE EMERGENCY SERVICES</td>
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<td>FS 414: PERSONNEL MANAGEMENT FOR FIRE AND EMS</td>
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<td>OPEN ELECTIVES</td>
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<tr>
<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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</tbody>
</table>

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

**TOTAL PROGRAM REQUIREMENTS** 180

**Locations**

- Online: Online instruction
- Augusta: Program enrollment through campus locations; online instruction
- Davenport: Program enrollment through campus locations; online instruction
- Cedar Falls: Program enrollment through campus locations; online instruction
- Cedar Rapids: Program enrollment through campus locations; online instruction
- Des Moines: Program enrollment through campus locations; online instruction
- Hagerstown: Program enrollment through campus locations; online instruction
- Lewiston: Program enrollment through campus locations; online instruction
- Lincoln: Program enrollment through campus locations; online instruction
- Mason City: Program enrollment through campus locations; online instruction
- Omaha: Program enrollment through campus locations; online instruction
- South Portland: Program enrollment through campus locations; online instruction

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

Description and Outcomes

The Associate of Applied Science in Criminal Justice program is designed to prepare you with applied knowledge, technical skills, communication abilities, and general knowledge to pursue a wide range of entry-level positions in the field of criminal justice. Upon graduation, you may pursue employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. Some positions may require additional academy training and experience.

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

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.

Policies

Please refer to school-specific policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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</tr>
<tr>
<td>Core Requirements</td>
<td></td>
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<tr>
<td>100/200 LEVEL: MATHEMATICS COURSE</td>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
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</tr>
<tr>
<td>CJ 210: CRIMINAL INVESTIGATION</td>
<td>5</td>
</tr>
<tr>
<td>CJ 227: CRIMINAL PROCEDURE</td>
<td>5</td>
</tr>
<tr>
<td>CJ 299: ASSOCIATE’S CAPSTONE IN CRIMINAL JUSTICE</td>
<td>5</td>
</tr>
<tr>
<td>100/200-LEVEL: MAJOR ELECTIVES</td>
<td>15</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
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</tr>
<tr>
<td>CJ 100: PREPARING FOR A CAREER IN PUBLIC SAFETY</td>
<td>5</td>
</tr>
<tr>
<td>CS 121: PATHWAYS TO ACADEMIC SUCCESS</td>
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</tr>
<tr>
<td>TOTAL MAJOR REQUIREMENTS</td>
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</tr>
</tbody>
</table>

Online students will take CJ 100: Preparing for a Career in Public Safety.

Open Elective Requirements

| OPEN ELECTIVES | 35 |
| TOTAL OPEN ELECTIVE REQUIREMENTS | 35 |
| TOTAL PROGRAM REQUIREMENTS | 90 |

Locations

<table>
<thead>
<tr>
<th>Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta</td>
<td>▲</td>
</tr>
<tr>
<td>Davenport</td>
<td>▲</td>
</tr>
<tr>
<td>Cedar Falls</td>
<td>▲</td>
</tr>
<tr>
<td>Cedar Rapids</td>
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<tr>
<td>Des Moines</td>
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<tr>
<td>Hagerstown</td>
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<tr>
<td>Lewiston</td>
<td>▲</td>
</tr>
<tr>
<td>Lincoln</td>
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</table>

(http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.
<table>
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<th>Location</th>
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<tr>
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<tr>
<td>Omaha</td>
<td>▶️ Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
<tr>
<td>South Portland</td>
<td>▶️ Program enrollment through campus locations; online instruction</td>
</tr>
</tbody>
</table>

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

Description and Outcomes

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

Program Length

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Foundational Firefighter Skills: Discuss the importance of building construction as it relates to firefighter safety, building codes, and fire prevention.
2. Knowledge Base: Describe the difference between fire resistance and flame spread and the testing procedures used to establish ratings for each.
3. Psychology: Discuss the issues that deal with the psychological effects of fire dynamics.
4. Research Methods: Apply scientific methods of inquiry to arrive at reasoned decisions regarding fire science.
5. Technology: Discuss the use of computer technology to inform and enhance firefighting strategy and tactics.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<td>FS 101: FIRE BEHAVIOR AND COMBUSTION</td>
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<td>FS 102: BUILDING CONSTRUCTION FOR FIRE PROTECTION</td>
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<td>FS 103: FIRE PROTECTION HYDRAULICS AND WATER SUPPLY</td>
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<td>FS 104: FIRE PROTECTION SYSTEMS</td>
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<td>FS 105: FIRE PREVENTION PRACTICES</td>
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<td>FS 201: STRATEGY AND TACTICS</td>
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<td>FS 202: PRINCIPLES OF EMERGENCY SERVICES</td>
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<td>FS 207: HAZARDOUS MATERIALS CHEMISTRY</td>
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Locations
### Online Instruction

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Corrections Certificate

Description and Outcomes

The Corrections Certificate program is designed to prepare you to pursue entry-level and supervisory positions in today's complex corrections environment. The field of corrections provides a variety of job opportunities, and correctional officers perform a variety of law enforcement roles in supervising and maintaining security in correctional facilities. Corrections professionals also interact with probation and parole officials.

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

Program Length

The Corrections Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Staff Roles: Differentiate the roles and responsibilities of various employee classifications in correctional institutions and settings.
3. Client Relations: Develop appropriate professional responses to client behaviors given differences in personal, group, and cultural meanings among clients.
4. Client Growth and Development: Define the relationship between biopsychosocial development, current client problems, and appropriate custodial settings or community-based corrections alternatives.
5. Law: Select appropriate policies and practices to meet legal principles and standards applicable to client care and custody and the management of corrections programs and institutions.
6. Client Custody and Care: Define the purposes, objectives, and standards of care associated with various types of corrections programs and institutions.
7. Ethics: Select accepted ethical practices in corrections settings.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/Public_Safety_general_Policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

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<tr>
<th>Courses</th>
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<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
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<td>CJ 130: INTRODUCTION TO CORRECTIONS</td>
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<td>CJ 142: CRIMINAL ORIGINS AND CORRECTIONAL ALTERNATIVES</td>
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<td>CJ 150: JUVENILE DELINQUENCY</td>
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</table>

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Crime Scene Technician Certificate

Description and Outcomes

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

Program Length

The Crime Scene Technician Certificate program consists of a minimum of 44 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Describe analytical procedures used by forensic scientists in the application of science to law.
3. Initiate procedures used in the documentation, collection, and preservation of physical evidence.
4. Ethically apply appropriate investigative methods used in forensic science.
5. Apply investigative theory and methodology with scientific theory and methodology in the resolution of criminal cases.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

If applying for admission, you should possess an associate's or bachelor's degree from an accredited institution, and/or work experience in the field of criminal justice within 18 months of application to the program.

If you do not possess either, but feel qualified to enter this program, you may be admitted at the discretion of the Dean of the School of Public Safety based on a review of work experience and other relevant criteria.

You will be required to provide an unofficial copy of your transcript(s) and/or a resume at the time of enrollment and thus attest to fulfilling the requirements. If at any time this proves to be false or untrue, you will be removed from the program.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>Prerequisite Requirements</td>
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<td>CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
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<td>CJ 102: CRIMINOLOGY I</td>
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<td>MM 212: COLLEGE ALGEBRA</td>
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<td>CJ 210: CRIMINAL INVESTIGATION</td>
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<td>CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE</td>
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<td>CJ 327: CRIME SCENE PHOTOGRAPHY</td>
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<td>CJ 328: FORENSIC FINGERPRINT ANALYSIS</td>
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<td>CJ 370: CRIME SCENE INVESTIGATION II</td>
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<td>CJ 385: FORENSIC CHEMISTRY AND TRACE EVIDENCE ANALYSIS</td>
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Locations

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<tbody>
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</table>

- Online instruction
- Program enrollment through campus locations; online instruction
- Program enrollment through campus locations; combines onsite and online instruction
Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Management and Supervision Certificate in Criminal Justice

Description and Outcomes

If you are currently a professional in the criminal justice field, the Management and Supervision Certificate in Criminal Justice could help increase your knowledge of supervision and management. The certificate program offers courses designed to introduce you to the principles of human resource management and supervision in the field. You will study supervisory practices in criminal justice organizations, management theory and how to manage in a criminal justice organization, organizational behavior, employment law, and human resource development.

Program Length

The Management and Supervision Certificate in Criminal Justice program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Supervision: Analyze the role of supervisors and managers in criminal justice.
3. Applied Ethics: Problem solve ethically as a supervisor or manager in criminal justice environments.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

Progression Requirements

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

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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| PROGRAM REQUIREMENTS
| Prequisite Requirements
| CM 220: COLLEGE COMPOSITION II | 5 |
| CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM | 5 |
| CJ 102: CRIMINOLOGY I | 5 |
| TOTAL PREREQUISITE REQUIREMENTS | 0 |
| Major Requirements
| CJ 307: CRISIS MANAGEMENT IN TERRORIST ATTACKS AND DISASTERS | 6 |
| CJ 340: APPLIED CRIMINAL JUSTICE ETHICS | 6 |
| CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE | 6 |
| CJ 355: HOMELAND SECURITY | 6 |
| CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS | 6 |
| Choose one of the following courses:
| HR 420: EMPLOYMENT LAW | 6 |
| MT 302: ORGANIZATIONAL BEHAVIOR | 6 |
| TOTAL MAJOR REQUIREMENTS | 36 |
| TOTAL PROGRAM REQUIREMENTS | 36 |

Locations

Online

Augusta
Davenport
Cedar Falls
Cedar Rapids
Des Moines
Hagerstown
Lewiston
Lincoln
Mason City
Omaha
South Portland

Online instruction
Program enrollment through campus locations; online instruction
Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

If you are currently a professional in the criminal justice field, the Private Security Certificate program could help increase your knowledge of private security. The program offers 10 courses designed to introduce you to the field of private and corporate security, examine the range of security responsibilities, and teach you how to provide asset protection to a myriad of clients. Specific subject areas include fraud examination, crime prevention, criminal investigation and criminal evidence, white-collar crime, and risk management and administration.

The Private Security Certificate program is not only designed to help you pursue employment in private or corporate security, but could also prepare you for professional membership in the American Society of Industrial Security (ASIS) and the Certified Protection Professional (CPP) certification exam. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Private Security Certificate program consists of a minimum of 53 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Demonstrate an understanding of the role of private and corporate security in the criminal justice system.
2. Demonstrate the ability to apply security concepts to various types of private and business environments.
3. Demonstrate an understanding of how to investigate major crimes associated with security incidents.
4. Demonstrate an understanding of white-collar crime and other examples of fraud and why it is an important field of study in private security.
5. Demonstrate an understanding of what is needed to constitute a reliable security culture in the private or corporate sector.

Policies

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Certified Protection Professional (CPP) certification exam.

Degree Plan

Curriculum

<table>
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<td>PROGRAM REQUIREMENTS</td>
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<td>CJ 125: INTRODUCTION TO FRAUD EXAMINATION</td>
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<td>CJ 180: PRIVATE SECURITY</td>
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<td>CJ 210: CRIMINAL INVESTIGATION</td>
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<td>CJ 212: CRIME PREVENTION</td>
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<td>CJ 227: CRIMINAL PROCEDURE</td>
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<td>CJ 264: WHITE-COLLAR CRIME</td>
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TOTAL MAJOR REQUIREMENTS 53

Students are exempt from the prerequisite requirement for PA 310: Tort Law.

TOTAL PROGRAM REQUIREMENTS 53

Locations

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Program enrollment through campus locations; combines onsite and online instruction

Upon completion of the certificate program, you may be eligible to take the Certified Protection Professional (CPP) certification exam.
Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Course Descriptions

Arts and Sciences

Arts and Sciences (AS)

AS 495: SCHOOL OF ARTS AND SCIENCES INTERNSHIP

This course will provide students in the School of Arts and Sciences with practical experience in a professional field. It provides an opportunity to combine academic theory with new, career-related experience. At least 15 hours per week must be devoted to tasks that apply theory and academic content in a professional setting for a minimum of 150 out-of-class hours. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.

Quarter Credit Hours: 6
Prerequisite: Application approval and permission from the Department Chair

Childhood Education (CE)

CE 100: PREPARING FOR A CAREER IN EARLY CHILDHOOD DEVELOPMENT

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

Quarter Credit Hours: 5
Prerequisite: None

CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION

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

Quarter Credit Hours: 5
Prerequisite: None

CE 114: EARLY CHILDHOOD DEVELOPMENT

This course surveys the physical, social, emotional, and cognitive development of children from birth through age 8. In order to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life, topics will include: attachment issues, developmental milestones, and developmentally appropriate strategies. Using their understanding of how young children develop, students will discuss issues in early childhood care, safety and health concerns, guidance techniques, and behavioral expectations.

Quarter Credit Hours: 5
Prerequisite: CE 114

CE 207: DIVERSITY, FAMILY, AND COMMUNITY

This course explores diversity as it relates to culture, socioeconomic factors, family structure, and special needs, and examines factors that shape childhood values. Students as educators develop the ability to communicate effectively in order to interact with families, both formally and informally. Students become familiar with community resources that support families socially, medically, educationally, and economically, and models of parent and family education and support. (Onsite only)

Quarter Credit Hours: 5
Prerequisite: None

CE 211: MATH METHODS

This course is designed to prepare students to proficiently assist pupils with basic math skills. Students will be provided with opportunities to explore mathematical ideas using a problem-solving approach and a variety of manipulative materials. Emphasis is on problem solving, reasoning, and the ability to communicate mathematical thinking orally and in writing in accordance with current educational reform. (Onsite only)

Quarter Credit Hours: 5
Prerequisite: MM 150

CE 215: EARLY CHILDHOOD CURRICULUM PLANNING

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

Quarter Credit Hours: 5
Prerequisite: None

CE 220: CHILD SAFETY, NUTRITION, AND HEALTH

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

Quarter Credit Hours: 5
Prerequisite: CE 114

CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN

This course is designed to help early childhood care professionals provide creative, developmentally appropriate practices in a child care environment. Participants will examine materials and activities that will help foster children’s social, emotional, cognitive, and physical development, with an emphasis on activities that encourage
independence, exploration, risk-taking, and opportunities to think and act creatively.
Quarter Credit Hours: 5
Prerequisite: CE 101

**CE 240: YOUNG CHILDREN WITH SPECIAL NEEDS**
This course is designed to help future early childhood care professionals become effective caregivers and advocates for young children with special needs and their families by learning how to apply strategies to address learning differences. Students will explore some of the more common learning differences and disabilities currently encountered in the inclusive classroom. They will explain the value of early identification of special needs and the importance of intervening early, in accordance with relevant federal legislation. Students also will demonstrate how to communicate and collaborate with families in real-world situations for the benefit of the child with special needs.
Quarter Credit Hours: 5
Prerequisite: CE 101

**CE 250: INTEGRATING SOCIAL STUDIES CURRICULUM IN INCLUSIVE CLASSROOMS**
This course examines the integration of social studies throughout the entire curriculum. The course emphasizes strategies used to teach relevant social studies topics to diverse learners. Students analyze how the classroom environment they create with children mirrors communities at large. Students will explore resources that promote antibias and acceptance in the inclusionary classroom. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: 100/200-level child development course

**CE 289: ASSOCIATE'S CAPSTONE FOR EARLY CHILDHOOD DEVELOPMENT**
This capstone course is the culminating experience for the Associate of Applied Science in Educational Paraprofessional for campus-based students. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes. Students practice as able communicators and listeners with both the classroom but are responsible for a portion of the curriculum. Students will explore the impact of biological and environmental factors in the prenatal, perinatal, and postnatal periods. Students will apply knowledge of the five developmental domains in relation to assessment, curriculum development, and intervention and implementation. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

**CE 290: OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD**
This course prepares students to use the various methods of assessment and observation, including standardized and authentic assessment strategies, as a way to assess children’s growth and the development of knowledge and skills. Students will apply assessment strategies through virtual field experiences and case studies to identify developmental levels, interests, and abilities, and interpret the data collected.
Quarter Credit Hours: 6
Prerequisite: None

**CE 300: ASSOCIATE'S CAPSTONE FOR EARLY CHILDHOOD DEVELOPMENT**
This course is the culminating experience for the Associate of Applied Science in Early Childhood Development. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes.
Quarter Credit Hours: 5
Prerequisite: Last term

**CE 310: YOUNG CHILDREN WITH SPECIAL NEEDS**
This course focuses on language acquisition, development, and communication skills. Students will participate in and use virtual field observations and readings to learn about theories of and influences on how young children acquire and develop language. Students will be presented with an overview of the stages of oral language development and will discuss current thinking with regard to bilingualism.
Quarter Credit Hours: 6
Prerequisite: CE 300

**CE 320: LANGUAGE DEVELOPMENT IN THE YOUNG CHILD**
This course focuses on language acquisition, development, and communication skills. Students will participate in and use virtual field observations and readings to learn about theories of and influences on how young children acquire and develop language. Students will be presented with an overview of the stages of oral language development and will discuss current thinking with regard to bilingualism.
Quarter Credit Hours: 6
Prerequisite: CE 300

**CE 330: TEACHING ACROSS CONTENT—MATH, SCIENCE, AND SOCIOLOGY FOR YOUNG CHILDREN**
This course examines the teaching skills of inquiry and discovery-based learning in math and science for young children. Using current theories of development, students develop a working knowledge of methods and materials, scope and sequence of concepts through age 8, related curriculum standards, and assessment strategies. The mathematical concepts of numbers, geometry, problem solving, patterns, parts and wholes, measurement, and graphing will be examined. The processes of science will be explored. Students apply sociology concepts as they relate to children
CE 340: INTRODUCTION TO AUTISM SPECTRUM DISORDERS IN YOUNG CHILDREN
This course introduces students to autism spectrum disorders in young children. Topics include the historical and theoretical foundations of autism and current diagnostic criteria. Students will differentiate the characteristics of autism including comparing differences in brain structure as well as social, emotional, communication, behavioral, sensory-motor, and cognitive characteristics of children with autism spectrum disorders.
Quarter Credit Hours: 6  
Prerequisite: CE 300

CE 341: USING ACCOMMODATIONS AND ASSISTIVE TECHNOLOGY FOR CHILDREN WITH SPECIAL NEEDS
This course will examine how technology and accommodations equalize access to education for children with special needs. Discussions regarding different forms of assistive technology and accommodations will include evaluation and appropriate implementation of the forms in the child’s classroom environment. Students will explore how children with limitations in mobility, vision, hearing, cognition, perception, and communication successfully participate in an environment with the aid of technology and/or accommodations. (Onsite only)
Quarter Credit Hours: 6  
Prerequisite: 100/200-level child development course and 100/200-level special education course

CE 350: LANGUAGE AND SOCIAL SKILL DEVELOPMENT FOR YOUNG CHILDREN WITH AUTISM
This course addresses the study of language and communication issues and disorders in young children with autism. Students will discuss language assessment and intervention models and programs for children with autism.
Quarter Credit Hours: 6  
Prerequisite: CE 340

CE 410: TEACHING ART AND MUSIC IN EARLY CHILDHOOD
This course will examine the foundations and theories of the creative arts with young children. Students will learn how to encourage imagination, flexible thinking, problem solving, and creative movement in order to formulate connections with the processes that children employ in their creative expression. Students will use course knowledge to plan developmentally appropriate creative activities for children.
Quarter Credit Hours: 6  
Prerequisite: CE 300

CE 420: CURRICULUM DEVELOPMENT
This course compares the history, theories, research, and contemporary influences of curriculum development in early childhood education. Developmentally appropriate early childhood lesson plans and activities will be analyzed and developed.
Quarter Credit Hours: 6  
Prerequisite: CE 300

CE 430: LEARNING THROUGH PLAY IN THE INCLUSIVE CLASSROOM
This course further examines the theories of Piaget, Vygotsky, Erikson, and others to demonstrate how children learn through play and the effect play has on all the developmental domains. Students will learn how to incorporate necessary skill development and assistive technology into play while addressing the individual needs of all children in the classroom.
Quarter Credit Hours: 6  
Prerequisite: CE 300

CE 440: TEACHING YOUNG CHILDREN WITH AUTISM
This course presents an overview of interventions for young children with autism spectrum disorders and the strategies needed for teaching. Emphasis is placed on evidence-based interventions, with a review of nonresearch-based interventions, in order for students to become critical consumers of the literature related to autism intervention. Students will learn pedagogical foundations for best practice in instructional programming and curriculum development for young children with autism spectrum disorders.
Quarter Credit Hours: 6  
Prerequisite: CE 340 and CE 350

CE 450: BEHAVIOR INTERVENTION AND STRATEGIES FOR WORKING WITH YOUNG CHILDREN WITH AUTISM
This course builds on prior knowledge as students examine classroom management and applied behavior analysis strategies. Students will focus on implementation and evaluation of individual and group management programs for young children with autism spectrum disorders.
Quarter Credit Hours: 6  
Prerequisite: CE 350 and CE 440

CE 460: SPECIAL EDUCATION LAW
This course will focus on federal and state laws and regulations that impact how educators design and implement programs for children with special needs. The course emphasizes the process of collaborating with an interdisciplinary team in organizing and conducting individual education plan meetings; how to determine eligibility for special education services; and the procedural safeguards involved in all aspects of special education. Students will practice writing educational and behavior plans and linking these plans to daily instruction, record keeping, and evaluation. (Onsite only)
Quarter Credit Hours: 6  
Prerequisite: 100/200-level special education course and CE 300

CE 497: STUDENT TEACHING PART A
This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will complete a 170-hour, part-time student teaching experience (2.5 days per week) where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff. Students will reflect on the courses taken and develop an understanding of the National Association for the
Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio that integrates learning throughout the program. (Onsite only)
Quarter Credit Hours: 6
Prerequisite: Last two terms, permission from the Department Chair, and successful completion of the Praxis I exam

**CM 498: STUDENT TEACHING PART B**
This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will complete a full-time student teaching experience where they participate in the operation of the classroom. Students will fully transition into teaching all subjects in the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff. Students will reflect on the courses taken and strengthen practical skills related to developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio. (Onsite only)
Quarter Credit Hours: 12
Prerequisite: CE 497 and permission from the Dean

**CE 499: BACHELOR'S CAPSTONE IN EARLY CHILDHOOD DEVELOPMENT**
This final course provides students with the opportunity to integrate and apply their learning in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio that integrates learning throughout the program.
Quarter Credit Hours: 6
Prerequisite: CE 497 and permission from the Dean

**Communication and Composition (CM)**

**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)
Quarter Credit Hours: 2
Prerequisite: None

**CM 107: COLLEGE COMPOSITION I**
Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.
Quarter Credit Hours: 5
Prerequisite: None

**CM 111: COMMUNICATION PROGRAM AND PROFESSION**
This course introduces students to the communication field and the Kaplan University Bachelor of Science in Communication degree program. The field of study, skill sets, and the process of communication will be discussed. Students will research the communication degree and class offerings along with their professional and personal goals in order to map out their specific degree plan.
Quarter Credit Hours: 5
Prerequisite: None

**CM 115: COMMUNICATION—CONCEPTS AND SKILLS**
Being able to communicate effectively in an information-based and globally connected society is a necessary and vital part of all professions. This course introduces basic communication skills, why intended messages often get misunderstood, how linguistic, cultural, gender, and social differences impact communication, and how to effectively and ethically use technology as a communication tool. Students will be introduced to the knowledge and skills necessary to understand communication and to effectively communicate in both professional and personal applications.
Quarter Credit Hours: 5
Prerequisite: None

**CM 202: MASS MEDIA AND BROADCASTING**
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.
Quarter Credit Hours: 5
Prerequisite: Any College Composition I course

**CM 206: INTERPERSONAL COMMUNICATIONS**
This course introduces students to the principles of interpersonal communication and emphasizes how to be a more effective communicator in professional and personal situations. Emphasis is on interpersonal communication in varying contexts, focusing on professional communication as well as personal, social, and cultural dimensions. Topics include the communication process, the influence of perception on communication, verbal and nonverbal elements of interaction, listening, the communication of emotions, conflict management, and effective communication strategies.
Quarter Credit Hours: 5
Prerequisite: Any College Composition I course

**CM 208: COMMUNICATION RESEARCH SKILLS**
This course introduces students to the research methods used in the communication field and provides an overview of both quantitative and qualitative processes and data analysis. The research process is explored from conception to completion and reporting the findings. Research challenges are discussed along with ethical considerations. There is an emphasis on how research can be applied to a wide variety of communication questions and problems.
Quarter Credit Hours: 5
Prerequisite: CM 115

**CM 214: PUBLIC SPEAKING FOR THE PROFESSIONAL**
This course provides students with practical advice and essential
skills for public speaking in a variety of professional settings. Students will learn how to create presentations that are organized, well researched and persuasive. In addition to learning how to be effective oral communicators, students will explore how to address diverse audiences and analyze the impact of their communication in terms of persuasiveness, ethical considerations, and intended purpose. They will create and deliver presentations on diverse topics to an array of audiences and critique examples from professional speeches to understand what constitutes effective speaking.

Quarter Credit Hours: 5
Prerequisite: Any College Composition I course

**CM 220: COLLEGE COMPOSITION II**

This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies and working constructively with colleagues.

Quarter Credit Hours: 5
Prerequisite: None

**CM 230: CREATIVE WRITING—FICTION AND NONFICTION NARRATIVE**

In this course, students develop ideas and work habits as creative writers and storytellers. Knowing how to tell a successful story is both personally and professionally rewarding; fiction, biography, journalism, film, television, gaming, multimedia, blogging, and many business proposals rely on narrative content. Students will learn to identify the building blocks of a good narrative and create their own dynamic fiction or nonfiction narratives.

Quarter Credit Hours: 5
Prerequisite: None

**CM 240: TECHNICAL COMMUNICATION**

This course is an introduction to various writing formats and styles designed specifically to facilitate workplace communication. Students will study and practice audience analysis, and evaluate the components of successful business correspondence, technical reports, instructions, proposals, and presentations. Students create a portfolio of technical documents written for professional audiences, and demonstrate proficiency in technology and research, document design, and organization and writing style consistent with business and technical communication.

Quarter Credit Hours: 5
Prerequisite: Any college composition course | Corequisite: CM 220

**CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION**

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

Quarter Credit Hours: 2
Prerequisite: Any college composition course

**CM 250: FUNDAMENTALS OF GRAMMAR AND EDITING**

Writing well is an important communication skill for technical writers and those in other professional writing careers. This course addresses grammar basics, punctuation, sentence structure, style, and editing. Students will practice editing their own writing at different stages, correcting and refining their writing skills.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

**CM 270: WRITING FOR MULTIMEDIA**

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

Quarter Credit Hours: 5
Prerequisite: CM 240

**CM 285: ENHANCING NONVERBAL COMMUNICATION IN A GLOBAL SOCIETY**

Communication and understanding of human behavior combine both verbal and nonverbal communication skills. This course explores the impacts of cultural differences on the process of nonverbal communication and will familiarize students with the knowledge and tools necessary to communicate in a multicultural and global community. Students will examine the basic channels of nonverbal communications including facial expressions, tones of voice, gestures, posture and expressive movement, eye contact, proximity, and humor. Emphasis is given to how diverse backgrounds influence the act of communication, and how cultural perceptions and experiences determine how people send and receive messages.

Quarter Credit Hours: 5
Prerequisite: None

**CM 305: COMMUNICATING IN A DIVERSE SOCIETY**

This course provides students with the knowledge and skills necessary to communicate in a multicultural society. Students will analyze linguistic, cultural, and social differences and their impact on communication. The course will also address barriers to communication as well as the skills and concepts needed for effective communication outside of one's primary culture.

Quarter Credit Hours: 6
Prerequisite: None

**CM 310: COMMUNICATION AND CONFLICT**

This course focuses on the nature of communication and conflict in interpersonal and organizational contexts. Students learn to apply theories of conflict and conflict resolution with an emphasis on ways to manage conflict in order to create more productive and satisfying interpersonal and professional relationships.

Quarter Credit Hours: 6
Prerequisite: CM 220

**CM 313: TOOLS FOR THE DIGITAL AGE**

This course introduces students to the concepts necessary for effectively using new technologies and digital tools. By applying these concepts to the communication context (purpose and audience), students will be able to decide what tools are most appropriate. Students will also practice using a variety of digital tools and new technologies and reflect on how they affect communication.
CM 315: GROUP DYNAMICS AND TEAM BUILDING

Group dynamics and team building come into play whether working together as a team of professional colleagues or as a family. This course is designed to help students learn to communicate effectively and ethically in different group settings. By participating in real-world group projects, students will critically examine how members of a team can successfully interact, collaborate, and make decisions. Students also will reflect on their personal role in the group process.

Quarter Credit Hours: 6
Prerequisite: None

CM 320: INTERVIEWING SKILLS FOR THE TECHNICAL WRITER

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

Quarter Credit Hours: 6
Prerequisite: CM 240

CM 340: ADVANCED TECHNICAL COMMUNICATION

This course builds on the skills and knowledge learned in CM 240: Technical Communication. In this course, students go beyond the introductory level of understanding what technical communication is and learn how that translates into what can be expected from a technical communicator in the workplace. This entails practicing more advanced writing styles, creating and designing professional technical documents, and learning advanced methods for gathering information and revision. Students will expand on their peer review skills by providing group members with thorough feedback that is grounded in technical communication theory and common practices. The final project is designed to help students achieve advanced skills in project development, professional writing and design, and research. Students will learn how to address ethical issues through technical communication.

Quarter Credit Hours: 6
Prerequisite: CM 240

CM 345: PROPOSAL AND GRANT WRITING

The course provides an overview of the process of writing grant proposals to request funding from for-profit and not-for-profit organizations. Students will learn how to identify funding needs, search for funding opportunities, read and use RFPs, and develop a real grant proposal.

Quarter Credit Hours: 6
Prerequisite: CM 240

CM 350: PUBLIC RELATIONS STRATEGIES

This course focuses on public relations processes and practices. Students will learn how public relations practitioners work, the role of public relations in organizations, the theories and processes of public relations, and how relationships are built with public relations principles. Topics will include issues management, crisis communication, how public relations differs from marketing and advertising, persuasive techniques, ethical considerations, how to use research to support points, how to analyze media messages, and how to create effective public relations materials.

Quarter Credit Hours: 6
Prerequisite: CM 240

CM 340: PROPOSAL AND GRANT WRITING

Quarter Credit Hours: 6
Prerequisite: CM 240

CM 405: COMMUNICATING PERSUASIVELY

Students will explore the role of persuasion in various communication contexts. They will analyze the factors that lead to the adoption of an idea, attitude, or action and the role of emotional appeal, credibility, and language in this process. The concepts and theories studied in the course will be applied to crafting persuasive messages appropriate for different contexts.

Quarter Credit Hours: 6
Prerequisite: None

CM 410: ORGANIZATIONAL COMMUNICATION

This course focuses on the foundation, study, and implementation of effective organizational communication. Different theories will be identified, discussed, and critiqued. Students will study the major components of organizational communication including leadership, conflict and conflict management, teamwork, and ethics. Additionally, students will read and critique case studies showing organizational communication in professional applications.

Quarter Credit Hours: 6
Prerequisite: CM 220

CM 445: TECHNICAL WRITING FOR THE PROFESSIONS

This course reviews the conventions and genres associated with five professions most in need of technical writers. Students will learn about opportunities and expectations for technical writers within these five professional fields (business, science, medical, information technology, and legal). Within each field, students will explore commercial, trade, and scholarly writing, and how to use stylistic and visual devices to make technical information accessible to general audiences, as well as write with precision and expertise to specialized audiences. This is a course that transitions students from college-level writing to the real world of professional communication.

Quarter Credit Hours: 6
Prerequisite: CM 240 and CM 250

CM 450: PROFESSIONAL DEVELOPMENT IN TECHNICAL WRITING

Quarter Credit Hours: 6
Prerequisite: CM 340
The goal of this course is to acquaint students with professional development, what it means, how to participate in professional venues associated with their career field, and how to become a lifelong learner. Students will learn how to prepare for professional opportunities in technical writing that reach beyond their occupations. This type of involvement creates active professionals that have increased promotion potential and employment prospects.

Quarter Credit Hours: 6
Prerequisite: CM 340

CM 460: STRATEGIC COMMUNICATION
Rhetoric is the art of composing and analyzing effective discourse. Students will study rhetorical principles and apply them to the processes of analyzing and producing discourse in a variety of contexts. Using rhetorical principles, students will evaluate the effectiveness of discourse for particular purposes and audiences. In addition to analyzing discourse, students will apply the principles they are learning to their own discourse and to the process of creating meaning in a variety of contexts.

Quarter Credit Hours: 6
Prerequisite: None

CM 499: BACHELOR'S CAPSTONE IN COMMUNICATION
This capstone course is the culminating experience for the Bachelor of Science in Communication. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

Quarter Credit Hours: 6
Prerequisite: Completion of the final term of the Bachelor of Science in Communication or permission from the Dean

Educational Paraprofessional (EP)

EP 100: PREPARING FOR AN EDUCATIONAL PARAPROFESSIONAL CAREER
This course introduces students to the educational paraprofessional field and the Kaplan University Associate of Applied Science in Educational Paraprofessional program. Topics include roles and responsibilities and professional standards within the field, college success strategies, and strategies and skills needed in the profession. Students will research their professional and personal goals and preview the portfolio project that will be the capstone project in the degree program.

Quarter Credit Hours: 5
Prerequisite: None

EP 101: 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.

Quarter Credit Hours: 5
Prerequisite: None

EP 114: EDUCATIONAL DEVELOPMENT OF SCHOOL-AGE STUDENTS
This course will survey the physical, social, emotional, and cognitive development of school-age students. Topics include developmental milestones, such as school readiness, independence, physical development, and language development, and behavior such as peer pressure and bullying. This course will focus on contemporary issues and help students assess developmental levels, apply guidance techniques, and develop strategies to provide appropriate instruction, guidance, and support in a variety of settings.

Quarter Credit Hours: 5
Prerequisite: None

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.

Quarter Credit Hours: 5
Prerequisite: None

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.

Quarter Credit Hours: 5
Prerequisite: EP 114

EP 230: SURVEY OF SPECIAL NEEDS
This course will survey the physical, social, emotional, and cognitive development of school-age students. Topics include developmental milestones, such as school readiness, independence, physical development, and language development, and behavior such as peer pressure and bullying. This course will focus on contemporary issues and help students assess developmental levels, apply guidance techniques, and develop strategies to provide appropriate instruction, guidance, and support in a variety of settings.

Quarter Credit Hours: 6
Prerequisite: None

EP 240: ASSISTING ENGLISH LANGUAGE LEARNERS
This course is designed to help future educational paraprofessionals meet the unique needs of second language learners. Students will explore their roles in supporting English language instruction in the classroom. This exploration will include identifying strategies to address the social, emotional, and academic needs of culturally diverse students.

Quarter Credit Hours: 5
Prerequisite: EP 114

EP 299: ASSOCIATE'S CAPSTONE FOR EDUCATIONAL PARAPROFESSIONAL
This capstone course is the culminating experience for the Associate
of Applied Science in Educational Paraprofessional. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes.
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

**Human Services (HN)**

**HN 115: HUMAN SERVICES PROGRAM AND PROFESSION**

The course introduces students to the human services field and the Kaplan University human services degree programs. The field of study, skill sets, and the various human service agencies and diverse populations encountered in the field will be discussed. Students will research the human services degree and course offerings along with their professional and personal goals in order to map out their specific degree plan and career goals.
Quarter Credit Hours: 5
Prerequisite: None

**HN 144: HUMAN BEHAVIOR AND THE ENVIRONMENT**

Working as a human service professional demands an understanding of the differences and similarities in human behavior. This course will focus on the basic systems or influences that help to define, identify, and explain behavior. Students will examine how family structures, institutions, organizations, and communities contribute to the complex issues facing diverse populations in the twenty-first century. Students will examine ways to incorporate these theories to help them develop practical intervention skills.
Quarter Credit Hours: 5
Prerequisite: None

**HN 200: SURVEY OF SOCIAL PROBLEMS**

The course exposes students to a broad array of social problems that affect the lives of many Americans. Students will gain insight and tools to analyze social problems, potential solutions, and the effects of these problems on individuals and society. Students will also reflect on their role as change agents for the clients with whom they work.
Quarter Credit Hours: 5
Prerequisite: None

**HN 205: APPLIED SKILLS FOR HUMAN SERVICES**

Students will gain an understanding of the basic interviewing skills and documentation techniques required of a human service worker. Students will learn how to respond to a variety of situations involving clients with different needs and backgrounds, ask probing questions to elicit the required information, and document the client’s needs correctly, considering confidentiality, legal, and ethical implications. The course also addresses a number of other issues critical in human services such as problem solving, avoiding self-disclosure, and cultural sensitivity in verbal and nonverbal communications.
Quarter Credit Hours: 5
Prerequisite: None

**HN 220: PREVENTION AND CRISIS**

**INTERVENTION**

Students will learn appropriate and ethical prevention and intervention strategies. Using case studies and scenarios, students will identify risk factors that contribute to crisis situations and distinguish between intervention and prevention strategies. Particular attention is given to crisis situations involving youth, families, and the elderly in a variety of settings.
Quarter Credit Hours: 5
Prerequisite: HN 144

**HN 299: ASSOCIATE’S CAPSTONE FOR HUMAN SERVICES**

This capstone course is the culminating experience for the Associate of Applied Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5
Prerequisite: Completion of the final term of the Associate of Applied Science in Human Services or permission from the program Dean

**HN 300: HUMAN SERVICES AND SOCIAL POLICY**

Students will explore the relationships between social policies, government, and the services provided by human services agencies. They will also analyze these relationships and their influence on service delivery. Students will gain an understanding of the history of social policies that have influenced ethical interventions with diverse populations.
Quarter Credit Hours: 6
Prerequisite: HN 200

**HN 330: CASE MANAGEMENT IN HUMAN SERVICES**

Students will learn the importance of time management, how to prioritize and organize data, and the skills critical for working effectively with human services clients. Through the use of case studies, students will assess client needs and determine the types of data necessary to ensure the ethical delivery of services. Students will practice essential interviewing skills and explore best practices in recording data from these interviews.
Quarter Credit Hours: 6
Prerequisite: HN 200

**HN 345: PUBLIC RELATIONS IN NOT-FOR-PROFIT ORGANIZATIONS**

Students will acquire the skills administrators use to develop successful relationships with the community and media. They will develop effective public relations strategies for not-for-profit organizations. This will include distinguishing between audiences and tailoring the strategies appropriately. Students will also analyze the influence of the media on providing ethical services to clients.
Quarter Credit Hours: 6
Prerequisite: HN 200

**HN 347: PUBLIC PERSONNEL ADMINISTRATION**
HN 360: THE AGING POPULATION AND SOCIETY
This course will focus on the fastest-growing population in the United States. Students will examine research in the field of gerontology and analyze the effects on society of serving the aging population. Topics include the health care system, the economy, legislation and social action, and the media's influence on society's perception of the elderly. Students will analyze the current issues that have shaped ethical interventions for the elderly in a global society.
Quarter Credit Hours: 6
Prerequisite: HN 144

HN 365: PSYCHOLOGY OF AGING
This course focuses on developmental research about the psychological characteristics of aging. Students will explore common perceptions and misconceptions about development in later life, as well as the social and biological factors that contribute to the maturation of the aging person. Students will evaluate psychological theories that will aid them in developing ethical interventions.
Quarter Credit Hours: 6
Prerequisite: HN 144

HN 370: CHILD WELFARE AND FAMILY
This course will assist students who will be working with children and their families in a human services setting. Students will examine how the family functions as a system and will use this information to develop proper communication techniques and intervention skills for working with children and families. Students will design a list of resources and materials that will assist human service workers that choose to work with this population.
Quarter Credit Hours: 6
Prerequisite: HN 144

HN 377: STUDIES IN CHILD AND ADOLESCENT DEVELOPMENT
This course explores the various aspects of child and adolescent development, including the psychological, social, emotional, cognitive, and biological changes specific to these age groups. Students will identify milestones of development, typical and atypical behavior, and the interrelationship between the person, family, and community. Using real-world scenarios, students will design ethical interventions based on the theoretical understanding of this population.
Quarter Credit Hours: 6
Prerequisite: HN 144

HN 400: PROPOSAL DESIGNS FOR HUMAN SERVICES
Students will be introduced to a variety of proposal models used in human services. They will research potential funding opportunities that meet predetermined criteria. Students will analyze existing proposals and design a proposal with a focus specific to human services delivery programs.
Quarter Credit Hours: 6
Prerequisite: HN 200

HN 410: HUMAN SERVICES DELIVERY
This course focuses on a strategic approach to researching and evaluating services delivered to clients. Topics will include an overview of what research is all about and why it is important for human services programs. In addition, quantitative and qualitative approaches, single-system research designs, as well as group research designs, ethical considerations, measurement tools, and other concepts relevant to research and evaluation of human services programs will be discussed. Students will learn the skills and knowledge necessary to interpret the data they collect as it relates to researching and evaluating the effectiveness of human services programs. Using real-world scenarios, students will design ethical plans to research and evaluate interventions for clients.
Quarter Credit Hours: 6
Prerequisite: HN 330

HN 420: SOCIAL AND HEALTH CARE ISSUES IN AGING
This course explores the effects of aging on the elderly population's social, emotional, and physical health. Students will examine the influences of health, nutrition, and social relationships on adults in the later stages of life. Topics will include retirement, housing and transportation, leisure and recreation, family life, social support, elder abuse, bereavement, and death and dying. Using real-world scenarios, students will develop solutions to some of the dilemmas faced by this growing population.
Quarter Credit Hours: 6
Prerequisite: HN 144

HN 430: ADVOCACY FOR FAMILIES AND YOUTH
Very often, human services professionals are called upon to be advocates for children and families in need. Advocates must know how to help others that cannot, for one reason or another, help themselves. In this course, students will be introduced to the roles and skills necessary to intervene on behalf of children and families as a human service professional. Students will analyze the influence of biological, social, economic, and cultural forces on children and their families. As a result, students will design ethical interventions that will aid them in their role as an advocate for those in need.
Quarter Credit Hours: 6
Prerequisite: HN 144

HN 450: LEGAL AND ETHICAL ISSUES IN HUMAN SERVICES
Students will distinguish between the legal and ethical issues faced by the human service worker in a global society. Through activities and case studies, students will create solutions that adhere to legal and ethical guidelines in human services. The solutions will align with issues found in the administration, gerontology, or child and family welfare emphasis area.
Quarter Credit Hours: 6
Prerequisite: HN 200

HN 499: BACHELOR'S CAPSTONE FOR HUMAN SERVICES
This capstone course is the culminating experience for the Bachelor of Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The
capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

Quarter Credit Hours: 6
Prerequisite: Completion of the final term of the Bachelor of Science in Human Services or permission from the Dean

**Interdisciplinary Studies (IS)**

**IS 299: ASSOCIATE’S CAPSTONE IN INTERDISCIPLINARY STUDIES**

The capstone course is designed to provide students with the opportunity to integrate the knowledge and skills acquired throughout their Associate of Science in Interdisciplinary Studies program of study. Students will use 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.

Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

**Liberal Studies (LI)**

**LI 499: BACHELOR’S CAPSTONE IN LIBERAL STUDIES**

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

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

**Public Administration and Policy (PP)**

**PP 100: PREPARING FOR A CAREER IN PUBLIC ADMINISTRATION AND POLICY**

As government and the public sector have become increasingly major players in nearly every facet of society, knowledge of and skills in government process, policy, and procedure have become essential for success in a wide variety of jobs. This course provides the opportunity for the public administration and policy student to prepare for success in the Kaplan University classroom environment and in the public administration and policy program. Topics addressed include roles and responsibilities in public administration, various career opportunities within the field, professional standards, personal management tools, strategies, and university resources.

Quarter Credit Hours: 5
Prerequisite: None

**PP 101: INTRODUCTION TO PUBLIC ADMINISTRATION**

This course examines the history of public administration and the basic issues that confront it, including administrative responsibility and ethics, and the formulation and implementation of public policy. The course examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public service organizations and the importance of public policy at the local, state, and national levels.

Quarter Credit Hours: 5
Prerequisite: None

**PP 105: INTRODUCTION TO STATE AND LOCAL GOVERNMENT**

This course will introduce students to the institutional structures and processes of state and local government within the context of the American federal system. Students will study the operational and administrative aspects including design and structure, governing laws, administrative organization, political systems, and intergovernmental relations.

Quarter Credit Hours: 5
Prerequisite: PP 101

**PP 110: ETHICS AND PUBLIC ADMINISTRATION**

This course will introduce students to the basic concepts, principles, and theories of ethics and demonstrate the role that these might play in the formation of public policy. The course will also survey various social issues, explore current policies that deal with them, and subject these policies to an ethics analysis. The overall aim of the course is to assist students in developing their critical thinking skills and to persuasively argue their position on the ethics of individual public policy programs.

Quarter Credit Hours: 5
Prerequisite: PP 101

**PP 201: INTRODUCTION TO POLICY MAKING**

This course will focus on legislative policy making and all the components that dictate whether a particular proposal becomes law. Students will examine how the elected official's desires, both political and otherwise, interact with the goals of colleagues, special interest groups, staff members, the media, and the legislative process to create legislation.

Quarter Credit Hours: 5
Prerequisite: PP 101

**PP 205: INTRODUCTION TO ADMINISTRATIVE LAW**

Administrative law is the body of law that defines and describes the behavior of agencies. Students will study the legal relationship of government agencies to the legislatures, the courts, and private parties. This course is designed through the public policy lens and will probe into the legislative, legal, and political aspects of regulating in the public interest.

Quarter Credit Hours: 5
Prerequisite: PP 101

**PP 220: SOCIALLY RESPONSIBLE LEADERSHIP**

This course is intended to enable participants to understand, evaluate, and reflect on leadership as well as develop their own leadership skills through experiential exercises. It will examine the nature and varieties of leadership by elected and appointed officials in government, officials and volunteers in nonprofit organizations, leaders of political movements, and community groups.

Quarter Credit Hours: 5
Prerequisite: PP 101
And initiatives on economic outcomes. Affecting economic development; contrasting economic development process; international, national, and regional factors differing theories and conceptual explanations of the economic economic development planning and policy. Topics covered include: This course explores the context, theory, process, and practice of and to assume a leadership role in guiding dialogue about resource participate skillfully and ethically in public finance decision making, knowledge, vocabulary, skills, and practical tools needed to acquire acquisition and allocation choices. Students will examine the interaction of policy and politics, explore why some policies are enacted and others are not, and examine factors that influence the administration of policy once it is enacted. This course examines the public budgetary process and related financial management techniques. It reviews the rationale for government intervention in the marketplace and rationale for sources of public revenue. The course will equip students with the knowledge, vocabulary, skills, and practical tools needed to participate skillfully and ethically in public finance decision making, and to assume a leadership role in guiding dialogue about resource acquisition and allocation choices. This course focuses on financial administration, oversight, budgetary procedures, and controls for funds received from public sources. Areas of public funds oversight include control and monitoring systems, cash management, capital projects management, debt administration, disbursement, funds management, and auditing. This course explores the evaluation and assessment of public policy. Students will examine the interaction of policy and politics, explore why some policies are enacted and others are not, and examine factors that influence the administration of policy once it is enacted. This course examines the public budgetary process and related financial management techniques. It reviews the rationale for government intervention in the marketplace and rationale for sources of public revenue. The course will equip students with the knowledge, vocabulary, skills, and practical tools needed to participate skillfully and ethically in public finance decision making, and to assume a leadership role in guiding dialogue about resource acquisition and allocation choices. This course explores the context, theory, process, and practice of economic development planning and policy. Topics covered include: differing theories and conceptual explanations of the economic development process; international, national, and regional factors affecting economic development; contrasting economic development approaches and methods; and the impact of international agencies and initiatives on economic outcomes.
throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty person in the School of Arts and Sciences. Students will identify a topic for research, conduct a literature review and synthesize relevant scholarly literature, and prepare a formal research report that conforms to American Psychological Association (APA) style with a bibliography and properly formatted citations.

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

**Psychology (PS)**

**PS 115: PSYCHOLOGY PROGRAM AND PROFESSION**
This course introduces students to the discipline of psychology and the Kaplan University Bachelor of Science in Psychology degree program. The field of study, skill sets, and contemporary issues related to various psychological fields will be discussed. Students will research the psychology degree and course offerings along with their professional and personal goals in order to map out their specific degree plan and career goals.

Quarter Credit Hours: 5
Prerequisite: None

**PS 124: INTRODUCTION TO PSYCHOLOGY**
This course provides a broad introduction to the field of psychology, one of the social sciences. Students will be introduced to a range of topics that offer insight into human thought and actions including what motivates us to study human behavior, ethical decisions, problem solving, and theories on memory, learning, intelligence, and personality. This course will highlight the use of critical thinking and the application of the concepts. In addition, it will draw on practical psychological concepts related to students' personal and professional relationships.

Quarter Credit Hours: 5
Prerequisite: None

**PS 200: INTRODUCTION TO COGNITIVE PSYCHOLOGY**
The purpose of this course is to introduce students to the basic principles and theories of cognition including such topics as memory formation, decision making, and problem solving in both children and adults. The theories will be explained using a combination of traditional cognitive and neuroscience principles. Students will learn how to apply these theories to typical situations faced by psychology professionals in a variety of settings.

Quarter Credit Hours: 5
Prerequisite: PS 124

**PS 210: HISTORY OF PSYCHOLOGY**
This course explores the historical origins of psychological study and the influences that have shaped contemporary views of the field. Students will learn about the origins of the study of the mind, the social and cultural factors that shaped the scientific approach to psychology, and modern-day applications of psychology. Students will also be introduced to the major theories and theorists in this discipline.

Quarter Credit Hours: 5
Prerequisite: PS 124

**PS 220: CHILD AND ADOLESCENT PSYCHOLOGY**
This course will explore the physical, cognitive, emotional, social, moral, and personality development of human beings from conception through the end of adolescence. Students will develop an understanding of developmental theories and research methods used to investigate developmental change, the theoretical bases for our understanding of how human beings change, and the contextual and cultural factors that impact the growth and development of children.

Quarter Credit Hours: 5
Prerequisite: PS 124

**PS 300: RESEARCH METHODS I**
This course provides learners with a basic understanding of the scientific method and how it applies to the field of psychology. It addresses the research methods used in psychology and the strengths and weaknesses of each approach. It also teaches learners when it is appropriate to use one method over the other and how to evaluate the accuracy of the conclusions of a study. Finally, it addresses the ethical issues related to conducting research in psychology.

Quarter Credit Hours: 6
Prerequisite: PS 124

**PS 330: PERSONALITY DEVELOPMENT**
Personality is defined as a consistent pattern of thinking and behaving; it is the basis of “who we are.” The theories regarding the development of personality are numerous, and each contributes to the understanding of the factors that define one's personality. This course examines the major psychological theories of personality and explores research dealing with the influence of genetic and environmental factors. Students will apply various theoretical models to real-world examples of normal and abnormal personality development.

Quarter Credit Hours: 6
Prerequisite: PS 124

**PS 340: EXCEPTIONAL NEEDS CHILDREN**
This course examines the needs of exceptional children. The roles of teachers, parents, and other relevant “others” will be investigated in relationship to current practices, which include mainstreaming, inclusion, least-restrictive environment, and individual education programs.

Quarter Credit Hours: 6
Prerequisite: PS 220

**PS 345: LANGUAGE AND SPEECH DEVELOPMENT AND DISORDERS**
This course examines the processes of language development in children, while integrating psychological theories and perspectives to explain this human phenomenon.

Quarter Credit Hours: 6
Prerequisite: PS 220

**PS 350: WORKING WITH CHILDREN IN A DIVERSE WORLD**
This course provides an analysis of the cultural factors that impact human development in childhood. Topics include development of cultural identity, the process of acculturation, and the impact of cultural background on social and educational experiences. Students will also explore strategies for working with diverse populations of children and techniques for creating an environment that is respectful
and responsive to the needs of this population.
Quarter Credit Hours: 6
Prerequisite: PS 220

**PS 360: APPLIED BEHAVIOR ANALYSIS I**
This course examines the behavioral theory, principles, and procedures related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand behavioral modification techniques, such as reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement, by applying these behavioral principles to real-world scenarios. Students will examine how behavioral management can be used in various career fields.
Quarter Credit Hours: 6
Prerequisite: MM 207

**PS 365: APPLIED BEHAVIOR ANALYSIS II**
This course builds on Applied Behavior Analysis I to further examine the dynamics of behavioral principles. In this course, students will explore advanced Applied Behavior Analysis (ABA) theories and apply them to case studies. Students will be able to explain how behavior-environment relationships play instrumental roles in behavior deficits or excesses. This course also will provide students with information on obtaining certification and licensing in the ABA field. Although certain programs at Kaplan University are designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will be eligible to sit for or pass those exams.
Quarter Credit Hours: 6
Prerequisite: PS 360

**PS 370: HEALTH PSYCHOLOGY**
Students will explore various models and theories of health psychology, examine current research, understand the psychosocial factors involved in the onset and treatment of physical disease and illness, and study the impact of stress on mental and physical health. Students also will learn to develop and implement educational health psychology programming and to explain how health psychology principles will apply in therapy.
Quarter Credit Hours: 6
Prerequisite: PS 360

**PS 375: SUBSTANCE ABUSE PREVENTION AND TREATMENT**
This course examines the prevention, development, and treatment of substance use, abuse, and dependence among youth and adults. Topics include classification of illicit, prescription, and over-the-counter drugs, physiological and psychological effects of various drugs, the role of the brain in addiction, diagnostic criteria for alcohol and substance abuse and dependence, psychosocial factors involved in the development and maintenance of drug use and abuse, and models of education and treatment programs. Students will explore substance abuse among diverse populations.
Quarter Credit Hours: 6
Prerequisite: PS 124

**PS 380: CLINICAL PSYCHOLOGY**
This course explores the foundations of clinical psychology, including the history, practice, and application of psychology in clinical settings. Students will examine ethical and legal considerations in counseling, the roles and responsibilities of therapist and client, clinical skills, diversity issues, and professional development opportunities. Current topics related to clinical practice will also be covered.
Quarter Credit Hours: 6
Prerequisite: PS 124

**PS 390: INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**
This course is an introduction to the field of industrial/organizational (I/O) psychology. Students will acquire foundational knowledge of I/O psychology and human behavior in the workplace by being introduced to the historical influences and current perspectives of the field. The course will provide both real-world and research-based applications to help students understand the potential of I/O psychology in society. Further, students will learn about the basics of personnel selection, training, morale, organization theory and development, consumer behavior, and industrial and labor relations.
Quarter Credit Hours: 6
Prerequisite: PS 220

**PS 391: PSYCHOLOGY OF LEADERSHIP**
This course provides an overview of leadership theories and approaches in the workplace. Students will learn how to critically think about the leadership process. Further, students will examine effective leadership competencies such as conflict management and resolution, communication, training, coaching, and leading groups and teams.
Quarter Credit Hours: 6
Prerequisite: PS 390

**PS 392: ATTITUDES AND MOTIVATION IN THE WORKPLACE**
This course provides an overview of the major theories and findings in research on motivation and attitudes. Students will explore individual differences, employee attitudes, and motivation. Additionally, students will be introduced to motivational strategies and models of performance in order to understand the effects on personal and professional behaviors and success in the workplace.
Quarter Credit Hours: 6
Prerequisite: PS 390

**PS 400: RESEARCH METHODS II**
This course provides an advanced investigation of social science research methodology. This course expands on the theoretical and epistemological approaches of Research Methods I and focuses on the techniques and principles of evaluation research, with special consideration to research design, instrument development, and data collection techniques within both public and applied settings.
Quarter Credit Hours: 6
Prerequisite: PS 300

**PS 410: SCREENING AND ASSESSMENT**
This course provides an overview of the strategies and tools that are used for the screening and assessment of various age groups. Topics include the history and purpose of assessment, ethical considerations, interviewing and observation techniques, understanding reports of intelligence, and achievement testing. Students will learn how to apply screening and assessment information to their work with children, adolescents, and adults.
Quarter Credit Hours: 6
Prerequisite: PS 124 and PS 300

PS 420: SOCIAL RELATIONSHIPS IN CHILDHOOD

Current issues in theory and research in developmental psychology will be examined specific to the importance of social relationships in childhood. Topics include emotional development and attachment, cognitive development and social understanding, the importance of peers, how the influence of the family changes as children mature, and the social landscape of adolescence.
Quarter Credit Hours: 6
Prerequisite: PS 124

PS 430: PROGRAM DESIGN AND EVALUATION

This course focuses on the process for designing programs that meet the needs of multiple populations. It builds on fundamental concepts for designing individual behavior modification programs and research methods using the framework for social program planning and evaluation.
Quarter Credit Hours: 6
Prerequisite: PS 300

PS 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.
Quarter Credit Hours: 6
Prerequisite: CM 220, PS 124 recommended

PS 450: CASE MANAGEMENT

This course provides an overview of case management in clinical settings. Topics covered include: the roles and responsibilities of case managers and counselors, counseling skills, evaluation and assessment of client strengths and needs, treatment planning, administration of services, working within a treatment team, and discharge planning.
Quarter Credit Hours: 6
Prerequisite: PS 410

PS 451: SELECTION AND ASSESSMENT IN ORGANIZATIONS

This course will introduce students to employee selection, assessment, classification, and placement in organizations. The course explores the ethical, legal, and professional contexts, measurement of individual differences, performance appraisal and feedback, program design and evaluation, and human performance factors. Finally, students will cover ways psychology is applied in organizations to improve employee and team performance and quality of work life.
Quarter Credit Hours: 6
Prerequisite: PS 300

PS 499: BACHELOR'S CAPSTONE IN PSYCHOLOGY

This capstone course is the culminating experience for the Bachelor of Science in Psychology. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6
Prerequisite: Last term

Business

Associate's Business (AB)

AB 102: PRINCIPLES OF RETAILING

This course provides an overview of the retail industry and explores significant developments in the retailing field such as consolidation, multichannel offerings, centralization, and globalization. Students will examine the key retail decision variables (location, merchandise management, pricing, communications, store design, customer service, and store management), and explore the principles and practices of successful retail management through contemporary examples. Students will also observe a variety of management theories applied in a retail context.
Quarter Credit Hours: 5
Prerequisite: CM 107

AB 104: PERSONAL FINANCIAL MANAGEMENT

This course examines and applies financial decision-making techniques to everyday life. It will emphasize the importance of setting goals, creating financial statements, preparing budgets, planning for college and retirement, and estate planning. The course will also introduce students to careers that are available within the financial services industry.
Quarter Credit Hours: 5
Prerequisite: None

AB 113: ACCOUNTING FOR NONACCOUNTING MAJORS

This course emphasizes the use of accounting by managers in a business environment. Topics covered include accounting concepts, internal control, current assets, noncurrent assets, liabilities, and equity. The course is specifically designed for nonaccounting majors, and emphasis is placed on accounting areas affecting business owners and managers.
Quarter Credit Hours: 5
Prerequisite: None

AB 114: ACCOUNTING I

This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.
Quarter Credit Hours: 5
Prerequisite: None
AB 116: ACCOUNTING II
This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders’ equity sections of a corporation’s balance sheet. This course continues to lead students to accounting mastery using an integrated learning system. This course provides further understanding of what accounting is all about and accounting’s evolving role in business. 
Quarter Credit Hours: 5
Prerequisite: AB 114

AB 117: GLOBAL HOSPITALITY
In this course, aspiring managers learn about the many global opportunities available in the hospitality industry. Highlights include examination of hospitality and tourism industry careers. Students gain a better understanding of the organization and structures of hotels and restaurants from a management perspective, including franchising and management contracts, business ethics, human resources, and marketing. Through analysis, students appreciate both the management and customer service viewpoints concerned with global hospitality venues. 
Quarter Credit Hours: 5
Prerequisite: None

AB 122: PAYROLL ACCOUNTING
This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered. 
Quarter Credit Hours: 5
Prerequisite: AB 113 or AB 114

AB 140: INTRODUCTION TO MANAGEMENT
This course will give students an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios. 
Quarter Credit Hours: 5
Prerequisite: None

AB 202: BUILDING CUSTOMER SALES AND LOYALTY
This course studies the use of the following promotional tools and their applications: advertising, sales promotions, events, and loyalty and frequency shopper programs. It looks at the application of these tools to increase customer market share. This course examines the effect that consumer behavior and customer management have on brand image and loyalty. 
Quarter Credit Hours: 5
Prerequisite: CM 107

AB 203: HUMAN RESOURCE MANAGEMENT
In this course, students will examine the processes involved in human resources from a managerial perspective. Students will examine the functions of human resource management including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements. 
Quarter Credit Hours: 5
Prerequisite: AB 113 or AB 114, and MM 255

AB 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. 
Quarter Credit Hours: 5
Prerequisite: AB 224

AB 206: HOTEL MANAGEMENT AND OPERATIONS
In this course, students learn how management techniques can increase front office efficiency and customer sales. Topics include yield management techniques, the latest computer technology, and team-building skills. Students learn how front office activities and functions affect other departments, as well as how to manage the front office to ensure that the property’s goals are met. 
Quarter Credit Hours: 5
Prerequisite: None

AB 209: SMALL BUSINESS MANAGEMENT
In this course, students will create a business plan applying the principles of small business organization and management. Students will enhance problem-solving skills and develop a foundational understanding of entrepreneurial principles. 
Quarter Credit Hours: 5
Prerequisite: AB 140

AB 213: FOOD AND BEVERAGE MANAGEMENT
This course is designed to provide students with a basic understanding of food and beverage operations from a management perspective. Key topics include restaurant operations, production planning, food safety, and industry best practices. Food service managers must become creative in their efforts to best serve their guests, as competition increases, technology improves, and changes become fast paced. This course is designed to help future industry managers become knowledgeable about restaurant management, regulatory compliance, food production, and quality service. 
Quarter Credit Hours: 5
Prerequisite: None

AB 217: FINANCE
This course covers basic financial concepts, principles, and techniques used in making corporate financial planning decisions. It provides students with the tools necessary for analyzing the time value of money, financial analysis and planning, the capital budgeting process and decisions, and long-term financing, and introduces international capital markets. 
Quarter Credit Hours: 5
Prerequisite: AB 113 or AB 114, and MM 255

AB 219: MARKETING
This is an introductory course emphasizing key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. Course content includes the general nature and role of marketing, the marketing concept, buyer behavior, and the environment in which marketing operates. The marketing planning process is analyzed through the four main decision areas of products and services,
distribution, promotion, and pricing.
Quarter Credit Hours: 5
Prerequisite: AB 140; AB 224 or AB 220; and CM 220

AB 220: GLOBAL BUSINESS
This course gives students an overview of global business. Students receive an introduction to the terminology and the cultural, economic, strategic, market, and production differences encountered in the global business environment. This course serves as an introduction to the factors involved in making business decisions regarding globalization. Case studies and real-world scenarios will illustrate the reality of doing business on this broad scale.
Quarter Credit Hours: 5
Prerequisite: AB 140

AB 221: CUSTOMER SERVICE
In this course, students will learn how companies can develop customer loyalty and address personalized customer needs. Students will apply concepts learned to real-world scenarios and learn how to recapture previous customers and acquire new ones through effective relationship-building strategies. Online communication tools and call center strategies will also be examined.
Quarter Credit Hours: 5
Prerequisite: CM 107

AB 223: CONVENTION SALES AND SERVICES
This course introduces future hospitality managers to convention and tradeshow management. This overview of the functions of operations, sales, and services allows students to apply industry best practices to solve real-world issues. Students receive an inside look at how the sales, marketing, and service effort is organized and how to manage the group meetings business in hotels and convention centers.
Quarter Credit Hours: 5
Prerequisite: CM 220

AB 224: MICROECONOMICS
This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of "real-world" problems.
Quarter Credit Hours: 5
Prerequisite: None

AB 230: FOUNDATIONS OF CONFERENCE AND EVENT PLANNING
In this course, students learn the important elements of organizing and managing conferences and events. Students practice planning and review the steps involved in the execution and management of professional conferences and events. Through examination of marketing and management concepts, budgeting best practices, and operational considerations, students review the skill sets necessary to become an effective practitioner in this field.
Quarter Credit Hours: 5
Prerequisite: None

AB 239: MANAGERIAL ACCOUNTING
This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include financial statement analysis, job order cost systems, cost-volume-profit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing.
Quarter Credit Hours: 5
Prerequisite: AB 116 and MM 255

AB 256: FEDERAL TAX
This course introduces students to the procedures to interpret 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.
Quarter Credit Hours: 5
Prerequisite: AB 116 and MM 255

AB 270: ADVANCED MEETING PLANNING
In this course, students will learn the essential planning and organizing strategies needed for successful meeting, event, and conference creation. Resources, contingency planning, and problem solving will be emphasized. Ethical, environmental, and diversity concerns involved in designing, coordinating, and planning professional meetings, conferences, and events will also be addressed.
Quarter Credit Hours: 5
Prerequisite: AB 230

AB 298: ASSOCIATE'S CAPSTONE IN ACCOUNTING
This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Accounting and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5
Prerequisite: Capstone course must be taken in final term or have approval of the Dean

AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT
This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Business Administration and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5
Prerequisite: Capstone course must be taken in final term or have approval of the Dean

Accounting (AC)

AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS
This course emphasizes the use of accounting by managers in a business environment. Topics covered include accounting concepts, internal control, current assets, noncurrent assets, liabilities, and equity. The course is specifically designed for nonaccounting majors, and emphasis is placed on accounting areas affecting business owners.
and managers.
Quarter Credit Hours: 5
Prerequisite: None

**AC 114: ACCOUNTING I**
This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.
Quarter Credit Hours: 5
Prerequisite: None

**AC 116: ACCOUNTING II**
This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders’ equity sections of a corporation’s balance sheet. This course continues to lead students to accounting mastery using an integrated learning system. This course provides further understanding of what accounting is all about and accounting’s evolving role in business.
Quarter Credit Hours: 5
Prerequisite: None

**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.
Quarter Credit Hours: 5
Prerequisite: AC 113 or AC 114

**AC 239: MANAGERIAL ACCOUNTING**
This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include financial statement analysis, job order cost systems, cost-volume-profit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing.
Quarter Credit Hours: 5
Prerequisite: AC 116 and MM 255

**AC 256: FEDERAL TAX**
This course introduces students to the procedures to interpret 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.
Quarter Credit Hours: 5
Prerequisite: AC 116 and MM 255

**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.
Quarter Credit Hours: 6
Prerequisite: AC 116

**AC 301: INTERMEDIATE ACCOUNTING II**
This course covers the accounting theory and practices associated with inventory valuations; the acquisition, cost allocation, and disposal of property, plant, and equipment; intangible assets; current liabilities, contingencies, and long-term liabilities; and investments.
Quarter Credit Hours: 6
Prerequisite: AC 300

**AC 302: INTERMEDIATE ACCOUNTING III**
This course covers the accounting theory and practices associated with corporate accounting issues involving pensions, leases, earnings per share, taxes, contributed capital, and income recognition. The reporting requirements and structure of the statement of cash flows are examined. In-depth studies of accounting changes and error analysis are also included.
Quarter Credit Hours: 6
Prerequisite: AC 301

**AC 330: MANAGERIAL ACCOUNTING FOR BUSINESS PROFESSIONALS**
This course emphasizes how accounting information can be used to aid management in planning business activities, controlling operations, and making decisions that promote profitability and sustainability. Topics covered include financial statement analysis, budgeting, cost behavior, cost-volume-profit analysis, variance analysis, balanced scorecard, and relevant cost analysis in the decision-making process.
Quarter Credit Hours: 6
Prerequisite: AC 113 or AC 114, and MM 255

**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.
Quarter Credit Hours: 6
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.
Quarter Credit Hours: 6
Prerequisite: AC 239

**AC 430: ADVANCED TAX—CORPORATE**
This course presents an overview of federal income tax requirements, procedures, and tax planning for business entities, with an emphasis on C and S Corporations.
Quarter Credit Hours: 6
AC 450: ADVANCED ACCOUNTING
This course covers the accounting theory and practices associated with intercorporate investments, foreign currency transactions, and accounting for state and local governments.
Quarter Credit Hours: 5
Prerequisite: AC 256

AC 465: ADVANCED FORENSIC ACCOUNTING
This course provides a survey of advanced forensic accounting topics. A critical component of this course includes an examination of the legal aspects of the profession. In addition to covering accounting fraud investigation and prevention techniques, students will learn how to collect evidence, provide legal support, and testify in court.
Quarter Credit Hours: 6
Prerequisite: AC 410

AC 499: BACHELOR'S CAPSTONE IN ACCOUNTING
This capstone course builds on the concepts of all the courses taken within the Bachelor of Science in Accounting and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

General Business (BU)

BU 204: MACROECONOMICS
This course includes an analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.
Quarter Credit Hours: 5
Prerequisite: BU 224

BU 224: MICROECONOMICS
This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of "real-world" problems.
Quarter Credit Hours: 5
Prerequisite: None

BU 481: INDEPENDENT DIRECTED STUDY I
In this course, students in the School of Business will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 6
Prerequisite: None

BU 482: INDEPENDENT DIRECTED STUDY II
In this course, students in the School of Business will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 2
Prerequisite: None

BU 483: INDEPENDENT DIRECTED STUDY III
In this course, students in the School of Business will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 3
Prerequisite: None

BU 484: INDEPENDENT DIRECTED STUDY IV
In this course, students in the School of Business will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 4
Prerequisite: None

BU 485: INDEPENDENT DIRECTED STUDY V
In this course, students in the School of Business will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 5
Prerequisite: None

BU 486: INDEPENDENT DIRECTED STUDY VI
In this course, students in the School of Business will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 6
Prerequisite: None

Human Resources (HR)

HR 400: EMPLOYMENT AND STAFFING
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.

Quarter Credit Hours: 6
Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

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.

Quarter Credit Hours: 6
Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 420: EMPLOYMENT LAW
This course focuses on the issues related to federal statutes that affect the human resources function. Among topics addressed are employment relationships and procedures, employment discrimination, and employment regulations. Some specific issues covered in the course are EEO, affirmative action, OSHA, employee privacy, and wrongful discharge.

Quarter Credit Hours: 6
Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 435: COMPENSATION
This course examines different methods for developing a compensation strategy and the use of compensation strategies for motivating and rewarding employee performance. Compensation and reward systems are important tools that are used to motivate employees and to gain employee commitment to a company's mission. Methods of determining the relative value of jobs, in relation to compensation, are also examined. This course covers how to assess and diagnose compensation issues and how to develop appropriate solutions. In addition, students analyze the role of the government and identify methods for managing compensation structures.

Quarter Credit Hours: 6
Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT
This course focuses on the importance of a strategic approach to human resources. It looks at the elements that support these strategies as well as the factors that can affect them. Students explore how to effectively manage human resources to achieve organizational goals and advance the strategies of an organization.

Quarter Credit Hours: 6
Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

Management (MT)

MT 140: INTRODUCTION TO MANAGEMENT
This course will give students an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios.

Quarter Credit Hours: 5
Prerequisite: None

MT 203: HUMAN RESOURCE MANAGEMENT
In this course, students will examine the processes involved in human resources from a managerial perspective. Students will examine the functions of human resource management, including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements.

Quarter Credit Hours: 5
Prerequisite: None

MT 209: SMALL BUSINESS MANAGEMENT
In this course, students will create a business plan applying the principles of small business organization and management. Students will enhance problem-solving skills and develop a foundational understanding of entrepreneurial principles.

Quarter Credit Hours: 5
Prerequisite: MT 140

MT 217: FINANCE
This course covers basic financial concepts, principles, and techniques used in making corporate financial planning decisions. It provides students with the tools necessary for analyzing the time value of money, financial analysis and planning, the capital budgeting process and decisions, and long-term financing, and introduces international capital markets.

Quarter Credit Hours: 5
Prerequisite: AC 113 or AC 114, and MM 255 or equivalent

MT 219: MARKETING
This is an introductory course emphasizing key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. Course content includes the general nature and role of marketing, the marketing concept, buyer behavior, and the environment in which marketing operates. The marketing planning process is analyzed through the four main decision areas of products and services, distribution, promotion, and pricing.

Quarter Credit Hours: 5
Prerequisite: BU 224, CM 220, and MT 140

MT 220: GLOBAL BUSINESS
This course gives students an overview of global business. Students receive an introduction to the terminology and the cultural, economic, strategic, market, and production differences encountered in the global business environment. This course serves as an introduction to the factors involved in making business decisions regarding globalization. Case studies and real-world scenarios will illustrate the reality of doing business on this broad scale.

Quarter Credit Hours: 5
Prerequisite: MT 140
MT 300: MANAGEMENT OF INFORMATION SYSTEMS
This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. The course emphasizes the use of information systems to solve business problems and gain a competitive advantage. Students learn the planning, procedures, and controls used to secure and mitigate risks to information systems.
Quarter Credit Hours: 6
Prerequisite: MT 140 or enrollment in the National Security Administration Postbaccalaureate Certificate or the Advanced Start Bachelor of Science in Information Technology degree option

MT 302: ORGANIZATIONAL BEHAVIOR
This course explores human behavior in organizations. Students examine individual behavior, attitudes, personality, values, perception, and emotions and how these affect organization outcomes. The course also looks at the theories, concepts, and application of motivation, as well as the importance of stress management and professional ethics and etiquette. Students gain an understanding and appreciation for communication processes, channels, and styles. They also gain a set of organizational design tools.
Quarter Credit Hours: 6
Prerequisite: MT 140

MT 330: INTERNATIONAL MARKETING
This course gives students an overview of international marketing. Students receive an introduction to the cultural, political/economic, and market differences encountered in the international marketplace. Students will become familiar with the governmental, nongovernmental, and quasigovernmental entities encountered in the international arena. Case studies and real-world scenarios will illustrate the nuances of marketing and the ethics involved on an international scale.
Quarter Credit Hours: 6
Prerequisite: MT 219

MT 340: CONFLICT MANAGEMENT AND TEAM DYNAMICS
This course addresses the dynamics of organizations in the increasingly complex work environment. Students examine group behavior, team building, and decision making. This course also looks at the theories and issues of leadership as well as the implications of power, politics, and conflict in the workplace. Students develop a better understanding of individual and group interactions and learn the components and styles of effective negotiation. Students gain an appreciation of organizational culture and diversity, and an understanding of managing change.
Quarter Credit Hours: 6
Prerequisite: MT 302

MT 355: 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.
Quarter Credit Hours: 6
Prerequisite: MT 302

MT 357: E-MARKETING FOR THE NON-IT STUDENT
This course provides an in-depth look at the way the Internet is changing the landscape for marketing goods and services in the global environment. Students will learn about the theory and practice of such concepts as “the cloud”, search engine algorithms, social media impact, developing a successful e-marketing strategy, and cyber security and the ethical considerations associated with e-marketing.
Quarter Credit Hours: 6
Prerequisite: MT 219 and MT 359

MT 358: SOCIAL NETWORK MARKETING
This course builds on the concepts of MT 357: E-marketing for the Non-IT Student to focus on social network marketing. It covers the rapid growth of social networks as a tool for marketing in the global environment. Students will learn about key social networking websites including Facebook, Twitter, LinkedIn, and others. Additionally, students will learn about the theory and practice of utilizing social networks as part of B2B and B2C marketing strategies, as well as ethical considerations associated with social network marketing.
Quarter Credit Hours: 6
Prerequisite: MT 357

MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES
This course looks at integrated marketing communications through a comprehensive plan that evaluates the strategic roles of general advertising, direct response, sales promotion, and public relations. It examines both established advertising media (print, radio, and television) and alternative and emerging medias (the Internet and beyond), focusing on how they influence communication strategies to manage demand and to sell products and services.
Quarter Credit Hours: 6
Prerequisite: MT 219 and MT 359

MT 361: FOUNDATIONS OF REAL ESTATE PRACTICE
This course will address the foundational concepts necessary to prepare the business student for real estate specialization. Such topics as the real estate market environment, the sales process, product market analysis, legal and ethical considerations, industry customer service, and real estate appraisal and documentation will be examined. This course assists in preparing students for the national real estate or broker license exam.
Quarter Credit Hours: 6
Prerequisite: MT 219 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 400: BUSINESS PROCESS MANAGEMENT
This course studies business process analysis through the business process management (BPM) model. Topics include BPM phase steps, outputs in relation to the model as a whole, and the roles of the essential elements that define the model universe: leadership, project management, and people change management. Common risks and mitigation strategies will be assessed throughout the course of study.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a School of Information Technology program: MM 212; all other students: MM 255 or equivalent 200-level math course

**MT 410: RISK ANALYSIS AND STRATEGY**

This course provides an overview of risk management with a focus on the risk assessment process. Students will learn how to identify strategies for countering or avoiding threats, as well as providing countermeasures for future contingencies using qualitative and quantitative analysis methods. The course enables students to determine an organization's vulnerabilities and assess ways and means to avoid threats that might compromise its mission.

Quarter Credit Hours: 6
Prerequisite: MT 217

**MT 411: RISK MANAGEMENT**

In this course, students will learn risk management techniques and how they are applied in different situations. Students will learn to analyze threats through both insurance and economic theories, and learn to propose counter measures for future contingencies. The course further enables students to understand how organizations use risk management to mitigate their exposure to risk.

Quarter Credit Hours: 6
Prerequisite: MT 410 or equivalent

**MT 421: FINANCIAL PLANNING**

This course will review and evaluate various financial planning techniques and strategies as well as cover core definitions and concepts used in financial planning. Students will learn how to identify client needs and life situations and apply financial planning techniques and strategies to solve client issues with financial planning solutions. Students will learn about the various areas of financial planning including: investment planning, insurance planning, retirement planning, tax implications, estate planning, and managing client's goals or objectives. This program will provide content that will assist students interested in pursuing professional licensure in the financial planning field in the future.

Quarter Credit Hours: 6
Prerequisite: MT 483

**MT 422: PORTFOLIO MANAGEMENT**

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

Quarter Credit Hours: 6
Prerequisite: MT 480 and MT 483

**MT 423: ASSET ALLOCATION AND MUTUAL FUNDS**

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

Quarter Credit Hours: 6
Prerequisite: MT 480 and MT 483

**MT 424: INTRODUCTION TO DERIVATIVES AND RISK MANAGEMENT**

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

Quarter Credit Hours: 6
Prerequisite: MT 480 and MT 483

**MT 426: PRINCIPLES OF RISK MANAGEMENT AND INSURANCE**

This course is a study of managing risk of individuals and companies. Risk management is a process that identifies loss exposure faced by individuals and organizations; students will understand how to select the most appropriate techniques for treating such exposures through the study of risk management principles and insurance, analyzing risk in society, and an introduction to insurance and risk, risk management, financial operations of insurers, government regulations of insurance, insurance contracts, life insurance contractual provisions, buying life insurance, and social insurance.

Quarter Credit Hours: 6
Prerequisite: MT 453

**MT 427: FUNDAMENTALS OF PROPERTY AND LIABILITY INSURANCE**

This course examines the financial aspects of property and liability insurance through the study of liability risk, homeowners insurance, auto insurance, other property and liability insurance coverage, commercial property insurance, commercial liability insurance, crime insurance and surety bonds, and individual health insurance coverage. Students are expected to learn the various aspects of commercial property coverage and to understand risk management techniques by evaluating basic property insurance, consequential loss coverage, and fidelity and surety insurance.

Quarter Credit Hours: 6
Prerequisite: MT 426

**MT 428: FUNDAMENTALS OF LIFE AND HEALTH INSURANCE**

This course integrates both life and health insurance planning concepts and applications. Students will learn how to apply life insurance planning to determine various approaches and recommendations. Additionally, students will be able to identify multiple uses for life insurance planning for both individuals and businesses and will be able to integrate planning techniques to provide death benefits in the event of premature death, wealth accumulation to pass on to the next generation, retirement planning to supplement income needs for retirement, buy/sell agreements for business owners, and estate planning to pay taxes or to gift death benefits to charity. Health insurance provides payment of benefits for the loss of income and/or the medical expenses arising from illness or injury. The rules and regulations surrounding health insurance in our society are constantly changing; students will gain an understanding of the current health system in our society and the rules that will affect the changes of our health care system in the future.

Quarter Credit Hours: 6
MT 431: REAL ESTATE FINANCE AND ETHICS
Students receive an overview of the financial and ethical considerations involved in real estate transactions. The financial markets and institutions currently supporting the industry are explored. Credit instruments and loan documentation will be reviewed along with the government’s control of the financial markets. Identification of the correct financing vehicle for specific real estate transactions will be practiced to assist in preparing students for the national real estate exam or broker license exam.
Quarter Credit Hours: 6
Prerequisite: MT 427

MT 432: REAL ESTATE LAW
Through review of the various legal responsibilities of the real estate practitioner, contracts, and ethics, students will explore the legal foundations of real estate and brokerage ownership. Broker and sales agent liabilities, warranties, and appropriate documentation required for compliance in the field of real estate sales are stressed to assist in preparing students for the national real estate or broker license exam.
Quarter Credit Hours: 6
Prerequisite: MT 361

MT 435: OPERATIONS MANAGEMENT
This course focuses on the importance of the operations function in organizations. Students examine the fundamental issues of facilities location, output planning, inventory control, scheduling, and quality control. The course emphasizes quality and its impact in securing a strategic advantage for manufacturing and service entities.
Quarter Credit Hours: 6
Prerequisite: MT 431

MT 445: MANAGERIAL ECONOMICS
This course examines the major economic factors that affect business decision making. This course will focus on microeconomics, macroeconomics, and international trade. Students will learn applications of economic principles.
Quarter Credit Hours: 6
Prerequisite: BU 204 or equivalent 200-level math course

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.
Quarter Credit Hours: 6
Prerequisite: MT 219 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 451: MANAGING TECHNOLOGICAL INNOVATION
In this course, students will observe how business leaders manage the adoption and/or application of technological innovation. Students will be introduced to the technology adoption life cycle, several methods of technology forecasting, and the fostering/hindering effects of internal company culture. Finally, students will trace the technology life cycle of a specific technology of their own choosing, discuss how the innovation has affected business, and prepare a projection of its use in industry for the foreseeable future.
Quarter Credit Hours: 6
Prerequisite: MT 219 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 453: PROFESSIONAL SELLING
This course covers the broad spectrum of the principles and practices of selling. Students will learn about the theory and practice of concepts such as prospecting, probing, identifying client needs, negotiations, presenting and closing sales, and building relationships.
Quarter Credit Hours: 6
Prerequisite: MT 219

MT 454: SERVICES MARKETING
This course investigates the application of the conceptual framework of marketing within the service sector. The course will focus on the characteristics of the service marketing mix. It builds on the principles of marketing with specific emphasis on how to effectively apply them in service industries. It covers such topics as understanding customer requirements, the interface between services marketing and operations management in developing service design and standards, evaluating service quality, and service improvement techniques.
Quarter Credit Hours: 6
Prerequisite: MT 453

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.
Quarter Credit Hours: 6
Prerequisite: MT 219 and MT 453

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.
Quarter Credit Hours: 6
Prerequisite: MT 219

MT 460: MANAGEMENT POLICY AND STRATEGY
This course demonstrates how to create a strategic business plan. Students learn how to craft, communicate, implement, and monitor a strategic plan, reformulating it as the need arises.
Quarter Credit Hours: 6
Prerequisite: MT 355, MT 450, or enrollment in the National Security Administration Postbaccalaureate Certificate

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT
In this course, students will learn how to analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes in organizations. Students will compare appropriate total quality tools and performance measures, and examine leadership and teamwork in the business environment.
Quarter Credit Hours: 6
Prerequisite: MT 302

**MT 480: CORPORATE FINANCE**

Corporate Finance is an upper-level finance course designed to provide a framework for understanding and analyzing investment and financial decisions of corporations. A basic understanding of how financial assets are priced is necessary to understand how to make a good decision for the corporation.
Quarter Credit Hours: 6
Prerequisite: MT 217

**MT 481: 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.
Quarter Credit Hours: 6
Prerequisite: BU 204, MT 217, or MT 220

**MT 482: FINANCIAL STATEMENT ANALYSIS**

Financial Statement Analysis is designed to prepare students to analyze and utilize financial statements and valuation models to assess the value of a firm. The four key components of this course are: (1) financial ratio and cash flow analysis, (2) accounting analysis and valuation, (3) business strategy and valuation analysis, and (4) forecasting and risk analysis.
Quarter Credit Hours: 6
Prerequisite: MT 217 or equivalent

**MT 483: INVESTMENTS**

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.
Quarter Credit Hours: 6
Prerequisite: MT 217

**MT 490: MANAGEMENT CAPSTONE EXTERNSHIP**

This course gives students practical job experience in the field of business. Students will arrange an externship working in a management position with a cooperating employer. The externship provides students with an opportunity to learn about a business management career field through practical, real-world experiences and mentoring from a business professional. This experience will enrich students’ business and management skills and provide a better understanding of the level of expertise needed to be successful in their career. Externships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without approval of the Dean.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

**MT 499: BACHELOR'S CAPSTONE IN MANAGEMENT**

This capstone course builds on the concepts of all the courses taken within the Bachelor of Science in Business Administration and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

**General Education**

**Professional Studies (CS)**

**CS 101: FOUNDATIONS OF COLLEGE SUCCESS**

This course is designed to introduce students to the purposes and processes of university education. An emphasis is placed on effective communication and study skills, goal setting, and the importance of developing good thinking skills. Throughout the course, students will also explore professional fields of interest.
Quarter Credit Hours: 5
Prerequisite: None

**CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL**

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.
Quarter Credit Hours: 5
Prerequisite: None

**CS 114: ACADEMIC STRATEGIES FOR THE IT PROFESSIONAL**

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.
Quarter Credit Hours: 5
Prerequisite: None

**CS 118: ACADEMIC STRATEGIES FOR THE NURSING PROFESSIONAL**

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.
Quarter Credit Hours: 5
Prerequisite: None

**CS 119: ACADEMIC STRATEGIES FOR THE HEALTH CARE PROFESSIONAL**

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.
Quarter Credit Hours: 5
CS 210: CAREER DEVELOPMENT STRATEGIES

This course introduces the student to the lifelong process of career planning and development. Emphasis is placed on identifying current skill sets needed in the student's chosen profession. Self-assessment activities will enable students to identify their current qualifications and set goals to fill gaps that may exist. Students will prepare a career portfolio that contains job-search documents used to research companies, apply for jobs that match their qualifications, and track their progress toward educational and career goals.

Quarter Credit Hours: 2
Prerequisite: Any College Composition I course

CS 220: EXTERNSHIP

This course gives students practical job experience in their chosen career fields. 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)

Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Program Coordinator

CS 290: STRATEGIC CAREER PLANNING

This course introduces the student to the lifelong process of career development. Emphasis is placed on career concepts and applications, focusing on self-assessment, occupational explorations, and decision making. Students will identify social conditions affecting career development, focusing on social, economic, family, and organizational structures, and will implement a strategic career plan.

Quarter Credit Hours: 5
Prerequisite: Any College Composition I course; last term or second to last term

CS 490: BACHELOR'S LEVEL EXTERNSHIP

This course gives baccalaureate-level students practical job experience in their chosen career field. The externship provides students the opportunity for practical application of theory and skills learned through their program of study. Under the direction of a professional mentor, students will expand and strengthen career-related skills and gain a better understanding of the expertise needed to be successful in the field. (Onsite only)

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Academic Dean

Experiential Learning (EL)

EL 203: PORTFOLIO DEVELOPMENT

Students will develop a portfolio that describes and organizes the learning they have acquired on the job, through volunteer work, travel, etc. Students will also examine what they already know, what they have college credit for, what their future goals are, and how all of these pieces fit together. Faculty will guide students through the process and provide feedback and assistance on each component of the portfolio. Students will collect all of their previously credited learning (college transcripts, standardized exams, pre-evaluated learning, etc.) and will articulate and organize learning not already credited. This course will be graded pass/fail.

Quarter Credit Hours: 5
Prerequisite: Previous success in one or more college course(s)

Humanities (HU)

HU 200: CRITICAL EVALUATION IN THE
HUMANITIES
In this course, students will explore the impact of creative expression on cultures from the beginning of the twentieth century to the present. By studying examples from the arts and humanities, students investigate how humans have the potential to shape history. Students develop skills to evaluate and analyze forms of creative expression, and discover how to apply these skills to their career goals, community, and daily experience.
Quarter Credit Hours: 5
Prerequisite: Any college composition course

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 how 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.
Quarter Credit Hours: 5
Prerequisite: Any college composition course

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.
Quarter Credit Hours: 5
Prerequisite: Any college composition course

HU 245A: ETHICS—PART A
In Part A of this ethics 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, society, and health care. Emphasis is on practical applications of ethical principles and analytic methods. (Onsite only)
Quarter Credit Hours: 2
Prerequisite: Any College Composition I course

HU 245B: ETHICS—PART B
In Part B of this ethics 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 politics, society, and the environment. Emphasis is on practical applications of ethical principles and analytic methods. (Onsite only)
Quarter Credit Hours: 3
Prerequisite: Any College Composition I course

HU 250: HUMANITIES AND CULTURE
This course is a survey of human social and cultural life through an introduction to humanist theories and historical subject matter. Beginning with village settlement and the rise of cities and ending with the development of modern nations, students study the expression of human ideas and traditions through material and nonmaterial culture. Through readings and discussions, students are introduced to humanist studies and learn to appreciate cultural continuity and change as defining characteristics of the human experience.
Quarter Credit Hours: 5
Prerequisite: None

HU 261: GLOBAL CIVILIZATION
Using cultural metaphor (e.g., the Japanese garden or French wine) as a tool, this course will define the central cultural characteristics of several regions—so-called “super-powers” and marginalized areas—to reveal the perceived internal and external identity of each culture or set of cultures. The course also will reveal how cultural identity has helped shape the power structure of the contemporary world. In the process, students will learn about political, economic, social, religious, and scientific factors that inform culture.
Quarter Credit Hours: 5
Prerequisite: None

HU 265: CIVIC RESPONSIBILITY
Civic responsibility and public service go hand in hand. Civic responsibility implies a duty to society and requires action in the form of public service. Business, philanthropists, government agencies, institutions, and individuals can participate in acts of public service as part of their civic responsibility. This course approaches the topics of civic responsibility and public service from historical and applied perspectives. Students will learn of the contributions of individuals and organizations in a variety of areas including medicine/public health, child advocacy, government, poverty, mental health, the natural environment, and the service sector.
Quarter Credit Hours: 5
Prerequisite: None

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.
Quarter Credit Hours: 5
Prerequisite: Any college composition course

HU 300: ART AND HUMANITIES—TWENTIETH CENTURY AND BEYOND
In this course, students will explore the impact of creative expression on cultures from the beginning of the twentieth century to the present. By studying examples from the arts and humanities, students investigate how humans have the potential to shape history. Students develop skills to evaluate and analyze forms of creative expression, and discover how to apply these skills to their career goals, community, and daily experience.
Quarter Credit Hours: 6
Prerequisite: Any college composition course

HU 310: CULTURE, SOCIETY, AND ADVANCED TECHNOLOGY
How will technological innovation continue to transform culture, professional life, health, business, and education? Can technology spin out-of-control? Will developments such as artificial intelligence, bioengineering, nanotechnology, the knowledge economy, and online education lead to new cultural and social forms? In this course, students will explore some of the possibilities and perils of advanced technology. The course will draw lessons from a wide range of scholarly and fictional responses to the questions of culture, society, and advanced technology, and students will work to craft creative responses and informed, critical questions of their own.
Quarter Credit Hours: 6
**HUU 320: CULTURE—RELIGION AND IDENTITY**

We live in a diverse world with global economies, internationally mobile workforces, and networked conference/call centers, as well as megachurches, cathedrals, synagogues, ashrams, mosques, and temples. In order to communicate effectively with people from a variety of religious backgrounds, students must be knowledgeable about the origins and belief systems of the main contemporary religions. This course will provide a journey into the philosophical, historical, and sociological elements of religions that have both influenced and have been influenced by cultures. Through historical accounts, stories, virtual field trips, and philosophical readings, students will discover the values and meaning that religions provide to individual people, and thus the common threads that should allow effective communication.

Quarter Credit Hours: 6
Prerequisite: Any college composition course

**KU 106: INTRODUCTION TO READING AND WRITING SKILLS AND STRATEGIES**

This course will introduce reading comprehension strategies designed to help the student unlock the meaning of difficult text. Students will develop a skill set to increase their vocabulary, word recognition, and contextual understanding. These skills will be introduced, implemented, and honed in this class so students can apply them to all future coursework, increasing their reading effectiveness when reading scholastic material. Enrollment in this course is limited to students placed in this course through placement testing.

Quarter Credit Hours: 5
Prerequisite: None

**HU 410: FREEDOM AND JUSTICE**

This course is designed to introduce the student to the foundational philosophies of freedom and justice that underlie the stability of the free world. Social stability is not a natural occurrence. A delicate balance of individual rights and freedoms weighed against the need for justice and equality under the law must be maintained not only by law, but by individual expression in a free society. The tools gained in this class will prepare a student or enhance a student’s ability to fulfill this vital individual role, as well as analyze how just principles can dictate the ideal compromise between individual and social freedoms within his or her own profession, community, and worldview.

Quarter Credit Hours: 6
Prerequisite: Any college composition course

**HU 345: CRITICAL THINKING**

This course helps students apply tools of informal logic and critical thinking to practical situations they encounter in everyday life. Students will learn how to use methods of critical thinking to evaluate arguments, claims, and strategies for constructing sound arguments. They will also learn how to identify and respond to faulty or manipulative reasoning in their own thinking and arguments, and in the thinking and arguments of others. In addition, students will assess the reasoning found in mass media (such as websites, advertisements, and newspapers). Finally, students will apply the concepts they study to real-world issues of personal and professional significance.

Quarter Credit Hours: 6
Prerequisite: Any college composition course

**KU 120: INTRODUCTION TO READING SKILLS AND STRATEGIES**

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

Quarter Credit Hours: 5
Prerequisite: None

**KU 121: INTRODUCTION TO WRITING SKILLS AND STRATEGIES**

This course will review basic skills in grammar and mechanics, spelling, and written expression in order to prepare students for success in College Composition I and subsequent courses. Students will be introduced to the writing process and will implement each step of the process, developing a personal writing process to fulfill specific writing tasks. In addition, students will examine the importance of peer review and revision in improving written expression. Enrollment in this course is limited to students placed in this course through placement testing.

Quarter Credit Hours: 5
Prerequisite:

**KU 122: INTRODUCTION TO MATH SKILLS AND STRATEGIES**

This course will review basic skills in arithmetic, basic algebra, and geometry in order to prepare students for success in college mathematics, college algebra, and subsequent courses. Students will be introduced to the process of solving equations and will implement each step of the process to help them solve real-life problems. Enrollment in this course is limited to students placed in this course through placement testing.

Quarter Credit Hours: 5
Prerequisite: None

**KU 123: INTRODUCTION TO READING SKILLS AND STRATEGIES**

This course will review essential skills in reading and mathematics in order to build a foundation for success in undergraduate studies at Kaplan University. Students will be introduced to basic concepts in algebra, review basic math skills, and learn writing essentials. In addition, students will review time management and study skills and be introduced to reading comprehension strategies for reading informational texts and materials.

Quarter Credit Hours: 5
Prerequisite: None

**HUU 320: CULTURE—RELIGION AND IDENTITY**

We live in a diverse world with global economies, internationally mobile workforces, and networked conference/call centers, as well as megachurches, cathedrals, synagogues, ashrams, mosques, and temples. In order to communicate effectively with people from a variety of religious backgrounds, students must be knowledgeable about the origins and belief systems of the main contemporary religions. This course will provide a journey into the philosophical, historical, and sociological elements of religions that have both influenced and have been influenced by cultures. Through historical accounts, stories, virtual field trips, and philosophical readings, students will discover the values and meaning that religions provide to individual people, and thus the common threads that should allow effective communication.

Quarter Credit Hours: 6
Prerequisite: None

**KU 076: UNIVERSITY FUNDAMENTALS**

This noncredit course helps students prepare for academic success by providing resources and assessment with practical applications. As students learn the Kaplan University online platform, they prepare for future Kaplan University courses while also developing basic reading, writing, and math skills for use in academic settings and in their everyday lives. Overall, this course is the foundation for future for-credit courses for university and lifelong learning.

Quarter Credit Hours: 0
Prerequisite: None
Mathematics (MM)

MM 100: FUNDAMENTALS OF MATH
This course is for students who have little or no prior background in mathematics. Students acquire basic mathematical skills and are introduced to the necessary terminology and concepts that enable them to gain confidence in their abilities to apply this knowledge to real-world situations. Successfully completing this course allows students to advance to MM 101: Prealgebra. This course does not fulfill the mathematics core requirement and is not eligible for “EC” or “TC” credit. (Onsite only)
Quarter Credit Hours: 2
Prerequisite: None

MM 101: PREALGEBRA
This course is for students who wish to gain an understanding of mathematics. The course introduces prealgebra and pregeometry concepts, and reviews computational and problem-solving skills in selected areas. This course does not fulfill the mathematics core requirement and is not eligible for “EC” or “TC” credit. (Onsite only)
Quarter Credit Hours: 2
Prerequisite: None

MM 103: COLLEGE MATHEMATICS
College Mathematics introduces students to practical mathematics and helps develop conceptual and problem-solving skills. This course includes the study of linear equations, basic statistical concepts, mathematical functions, and applications.
Quarter Credit Hours: 5
Prerequisite: None

MM 150: SURVEY OF MATHEMATICS
Students will improve their background in mathematical concepts and skills utilizing real-world scenarios to solve math problems. Students will also enhance their own knowledge by demonstrating the ability to explain and interpret concepts, which is a valued skill in many fields. The topics may include sets, variables, measurement, and statistics.
Quarter Credit Hours: 5
Prerequisite: None

MM 180: MATH TOPICS FOR THE INTERDISCIPLINARY STUDENT
Students interested in improving their background in mathematical concepts and skills will benefit from the use of real-world scenarios to solve math problems. Students also will enhance their own knowledge by demonstrating the ability to explain concepts to others, which is a valued skill in many fields. The topics of arithmetic, algebra, geometry, measurement, and data organization and interpretation will be addressed.
Quarter Credit Hours: 5
Prerequisite: Permission of the Dean; educational paraprofessional students only

MM 204: COLLEGE ALGEBRA A
College Algebra A covers topics of algebra including linear functions, equations and inequalities, systems of equations with two variables, and graphing. Both College Algebra A and College Algebra B need to be taken to serve as the equivalent of MM 212: College Algebra.
Quarter Credit Hours: 2
Prerequisite: None

MM 207: STATISTICS
This course serves as an introduction to collecting, organizing, and summarizing, and analyzing data using statistical software. Topics include basic terminology, measurement, sampling procedures, graphical and numerical descriptions of data, basic probability, and making inferences from a sample to the population. Statistical software is provided in the course and extensive use of that software is required. The course focuses on “thinking with” statistics rather than “computing” statistics.
Quarter Credit Hours: 5
Prerequisite: MM 150 or higher

MM 212: COLLEGE ALGEBRA
This course covers topics of algebra including linear functions, equations, and inequalities, systems of equations with two variables, polynomial functions, rational and radical equations and inequalities, exponential and logarithmic functions, ratios, proportions, variation, and graphing.
Quarter Credit Hours: 5
Prerequisite: None

MM 218: COLLEGE ALGEBRA B
College Algebra B covers topics of algebra including polynomial functions, factoring, rational expressions, radical expressions, quadratic equations, and exponential and logarithmic equations. Both College Algebra A and College Algebra B need to be taken to serve as the equivalent of MM 212: College Algebra.
Quarter Credit Hours: 3
Prerequisite: MM 204

MM 250: INTRODUCTORY DISCRETE MATHEMATICS
This course is designed to provide information technology and computer science students with an overview and appreciation of mathematical concepts, highlighting applications of mathematics to information technology and computer science. Topics include set theory, logic, matrices, sequences and series, graph theory, and algorithm analysis. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.
Quarter Credit Hours: 5
Prerequisite: MM 150

MM 255: BUSINESS MATH AND STATISTICAL MEASURES
In this course, the student will apply math skills and knowledge to solve financial problems and conduct statistical analyses. Through expert step-by-step guidance using sample problems and solutions related to banking, credit, basic finance, investments, and statistics, the student will also gain an understanding of financial instruments and terminology used in business.
SC 121: HUMAN ANATOMY AND PHYSIOLOGY I
In this course, students are taught the anatomy and physiology of the human body. Topics include the various body systems, structures, cells, and tissues and the principles of homeostasis. Students are introduced to the organization and structure of the human body. This course includes a lab component.
Quarter Credit Hours: 5
Prerequisite: None

SC 131: HUMAN ANATOMY AND PHYSIOLOGY II
In this course, which is a continuation of SC 121: Human Anatomy and Physiology I, students are taught the anatomy and physiology of the human body. Topics include the various body systems, structures, cells, and tissues and the principles of homeostasis. Students focus on the organization and structure of the human body. This course includes a lab component.
Quarter Credit Hours: 5
Prerequisite: SC 121

SC 156: PRINCIPLES OF CHEMISTRY
This course is designed to provide students with an overview and appreciation of the fundamental theories of chemistry and provides a foundation for students pursuing future studies or careers in science-related fields. Topics will introduce students to aspects of general, organic, and biochemistry. Students will learn the basic concepts in chemistry needed to be successful in their field, such as scientific inquiry, naming organic compounds, and the names and structures of amino acids.
Quarter Credit Hours: 5
Prerequisite: MM 212 highly recommended

SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD
This course is designed to introduce students to some of the most important concepts in science including inheritance, energy, randomness, and measurement. In addition, the course will give students a chance to explore the human aspects of science: how people put science into practice, how societies think about scientific findings, and why science depends on ethical practices. Knowledge gained in the course will help inform further study in many disciplines and will help students better understand how science affects their personal and professional lives.
Quarter Credit Hours: 5
Prerequisite: None

SC 225: ENVIRONMENTAL SCIENCE—ECOSYSTEMS, RESOURCES, AND CARBON FOOTPRINTS
This course offers students a chance to apply basic scientific principles to an exploration of the environment and the role of humans within it. The course addresses the interrelationships between natural systems and the increasingly industrial, technological societies humans create. Students will examine a variety of ethical and cultural perspectives on nature and the environment, with an eye toward giving students the skills to think critically about global challenges such as energy, food, population, and climate change. As part of this ongoing analysis, students will examine how they might be able to apply sustainable living concepts to their personal lives and reduce their own carbon footprint.
Quarter Credit Hours: 5
SC 226: ENVIRONMENTAL SCIENCE LAB
This lab course will accompany SC 225: Environmental Science—Ecosystems, Resources, and Carbon Footprints. The lab course provides practical applications via science lab activities with interactive modules. Each unit has a discussion board and a written component; often a module has two experiments or activities. The course allows students to have first-hand experience of important scientific aspects of environmental studies including air quality, ecological concerns, waste-management issues, and energy consumption and conservation.
Quarter Credit Hours: 2
Prerequisite: Concurrent enrollment in SC 225

SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES
In this introduction to biology, students will explore the living world of humans. The course emphasizes the processes of life from the molecular work of genes and proteins to human organ systems, all the way up to food webs and overpopulation. Practical applications of biology in everyday life are stressed throughout the course. No prior study of biology is required to enroll in this nonmajors course.
Quarter Credit Hours: 5
Prerequisite: None

SC 236: GENERAL BIOLOGY I LAB
This lab course will accompany SC 235: General Biology I—Human Perspectives. The lab course approaches science practically, tying interactive experiments and observations to the knowledge associated with General Biology I—Human Perspectives. Each unit has a discussion board and a written component; often a module has two experiments or activities. Specifically, this lab course includes topics such as air quality and ecology as they impact human health, an intensive lab study of the human respiratory system, and the roles of genetics and heredity in human biology.
Quarter Credit Hours: 2
Prerequisite: Concurrent enrollment in SC 235

SC 246: FUNDAMENTALS OF MICROBIOLOGY
Fundamentals of Microbiology will review basic microbial cell structure, function, and genetics. The role of microorganisms and their affect on humans and the environment will also be explained. Aspects of medical and public health will be emphasized, as will bacterial and viral diseases, parasites, immunology, and epidemiology. Course material and labs are directly relevant to studies in health sciences, biological sciences, nursing, and genetics. (Includes a 1 credit hour lab)
Quarter Credit Hours: 5
Prerequisite: None

SC 250: SCIENCE FOR EVERYDAY LIFE
Science for Everyday Life is designed to help students recognize the importance of science as it impacts their daily lives in so many different ways. In this course, students will explore different rooms within a typical home and discover what role science plays as they investigate areas such as their kitchen and bathroom, the garden, and even the impact science has on their families and pets. The knowledge gained in this course will help garner a new appreciation for the science applications already around us and how to interpret the strengths and weaknesses of information streaming in from various sources.
Quarter Credit Hours: 5

SC 256: SCIENCE FOR EVERYDAY LIFE
This course will investigate the different forms and pathways pollutants can take, and how those pollutants affect various biota such as plants, birds, and mammals. Population, community, and ecosystem effects will also be
investigated in both aquatic and terrestrial systems.
Quarter Credit Hours: 6
Prerequisite: SC 225

SC 350: CONSERVATION OF NATURAL RESOURCES
This course introduces students to a variety of environmental issues, all of which are associated with the use and abuse of natural resources including soil, water, fuel, living organisms, and entire ecosystems. Students will learn about the origins and nature of our environmental crisis, along with present efforts to approach sustainability in resource use. The course also explores fundamental principles of economics, ecology, and environmental ethics, and how they each contribute both to the causes of environmental problems and to the development and implementation of possible solutions to those problems.
Quarter Credit Hours: 6
Prerequisite: None

SC 360: ENERGY AND OUR GLOBAL CLIMATE
This course provides an overview of the close relationship between energy use and climate change. Currently, nonrenewable, carbon-based fuels supply most of the world’s energy—the same fuels that are thought to play a major role in our variable and uncertain climate. This course will review existing energy sources and examine the feasibility of more alternative sustainable sources. We will discuss ways in which energy is “delivered” including energy efficiency, renewables, and conservation. Environmental impacts for each source are examined including options that could be pursued to mitigate those impacts. Finally, this course will examine the ongoing debate surrounding global warming, the global effects of climate change, and the choices that need to be made for a more sustainable future.
Quarter Credit Hours: 6
Prerequisite: None

SC 370: ECOLOGICAL INTERACTIONS
This course provides students with an overview of ecology by focusing on the dynamics of ecological interactions. Concepts will begin with the idea of an organism’s environmental space and branch out to the fundamentals of mutualism, commensalism, competition, and predation. Examples from nature will illustrate these concepts, and scientific literature will supplement readings.
Quarter Credit Hours: 6
Prerequisite: None

SC 430: MOLECULAR AND CELL BIOLOGY
Studies of eukaryotic cell structure and function introduce students to the exciting and rapidly expanding world of molecular and cell biology. Coursework includes regulation of the cell cycle, genomics, proteomics, and bioenergetics. The application of principles of molecular and cell biology to cell signaling, cell death, cell renewal, cancer, and stem cell research are discussed.
Quarter Credit Hours: 6
Prerequisite: None

SC 435: GENETICS
This course explores the molecular basis of genetics as applied to human health, including developmental genetics, immunogenetics, and cancer genetics. Using case studies, students learn the role of dominant and recessive genes in various diseases and the importance of genetic counseling. In addition, students will discuss gene-mapping methodologies and ethical issues in the context of clinical genetics.
Quarter Credit Hours: 6
Prerequisite: None

SC 481: INDEPENDENT STUDY IN SCIENCE
This course is designed to afford students who cannot find an existing elective course to suit their academic needs or who would like to create a unique course of study under the supervision of an instructor with the opportunity to identify a specific topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic in science and demonstrate mastery of this topic through a variety of andragogical techniques.
Quarter Credit Hours: 1
Prerequisite: A minimum of 30 quarter credit hours of coursework completed

SC 482: INDEPENDENT STUDY IN SCIENCE
This course is designed to afford students who cannot find an existing elective course to suit their academic needs or who would like to create a unique course of study under the supervision of an instructor with the opportunity to identify a specific topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic in science and demonstrate mastery of this topic through a variety of andragogical techniques.
Quarter Credit Hours: 2
Prerequisite: A minimum of 30 quarter credit hours of coursework completed

SC 483: INDEPENDENT STUDY IN SCIENCE
This course is designed to afford students who cannot find an existing elective course to suit their academic needs or who would like to create a unique course of study under the supervision of an instructor with the opportunity to identify a specific topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic in science and demonstrate mastery of this topic through a variety of andragogical techniques.
Quarter Credit Hours: 3
Prerequisite: A minimum of 30 quarter credit hours of coursework completed

SC 484: INDEPENDENT STUDY IN SCIENCE
This course is designed to afford students who cannot find an existing elective course to suit their academic needs or who would like to create a unique course of study under the supervision of an instructor with the opportunity to identify a specific topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic in science and demonstrate mastery of this topic through a variety of andragogical techniques.
Quarter Credit Hours: 4
Prerequisite: A minimum of 30 quarter credit hours of coursework completed

SC 485: INDEPENDENT STUDY IN SCIENCE
This course is designed to afford students who cannot find an existing elective course to suit their academic needs or who would like to create a unique course of study under the supervision of an instructor with the opportunity to identify a specific topic of interest and
relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic in science and demonstrate mastery of this topic through a variety of andragogical techniques.

Quarter Credit Hours: 5
Prerequisite: A minimum of 30 quarter credit hours of coursework completed

SC 486: INDEPENDENT STUDY IN SCIENCE

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

Quarter Credit Hours: 6
Prerequisite: A minimum of 30 quarter credit hours of coursework completed

Social Science (SS)

SS 144: SOCIOLOGY

An understanding of the dynamics of human societies and group behavior is useful for any work environment or professional career. This course is an introduction to the basic concepts of the discipline of sociology. Students will explore society and social life through the study of language, culture, race and ethnicity, gender, inequality, education, deviance, and sociological theory and methods. Students are also encouraged, through course assignments and discussions, to examine the influences of society on their personal lives.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 211: THE 1960S—RESHAPING THE AMERICAN DREAM

This course will take an in-depth look at the 1960s as a significant era in American history. Adopting multiple perspectives, we will explore the societal impact of such issues as the assassination of John F. Kennedy, the Vietnam War, the Countercultural, Civil Rights, and Feminist Movements, the advent of the birth control pill, and many others. Through exploring the music, political climate, and advancements in technology and medicine of this historical era, we will discover how our individual lives and society as a whole were forever changed.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 216: COMMUNITY ENGAGEMENT

This course allows students to use their career skills and interests to become more engaged in the community. The course explores service and community engagement based on sociological theory. Analysis of topics includes volunteerism, philanthropy, grantsmanship, NGOs and service organizations, as well as faith-based organizations. The course includes opportunities to participate in direct service learning with the purpose of supporting students’ community and service interests.

Quarter Credit Hours: 5
Prerequisite: None

SS 225: FILM AND SOCIETY

This course will analyze the impact motion pictures have had upon our culture. Film will be discussed as a new storytelling medium in society and as a powerful way of explaining individual, community, and societal issues. The course begins with a brief introduction to the techniques filmmakers use and applies this to an analysis of several popular films. Several film genres are discussed (suspense, science fiction, horror, romance, comedy, and so on) during the course.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 230: MAKING HISTORY—THE FOUNDING FATHERS

Americans use the term “Founding Fathers” all the time: not only are the Founders a popular subject in history, but they are also cited in modern political debates—almost as if they were still living authorities on contemporary issues. Students will explore the culture of early America, the context that molded the Founders ideologies, and the issues that were central to their time. This course aims to unlock the mystery of the Founding Fathers and to provide students with an accurate, thorough assessment of their historical significance and enduring legacy.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 232: DECODING THE VISUAL WORLD

This course is a comprehensive examination of visual images that have had a profound impact upon human society. In examining such images, this course explores the way that photographs, logos, symbols, paintings, sculpture, film, and other visual media influence personal and cultural identity, shape knowledge, and transmit notions of beauty. Within this study, we will cover topics of politics, gender, athletics, marketing, war, and several other key areas.

Quarter Credit Hours: 5
Prerequisite: None

SS 235: TWENTIETH CENTURY AFRICAN AMERICAN LEADERSHIP

This course is an introduction to African American leadership in the twentieth century United States. Students will learn about the key men and women who helped shape the modern African American community. Through readings, web research, discussion, and writing, students will critically analyze African American leadership, the struggles African Americans faced in the twentieth century, and the qualities leaders in that community embodied to enact change. Understanding the role that history, diversity, and leadership play in our world helps prepare students to lead the way to harmonious and productive interracial relations in their own communities, work places, and society.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT

The purpose of this introductory-level American government course is to provide students with crucial knowledge about how government works and about how they, as individual citizens, fit within that system. Focus is on the rights and obligations of citizens under the democratic political system established under the U.S. Constitution; the branches and levels of government; and the role of the media. This fundamental knowledge combined with critical thinking skills will be valuable personally and professionally.

Quarter Credit Hours: 5
This course examines world conflict using the anthropological perspective. The course readings introduce the culturally based sources of conflict, explore the relationship between technology and weaponry, and consider how peace is a strategy to prevent war. Course assignments provide opportunities to observe, analyze, and propose solutions for conflict in the real world.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH

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

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 260: GENDER AND SOCIETY

This interdisciplinary course will explore the ways that the expectations of men and women in societies today have been shaped by history, culture, and globalization processes. We will examine how gender affects our perception of ourselves and the ways that we are viewed by society over the life course. This course will help students understand the roles and contributions of women and men in the arenas of family, work, politics, education, and the liberal arts.

Quarter Credit Hours: 5
Prerequisite: None

SS 270: SOCIAL PROBLEMS

This course explores the problems that transcend individual solutions, such as inequality, poverty, racial and gender discrimination, and environmental pollution, and how social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 270A: SOCIAL PROBLEMS—PART A

Part A of Social Problems explores the problems that transcend individual solutions, such as inequality, poverty, racial discrimination, health and mental illness, alcohol and drugs, and crime and violence, and how these social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives. (Onsite only)

Quarter Credit Hours: 2
Prerequisite: Any College Composition I course

SS 270B: SOCIAL PROBLEMS—PART B

Part B of Social Problems explores the problems that transcend individual solutions, such as gender inequality, the changing family, an ageing society, work and the economy, poverty and affluence, urban problems, technology, and terrorism and war, and how these social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives. (Onsite only)

Quarter Credit Hours: 3
Prerequisite: Any College Composition I course

SS 295: WORLD CONFLICT

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

Quarter Credit Hours: 5
Prerequisite: Any college composition course

SS 310: EXPLORING THE 1960S—AN INTERDISCIPLINARY APPROACH

This course will take an in-depth look at the 1960s as a significant era in American history. Adopting multiple perspectives, we will explore the societal impact of such issues as the assassination of John F. Kennedy, the Vietnam War, the Countercultural, Civil Rights, and Feminist Movements, the advent of the birth control pill, and many others. Through exploring the music, political climate, and advancements in technology and medicine of this historical era, we will discover how our individual lives and society as a whole were forever changed.

Quarter Credit Hours: 6
Prerequisite: None

SS 335: MEDICINE, HEALTH, AND SOCIETY

This course provides a social examination of the institution of medicine. As medicine has become one of the most influential institutions in modern society, it is crucial to understand its impact upon health care decisions, quality of life, and personal identity. To this end, this course will examine the influence that medicine has upon conceptions of self, understandings of life-changing illnesses, decisions about childbirth, and finally, the extent to which everyday troubles have increasingly become understood as medical problems. With special attention to this latter point, we will focus upon the concept of “medicalization,” which describes how aspects of everyday life increasingly fall within the province of medicine.

Quarter Credit Hours: 6
Prerequisite: None

SS 340: AMERICAN BUSINESS HISTORY

This course will explore the growth of business in the American economy. The course will look at the evolution of the business firm through four distinct phases. These stages include: the merchants and artisans in the preindustrial era; the rise of manufacturing enterprises in the nineteenth century, concentrating on bureaucratic centralized corporations; the twentieth century reorganization of enterprises, focusing on decentralized management and diversified product lines; and finally, the late twentieth century business community that endured international competition, downsized, and changed its focus from manufacturing to service. Additionally, the course will survey the changing role and relationship of the American government with the business community. Finally, students will understand the impact and influence of technology, transportation, communication, managerial practices, the economy, and marketing practices on the evolution of the American business community.

Quarter Credit Hours: 6
Prerequisite: None

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 and expectations for women from colonial times through the present day. Additionally, students will explore the cultural influence of women throughout American history including contributions of women to philosophy, literature, and art. Throughout the course, students will investigate themes of continuity and change in the lives of American women.
SS 365: APPLIED ETHICAL LEADERSHIP STRATEGIES
This course focuses on identifying, developing, and applying leadership strategies by connecting theory and practice. Students learn early theories of leadership as a foundation for understanding contemporary leadership as related to cultural diversity and inclusivity. The course explores the values, ethics, and behaviors associated with effective leaders and the rising impact of technology. The course puts theory into practice as students complete service-learning projects in their own communities.
Quarter Credit Hours: 6
Prerequisite: Any college composition course

SS 368: SOCIAL PERSPECTIVES ON DEATH AND DYING
This course is designed to provide students with an introduction to the cultural dimensions of death and dying. This topic affects each of us because of our own mortality and our relationships with others who die, whether close to us or complete strangers. The primary goals of the course are to help students deepen their understanding of the cultural dimensions of death and dying and to enable them to become a more effective provider of support.
Quarter Credit Hours: 6
Prerequisite: None

SS 375: DAYS THAT CHANGED THE WORLD
This course examines how seemingly unimportant events can have a significant global impact on world history. The exploration includes the impact of science and technology, as well as economics and politics, on specific world events from ancient history to present. In addition, students will examine cultural and social trends throughout world history, including contributions to philosophy, literature, and art through events such as the Renaissance or the evolution of the Internet. Throughout this course, students will study examples of how one event has the potential to act as a catalyst for change throughout the world.
Quarter Credit Hours: 6
Prerequisite: Any college composition course

SS 380: HISTORY OF MEDICINE
Why do you go to the doctor’s office when you are sick? Why do women have babies in hospitals? Why do doctors have to go to school for so long? The History of Medicine explores these questions and more. This course examines the historical role of medicine in the Western world. This examination includes the impact of race, class, and gender on access to health care and on perceptions of health and sickness. The role of major philosophical developments and their relationship to changing conceptions of medicine and public health are central to this course as well. Throughout the course, students will investigate themes of continuity and change in medical practice and in cultural perceptions of wellness, disease, and healing.
Quarter Credit Hours: 6
Prerequisite: Any college composition course

SS 390: CONTEMPORARY GLOBAL HISTORY
This course will offer a global perspective of the forces influential in shaping history from the twentieth century to the present. Exploration of major developments impacting the world in the modern era, including themes of science and technology, economics, political and social developments, international relationships, and cultural trends, will provide students opportunities to appreciate world history. Students will follow the current process of globalization as a historical catalyst for shaping interactions between Europe and other geographical areas such as Africa, Asia, and Latin America. This approach of applying a global perspective for examining the world will offer new dimensions and dynamic analytical approaches to historical topics.
Quarter Credit Hours: 6
Prerequisite: Any college composition course

SS 430: MAKING A LIVING IN THE TWENTY-FIRST CENTURY—THE SOCIOLOGY OF WORK
How will the rapidly changing, global workforce affect my life and career choices? This course addresses contemporary concerns like these and helps students gain a deeper understanding of the phenomenon called work by introducing sociological theories and concepts, and discussing information that will enable learners to make sense of a seemingly unpredictable workforce environment. Past, present, and future work issues and trends will be discussed in order to place work in a relevant context. Topics include: the shift from industrial to postindustrial economies, telecommuting, outsourcing and de-skilling, joblessness, worker alienation, and the interplay between work and family.
Quarter Credit Hours: 6
Prerequisite: None

Health Sciences

Allied Health (AH)

AH 101: ANATOMY AND PHYSIOLOGY I
This course introduces the structure and function of the human body from cells to body systems. (Onsite only)
Quarter Credit Hours: 4
Prerequisite: None

AH 120: ANATOMY AND PHYSIOLOGY II
This course is a continuation of AH 101, in which students are introduced to the structure and function of the human body from cells to body systems. (Onsite only)
Quarter Credit Hours: 4
Prerequisite: AH 101

Dental Assisting (DA)

DA B170: RADIOLOGY
The Radiology module focuses on one of the dental assistant's key areas of competence. This module focuses on the tasks associated with x-ray equipment, the nature of x-rays, film placement, angulation of x-rays, mounting, and developing techniques. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 4.5
Prerequisite: DA G151, DA K151, DA W151, and DA Y151

DA G151: PATIENT INTERACTION
The Patient Interaction module, one of the four prerequisite modules for the Dental Assistant Diploma program, includes an overview of
academic strategies and a review of fundamental math concepts. In addition, emphasis is placed on the types and physical characteristics of microorganisms and their method of study, the most common diseases found in the oral cavity, the prenatal development of teeth, the development of structures of the surrounding tooth, and tissues of the oral cavity. Students practice prophylaxis procedures, instrument exchanges, and other core dental assisting skills. Additionally, students are introduced to appointment book entries, telephone techniques, filing, insurance forms, accounts receivable, accounts payable, and dental office management software. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6.5
Prerequisite: None

**DA K151: FOUNDATIONAL SKILLS FOR DENTAL ASSISTING**

The Foundational Skills for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of academic strategies; general concepts of nutrition, law, and ethics; math fundamentals; an introduction to pharmacology, infection control, and vital signs; and complementary and alternative medicine. Also included is a focus on dental anatomy and basic setup and instrumentation. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6
Prerequisite: None

**DA O170: OPERATIVE ASSISTING**

The Operative Assisting module includes an overview of general dentistry and chairside assisting. This module focuses on the tasks associated with working with the dentist, equipment, instruments, tray setups, patient seating, four-handed dentistry, charting, anesthetic, amalgams, resins, and various other chairside procedures. This module also focuses on passing instruments correctly and the operation and maintenance of dental equipment, in addition to fundamental skills such as oral evacuation, placing rubber dams, syringe assembling, handling, and passing, and assembling the matrix band. (Omaha campus only)
Quarter Credit Hours: 5
Prerequisite: DA G151, DA K151, DA W151, and DA Y151

**DA P170: DENTAL MATERIALS**

The Dental Materials module includes an overview of the properties and proper uses of dental materials. The lab portion of this module focuses on mixing materials, taking impressions, pouring and trimming study models, and fabricating custom trays and temporary crowns. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 5.5
Prerequisite: DA G151, DA K151, DA W151, and DA Y151

**DA R170: CHAIRSIDE SPECIALTIES**

The Chairside Specialties module focuses on the specialty practices such as periodontal surgery, root canal treatment, extractions, orthodontics, crown preparations, assisting with a child patient, assisting with crown and bridge procedures, and the process of fabricating a denture or partial. Students are taught critical regulation issues in law and ethics. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6
Prerequisite: DA G151, DA K151, DA W151, and DA Y151

**DA V190: SPECIALTY DENTISTRY EXTERNSHIP**

The Specialty Dentistry Externship module is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 80-hour externship program at a work site connected with their field of study, which normally includes health care facilities such as private or group practices, clinics, and industrial clinics. (Omaha campus only)
Quarter Credit Hours: 2.5
Prerequisite: DA B170, DA O170, DA P170, and DA R170

**DA W151: TECHNOLOGY AND TERMINOLOGY FOR DENTAL ASSISTING**

The Technology and Terminology for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of computer applications, medical emergencies, medical terminology, and anatomy and physiology. Students are required to develop a plaque control program. This module emphasizes the prenatal development of teeth, development of structures of the surrounding tooth and tissues of the oral cavity, and provides instruction on the expanded duties of a dental assistant. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6
Prerequisite: None

**DA Y151: DIAGNOSTIC ASSISTING**

One of the four prerequisite modules for the program, the Diagnostic Assisting module includes an overview of academic strategies, English fundamentals, and a review of computer applications. This module emphasizes general dentistry and chairside assisting, and focuses on the tasks associated with working hand in hand with the dentist. Emphasis is placed on patient seating, charting, anesthesiology, and various other chairside procedures. The module includes a focus on maintaining dental equipment, oral evacuation, and diagnoses. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 5
Prerequisite: None

**DA Z190: GENERAL DENTISTRY EXTERNSHIP**

The General Dentistry Externship module is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 220-hour externship program at a work site connected with their field of study, which normally includes health care facilities such as private or group practices, clinics, and industrial clinics. The remaining 20 hours of the General Dentistry Externship module will be devoted to preparing students to sit for the dental assisting certification examination. (Omaha campus only)
Quarter Credit Hours: 9
Prerequisite: DA B170, DA O170, DA P170, and DA R170

**Exercise and Fitness (EF)**

**EF 205: SCIENTIFIC FOUNDATIONS OF EXERCISE AND FITNESS**

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

Quarter Credit Hours: 5
Prerequisite: None

EF 310: CURRENT TRENDS IN EXERCISE AND FITNESS—AGING WELL ACROSS THE LIFE SPAN
This course focuses on the issues in exercise and fitness that each major age group encounters in society today. Students learn the unique challenges that senior adults, middle-aged and younger adults, and children and adolescents are confronted with, as well as the sociological, psychological, and economic factors that can impact favorable outcomes. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and practiced, and current research in models of exercise and fitness programs in community- and corporate-based settings will be studied and evaluated for effectiveness.

Quarter Credit Hours: 6
Prerequisite: None

Health Care Administration (HA)

HA 255: HUMAN RESOURCES FOR HEALTH CARE ORGANIZATIONS
This course explores human resource practices in health care settings. It addresses a wide range of topics including staffing, worker safety and security, general employment practices, performance management, organizational development, and employee relations. Upon completion of the course, students will be able to implement/integrate evidence-based human resource strategies into the day-to-day management of their departments.

Quarter Credit Hours: 5
Prerequisite: HS 230

HA 405: LEADERSHIP AND ETHICS IN HEALTH CARE
This course provides students with the opportunity to examine and critically reflect on the nature and implications of leadership ethics in health care. Students examine key characteristics of ethical leadership, and the theoretical underpinnings of sound moral decision making and action of health care leaders. Processes for identifying and cultivating health care leaders, cultural competence, continued learning, and bioethics in health care are also explored.

Quarter Credit Hours: 6
Prerequisite: HS 230

HA 415: HEALTH CARE POLICY AND ECONOMICS
This course provides students with information surrounding health care policy and economics. The focus is on defining public and private health care and the policy issues that surround them. Students also identify the roles of local, state, and national policymakers and describe the role and responsibility of the individual citizen with regard to health care policy and economics.

Quarter Credit Hours: 6
Prerequisite: HS 440

HA 425: OPERATIONAL ANALYSIS AND QUALITY IMPROVEMENT
This course addresses health care strategies and the laws that affect operational decisions. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, and external analysis, are covered. Students also analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes in organizations. Students compare total quality tools and performance measures, and examine leadership and teamwork in the business environment.

Quarter Credit Hours: 6
Prerequisite: HS 230

HA 499: BACHELOR'S CAPSTONE IN HEALTH CARE ADMINISTRATION
This capstone course is the culminating experience for the Bachelor of Science in Health Care Administration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health care administration.

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Chair/Dean

Health Information Technology (HI)

HI 125: HEALTH CARE DELIVERY AND INFORMATION MANAGEMENT
This course introduces the history and development of the health information field and an overview of the American Health Information Management Association. The evolution of health care delivery systems, storage and retrieval methods, development of the health record, accrediting and licensing requirements, patient indexing, and typical health information functions and positions are also taught in this course.

Quarter Credit Hours: 5
Prerequisite: None

HI 135: LEGAL ASPECTS OF HEALTH INFORMATION
This course introduces students to legal issues encountered by health information professionals including the topics of confidentiality and how to protect it, adhering to state and federal laws, responding to subpoenas and court orders, and provides an overview of the U.S. Court System.

Quarter Credit Hours: 5
Prerequisite: HI 125

HI 140: FUNDAMENTALS OF HEALTH INFORMATION
This course explores the evolution of health care delivery systems and organization of the medical staff. Health information processes in acute and nonacute-care settings, such as long-term care, physicians' offices, mental health facilities, and ambulatory care, are addressed. Accreditation and licensing agencies are covered in depth. Vital statistics requirements and computation of health care statistics are addressed. A brief introduction to medical transcription is included in this course.

Quarter Credit Hours: 4
Prerequisite: HI 125
HI 150: AUTOMATION OF HEALTH INFORMATION
This course provides students with the knowledge and skills needed to work within a computerized health care environment. It reinforces basic skills in applications (e.g., spreadsheets and databases), allows the health information professional to converse with IT personnel, and explores the electronic health record processes, security, and issues.
Quarter Credit Hours: 5
Prerequisite: HI 125 and HS 115

HI 165: HEALTH INFORMATION PRACTICUM
In this health information clinical practicum, students will be provided an opportunity to gain practical experience within health care facilities under the supervision of an HIM professional or other qualified individual, and through use of the HIM laboratory and utilizing health information-specific software.
Quarter Credit Hours: 2
Prerequisite: HI 150

HI 215: REIMBURSEMENT METHODOLOGIES
This course will show students the reimbursement side of health care and the importance of correct coding and billing practices to both the facility and the patient. Students will gain insight into the various types of health insurance plans, and also study compliance as it relates to reimbursement.
Quarter Credit Hours: 3
Prerequisite: HS 225 | Prerequisite or Corequisite: HI 255

HI 230: QUALITY ASSURANCE AND STATISTICS IN HEALTH INFORMATION
In this course, students study performance improvement and quality assessment concepts as they relate to health information. Team concepts, risk management, utilization management, accreditation and licensure, data quality issues, and patient outcomes are important topics in this course. Students will compute health care and vital statistics from health care data and display data graphically.
Quarter Credit Hours: 5
Prerequisite: HI 135 and HI 165

HI 255: MEDICAL CODING II
This course is a continuation of HS 225: Medical Coding I, progressing to more complicated topics such as cerebrovascular coding, respiratory system coding, congenital anomalies, V-codes, late effects, and pregnancies. The course also focuses on applying coding guidelines for statistical and reimbursement purposes, “present on admission,” and severity of illness considerations, and the use of coding references to ensure coding compliance.
Quarter Credit Hours: 5
Prerequisite: HS 225

HI 295: HEALTH INFORMATION EXTERNSHIP/CAPSTONE
Successful completion of this course will require 90 hours of clinical and administrative experience at an approved health care setting. Through this externship and capstone experience, students will gain clinical experience in departmental organization, assembly, analysis, filing and retrieval, release of information, health care systems, the coding process, quality improvement, risk management, and teamwork in health care. In addition, students will gain experience with basic management functions. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires the submission of the completed Externship/Capstone Experience Project.
Quarter Credit Hours: 6
Prerequisite: Last term and completion of all program-specific courses

HI 300: INFORMATION TECHNOLOGY AND SYSTEMS FOR HEALTH CARE
In this course, students implement and manage technology, gain knowledge of database architecture and design, and design and generate administrative reports. Enforcement of confidentiality, e-health security, and measures to protect health information are also stressed.
Quarter Credit Hours: 6
Prerequisite: Enrollment in the Bachelor of Science in Health Information Management or Bachelor of Science in Health Care Administration, or permission from the Dean

HI 305: MANAGEMENT OF HEALTH INFORMATION
This course examines the role of the health information manager in strategic information technology system planning and administration, with an analysis of the role of project and quality management. Legal and ethical policies and procedures that ensure privacy and confidentiality will be evaluated. Regulatory requirements and accreditation issues will also be analyzed within the context of health care delivery systems. The course will prepare the student to be a leader in the planning, implementation, and evaluation of information systems in health care.
Quarter Credit Hours: 6
Prerequisite: None

HI 410: ADVANCED REIMBURSEMENT METHODOLOGY
In this course, you will explore the reimbursement concepts practiced in health care including compliance strategies and reporting, chargemaster and case mix analysis, and compliance and reimbursement auditing. The payment systems used in commercial, managed care, and federal insurance plans, such as DRGs, RBRVS, and RUGs, will also be reviewed. Application of payment methods and calculations will be detailed and practiced.
Quarter Credit Hours: 6
Prerequisite: Enrollment in the Bachelor of Science in Health Information Management

HI 499: BACHELOR'S CAPSTONE IN HEALTH INFORMATION MANAGEMENT
This course is designed to review all knowledge competencies of the Bachelor of Science in Health Information Management program through completion of the capstone project. Students will learn multiple methodologies for keeping these competencies up-to-date with continuing education and researching current events and trends. Test-taking tips and study strategies for taking the American Health Information Management Association’s Registered Health Information Administrator (RHIA) exam are included.
Quarter Credit Hours: 6
Prerequisite: Last term

Health Science (HS)
HS 100: INTRODUCTION TO HEALTH SCIENCE
In this required introductory course, students will identify current issues in health science and how they relate to chosen health science professions. Educational and credentialing requirements will be defined for health science occupations. Students will create a personal education plan, choosing appropriate electives and identifying specific career options based on personal goals and research of the profession. Professional traits and skills for success in the field will be explored as well as discussion of roles and responsibilities of selected health professionals.
Quarter Credit Hours: 5
Prerequisite: None

HS 101: MEDICAL LAW AND BIOETHICS
This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.
Quarter Credit Hours: 5
Prerequisite: None

HS 102: INTRODUCTION TO HUMAN DISEASES
This course is designed to introduce students to common diseases of each body system and relate signs, symptoms, common treatments, and prognoses of these diseases. The student demonstrates, throughout the course, proper use of medical terminology. Manifestations of various diseases, including AIDS, and diagnostic procedures are discussed. The basic application and principles of preventative medicine are presented.
Quarter Credit Hours: 5
Prerequisite: HS 111 and HS 291

HS 111: MEDICAL TERMINOLOGY
This course provides a logical understanding of the language of medicine. Basic prefixes, suffixes, word roots, and rules for taking a singular term and making it plural are studied, along with word analysis, word building, spelling, and pronunciation. These principles are applied to the study of the following systems: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular. Each body system is reviewed with anatomy and physiology; diagnostic, lab, and surgical procedures; and pharmacology for interest and knowledge.
Quarter Credit Hours: 5
Prerequisite: None

HS 115: SOFTWARE APPLICATIONS FOR HEALTH CARE PROFESSIONALS
This course introduces and provides basic practice in the three most commonly used applications in health care: word processing, spreadsheet, and presentation. Emphasis is placed on the utilization of these programs in a health care environment and by health care professionals.
Quarter Credit Hours: 3
Prerequisite: None

HS 120: ANATOMY AND PHYSIOLOGY I
This course is an integrated study of the human body. The focus is on understanding the interrelated nature of the systems of the body. This includes the concept of homeostasis as well as the relationship between structure and function. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course presents the chemical basis of life and provides 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, endocrine, and senses.
Quarter Credit Hours: 5
Prerequisite: None

HS 130: ANATOMY AND PHYSIOLOGY II
This course is the continuation of integrated study of the human body. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course also includes the study of the structures and functions of the following systems: circulatory, lymphatic, respiratory, digestive, urinary, and reproductive.
Quarter Credit Hours: 5
Prerequisite: HS 120

HS 135: PSYCHOLOGY FOR THE MEDICAL PROFESSIONAL
This course introduces students to the principal theories, concepts, and topics of psychology with application to medical and health-related behavior aspects. Topics include human development; biological, social, cultural, and environmental influences on behavior; and abnormal psychology. Students will explore how an understanding of psychology may be applied in working as a medical professional with special needs patients, patient advocacy, and terminally ill patients and their family. Students apply what they learn to case studies and real-life examples, focusing on how psychology influences and helps explain human behavior.
Quarter Credit Hours: 5
Prerequisite: None

HS 140: PHARMACOLOGY
This course is a systematic study of basic pharmacology principles with emphasis on the skills and information needed to succeed in a working environment. Topics covered include drug classes, dosage calculations and measurement conversions, drug administration routes, and proper medication documentation procedures.
Quarter Credit Hours: 5
Prerequisite: MM 150

HS 200: DISEASES OF THE HUMAN BODY
Studies include the most common diseases of bodily systems, including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. Students also study alternative treatments and pain management.
Quarter Credit Hours: 5
Prerequisite: None

HS 210: MEDICAL OFFICE MANAGEMENT
The course explores procedural guidelines for accomplishing various administrative tasks in the health care setting. Topics include management of patient information, medical office software skills, and general workplace competencies of health care employees.
Quarter Credit Hours: 5
Prerequisite: None
HS 215: MEDICAL INSURANCE AND BILLING
This course provides an understanding of health care insurance billing and insurance concepts in practice today. It includes medical insurance billing theory and methodology, and covers specific reimbursement theories, health care concepts, and the practical application of third-party insurance rules.
Quarter Credit Hours: 3
Prerequisite: None

HS 220: MEDICAL CODING AND INSURANCE
Using ICD-9-CM, CPT, and HCPCS codes, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance and insurance terminology.
Quarter Credit Hours: 5
Prerequisite: None

HS 225: MEDICAL CODING I
This course focuses on established medical diagnosis and procedural coding systems including a study of nomenclature versus classification systems, basic coding principles, and application of coding guidelines in outpatient and inpatient settings.
Quarter Credit Hours: 4
Prerequisite: HS 200 or MR 160 (MR 160 can be completed as a corequisite)

HS 230: HEALTH CARE ADMINISTRATION
This course discusses the scope and practice of health care administration. Students learn various models of health care delivery systems and social, political, individual, and organizational forces that impact health care delivery. Studies will include marketing, operations, financial, and human resources management, as well as effective communication strategies involved in health care administration.
Quarter Credit Hours: 5
Prerequisite: None

HS 240: MEDICAL OFFICE ACCOUNTING
This course will introduce students to the fundamental concepts and practice of medical office accounting. Topics include basic bookkeeping procedures, accounts receivable, payroll, banking processes, petty cash, and billing and collection procedures.
Quarter Credit Hours: 3
Prerequisite: None

HS 250: CARDIAC RHYTHM ANALYSIS AND TELEMETRY
This course provides an in-depth overview of telemetry and why it is important to monitor a heart’s electrophysiology. The course covers basic cardiac terminology, anatomy related to the heart, electrophysiology, an introduction of monitoring principles, and an analysis of common and potentially lethal dysrhythmias, including sinus, atrial, junctional, and ventricular arrhythmias, heart blocks, pacemakers, and special considerations. Additionally, students will become familiar with regulatory and compliance standards to include patient safety, emergency response, documentation, and patient interaction skills. This course prepares students to sit for the Certified Rhythm Analysis Technician Examination offered by Cardiovascular Credentialing International.
Quarter Credit Hours: 5

HS 260: ANATOMY, PHYSIOLOGY, AND CHEMISTRY
This course is designed to introduce the student to essential concepts in anatomy, physiology, and chemistry. This knowledge is necessary to successfully matriculate to upper-level courses in the School of Health Sciences. The focus is on understanding the interrelated nature of the systems of the body. This includes the concept of homeostasis as well as the relationship between structure and function. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course presents the chemical basis of life and provides a basic understanding of cells, cellular metabolism, and tissue composition and functions. Students are taught how to apply new knowledge about a variety of topics: the states of matter, the periodic chart, chemical properties and reactions, bonding and kinetics, and solutions, including acids, bases, and buffers, to better understand the natural and human-made world.
Quarter Credit Hours: 5
Prerequisite: Enrollment in an advanced start degree option

HS 275: PROFESSIONALISM IN HEALTH CARE
This course introduces students to professionalism in the medical setting. Emphasis is placed upon communication, appearance, diversity, emergency preparedness, and preparation of the professional portfolio. Students prepare a portfolio that contains job search documents.
Quarter Credit Hours: 2
Prerequisite: None

HS 290: ASSOCIATE’S CAPSTONE IN HEALTH SCIENCE
Designed to be a culminating educational experience, the Associate of Science in Health Science capstone course integrates coursework, knowledge, skills, and experiential learning to enable the student to demonstrate mastery of learning across the curriculum. Students will complete a summary portfolio addressing requirements in selected career focus areas. Submissions will include, but will not be limited to, assessments demonstrating knowledge and skills, documentation of achievement of specific competencies/military medical specialties, and reflections on learning.
Quarter Credit Hours: 5
Prerequisite: Final term and completion of all Associate of Science in Health Science program courses

HS 291: PHLEBOTOMY LAB
This course requires students to describe and demonstrate proper care of laboratory equipment. Infection control and laboratory safety, including proper specimen handling and transport, are developed throughout the class. Point-of-care testing is introduced and performed through in-class laboratory exercises. Students will successfully perform capillary punctures and venipunctures and have knowledge of arterial puncture techniques. Knowledge of professionalism in the workplace is discussed, and students are expected to demonstrate this throughout the class. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: HS 111 and first two hepatitis B immunizations

HS 292: BILLING AND CODING PRACTICUM
This course is designed to build on the concepts and skills of program courses, specifically medical billing and coding. Students will gain
HS 298: EXTERNSHIP EXTENSION COURSE
This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the Clinical Coordinator. This course may be taken after a health sciences externship course for the specific purpose of externship hour completion.
Quarter Credit Hours: 0
Prerequisite: HI 295, MA 290, or MO 290

HS 299: PHLEBOTOMY EXTERNSHIP
This externship provides practical on-the-job training with emphasis on phlebotomy under appropriate supervision. Students procure blood specimens for clinical analysis. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Program Coordinator, CPR certification, and completion of site requirements

HS 305: RESEARCH METHODS FOR HEALTH SCIENCES
This course enables students to explore research methodologies, including statistical analyses, study designs used in health sciences, and critically appraise the research published in scientific literature and popular media. Students learn to identify and discuss current trends in research in health sciences, nutrition, health psychology, exercise science, and complementary and alternative medicine.
Quarter Credit Hours: 6
Prerequisite: None

HS 310: EPIDEMIOLOGY AND BIOSTATISTICS
This course familiarizes students with principles of epidemiology and its role in prevention and control of communicable and noncommunicable diseases prevalent in a determined geographical area. Students further explore the biostatistical methods used in epidemiological data gathering and analysis, and discuss the importance of epidemiological studies related to effective public health strategies.
Quarter Credit Hours: 6
Prerequisite: None

HS 311: EPIDEMIOLOGY AND BIOSTATISTICS I
This course familiarizes students with principles of epidemiology and its role in prevention and control of communicable diseases prevalent in a determined geographical area. Students further explore the biostatistical methods used in data gathering and analysis and discuss the importance of research studies as related to effective public health strategies. Concepts will include research protocol data management, descriptive statistics, and vital statistics.
Quarter Credit Hours: 6
Prerequisite: None

HS 312: EPIDEMIOLOGY AND BIOSTATISTICS II
Students will collect and analyze data in order to solve health and clinical problems. In this course, students will study inferential statistics and advanced epidemiological constructs. Students will study epidemiology and biostatistics as it applies to peer-reviewed, health-based publications.
Quarter Credit Hours: 6
Prerequisite: HS 311

HS 315: PRACTICES IN PUBLIC HEALTH
This course guides students through the practice of public health. Real-world public health issues are presented and evaluated through the use of case study analysis. Case studies cover fundamental competencies of the public health practitioner, including community health assessment and health policy development. In addition, students will examine problem-solving strategies through problem-based learning.
Quarter Credit Hours: 6
Prerequisite: None

HS 320: MICROBIOLOGY
This course introduces students to a diverse world of microorganisms including their role in health and disease. Properties of prokaryotes and eukaryotes are discussed, with emphasis on different characteristics of microorganisms including morphology, metabolism, physiochemical characteristics, and genetics. Students learn how microorganisms contribute to all areas of everyday life including food, water, environment, and industry. Important microbial diseases and the immune system and its role in fighting microbial diseases are also explored.
Quarter Credit Hours: 6
Prerequisite: None

HS 400: ORGANIZATION AND MANAGEMENT FOR HEALTH CARE
This course centers on the foundations of health care organizations and systems, particularly the outside influences of licensing and accrediting agencies. The clinical classification systems, clinical vocabularies, and nomenclatures are detailed. The nontraditional role of the health information professional in management and administrative roles is also discussed.
Quarter Credit Hours: 6
Prerequisite: None

HS 410: ORGANIZATION AND MANAGEMENT
This course addresses environmental issues and the principles, scope, and practice of environmental sciences including investigative methodologies, natural resource management, pollution prevention, and pollution control. The local, state, and federal environmental agencies and regulations governing environmental health are discussed.
Quarter Credit Hours: 6
Prerequisite: None

HS 415: ENVIRONMENTAL HEALTH
This course addresses environmental issues and the principles, scope, and practice of environmental sciences including investigative methodologies, natural resource management, pollution prevention, and pollution control. The local, state, and federal environmental agencies and regulations governing environmental health are discussed.
Quarter Credit Hours: 6
Prerequisite: None

HS 420: ADVANCED HEALTH INFORMATICS
The health information field is strongly influenced by data and data standards. This course focuses on the structure and use of health information, storage methods, data sets, and e-health delivery. In addition, the development of clinical, financial, and decision support systems are addressed.
Quarter Credit Hours: 6
Prerequisite: None
HS 440: FINANCE FOR HEALTH CARE
This course provides students with a description of the current financial environment in which health care organizations operate. It also supplies students, as future health care decision-makers, with an understanding of key health care finance concepts, basic managerial and accounting principles, the budget process, and tools used for financial analysis. Students will be provided focused information on financing, funding, and reimbursement of health services including for-profit, nonprofit, and managed care organizations, as well as governmental programs such as Medicare and Medicaid. Discussions on the application of financial information give students useful information to make financial decisions to better the cost-effectiveness of an organization.
Quarter Credit Hours: 6
Prerequisite: None

HS 450: STRATEGIC PLANNING AND ORGANIZATIONAL DEVELOPMENT FOR HEALTH CARE
This course addresses strategic planning and management to meet the challenges of U.S. domestic and global competition, within the context of organization development and management. Areas of concentration are organizational theory, leadership, regulatory compliance, conflict management, ethical issues related to power, teamwork, consumerism, innovation, quality improvement, health information systems strategy, and entrepreneurialism, and management of strategic alliances.
Quarter Credit Hours: 6
Prerequisite: None

HS 460: PROJECT DESIGN AND MANAGEMENT FOR HEALTH CARE
The departments of quality assessment, utilization management, and risk management work closely with the health information department. The course teaches students the principles of project management, reengineering, and work redesign, which are important to the health information professional when working within these departments.
Quarter Credit Hours: 6
Prerequisite: Enrollment in the Bachelor of Science in Health Information Management or permission from the Dean

HS 499: BACHELOR'S CAPSTONE IN HEALTH SCIENCE
This capstone course is the culminating experience for the Bachelor of Science in Health Science. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health sciences.
Quarter Credit Hours: 6
Prerequisite: Last term

Health and Wellness (HW)

HW 205: VITAMINS, HERBS, AND NUTRITIONAL SUPPLEMENTS
This course introduces the most commonly used vitamins, herbs, and nutritional supplements. Single vitamins—their benefits, dosage, precautions, and contraindications—will be reviewed as well as vitamin formulas routinely recommended. Nutritional supplements will be introduced and their categories, benefits, and safety issues will be explored and discussed. The principal systems of herbal medicine found worldwide will be illustrated along with their individual characteristics and common usage. This course also examines the growing popularity of herbal medicines from a sociological and ecological standpoint.
Quarter Credit Hours: 5
Prerequisite: None

HW 210: COMPLEMENTARY AND ALTERNATIVE MEDICINE
In this course, students explore the field of complementary and alternative medicine (CAM) and become familiar with the variety of professions that compose it and their major concepts, methodological approaches, and theoretical foundations. Students investigate the multifaceted meaning of the term “holistic” and investigate how each CAM profession uniquely describes itself in light of this. Current research will be explored including the impact of the National Institute of Health’s CAM division.
Quarter Credit Hours: 5
Prerequisite: None

HW 215: MODELS FOR HEALTH AND WELLNESS
This course introduces students to the concepts of health, healing, and wellness from a broad historical and multicultural perspective. Students will investigate how changing ideas about religion, philosophy, science, and psychology have influenced our understanding of health, and how the practice of medicine continues to be affected by global, social, and economic pressures. Contemporary models of health and wellness will be illustrated by drawing upon selected writings from each major proponent, and students will undertake the development of an original model of health and wellness based on an understanding of and sensitivity to current geopolitical and multicultural issues.
Quarter Credit Hours: 5
Prerequisite: None

HW 220: CONTEMPORARY DIET AND NUTRITION
This course explores current dietary trends and examines the role geopolitical and economic forces have on our day-to-day food choices. The impact of the globalization of world food markets will be investigated, as will the ongoing controversies of genetic engineering, food-borne illnesses, and the organic food movement. The spectrum of popular diets and their advocates and critics will be investigated, as will the ongoing controversies of genetic concentration are organizational theory, leadership, regulatory compliance, conflict management, ethical issues related to power, teamwork, consumerism, innovation, quality improvement, health information systems strategy, and entrepreneurialism, and management of strategic alliances. students will undertake the development of an original model of health and wellness based on an understanding of and sensitivity to current geopolitical and multicultural issues. students will undertake the development of an original model of health and wellness based on an understanding of and sensitivity to current geopolitical and multicultural issues.
Quarter Credit Hours: 5
Prerequisite: None

HW 280: MAPPING THE MIND-BODY DIVIDE
This course is designed to introduce the student to essential concepts in health and wellness that are necessary to successfully matriculate to upper-level courses in the School of Health Sciences. Psychology, physical fitness, and complementary and alternative medicine each have their own unique perspective on what constitutes health and wellness. This course explores each of these disciplines and maps their interrelationships as they weave together the more holistic view.
of human health and potential that is prevalent today.
Quarter Credit Hours: 5
Prerequisite: Enrollment in an advanced start degree option

**HW 410: STRESS—CRITICAL ISSUES IN MANAGEMENT AND PREVENTION**
This in-depth course offers students a detailed look at the extensive research and practical approaches for identification, management, and prevention of stress. The health consequences of stress—physiological and psychological—will be discussed as well as the sociological and economic effects of untreated stress on society as a whole. Current approaches to stress reduction and prevention will be illustrated including mind/body therapies that have shown remarkable rates of success.
Quarter Credit Hours: 1
Prerequisite: HS 130 | Corequisite: MA 265

**MA 260: CLINICAL COMPETENCIES I**
This course introduces students to the educational theory of procedures commonly performed in a health care setting with special attention to understanding how aseptic technique, documentation, and safety apply to each skill. Specific competencies will include: health history, vital signs, specialty exams, sterilization, minor surgical procedures, and surgical asepsis.
Quarter Credit Hours: 5
Prerequisite: HS 130

**MA 265: ONLINE CLINICAL COMPETENCIES I**
This course introduces students to the educational theory of procedures commonly performed in a health care setting, with special attention to understanding how aseptic technique, documentation, and safety apply to each skill.
Quarter Credit Hours: 5
Prerequisite: HS 130

**MA 270: CLINICAL COMPETENCIES II**
This course introduces students to the educational theory of procedures commonly performed in a health care setting with special attention to understanding how aseptic technique, documentation, and safety apply to each skill.
Quarter Credit Hours: 5
Prerequisite: MA 250 and MA 260; students enrolled in the Medical Assistant Certificate: MA 260

**MA 275: ONLINE CLINICAL COMPETENCIES II**
This course introduces students to procedures commonly performed in a health care setting, with special attention to aseptic technique, documentation, and safety.
Quarter Credit Hours: 5
Prerequisite: MA 250 and MA 265

**MA 280: ONLINE CLINICAL COMPETENCIES III**
This course will focus on the performance of clinical skills in an approved medical facility or educational medical lab, as appropriate. Students will complete a minimum of 50 hours and all required competency skills.
Quarter Credit Hours: 1
Prerequisite: MA 275 and permission from the Clinical Placement Team

**MA 290: MEDICAL ASSISTING EXTERNSHIP AND EVALUATION**
Successful completion of this course will require 160 hours of
clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MA 290 requires each student to work with the School of Health Sciences clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.
Quarter Credit Hours: 3
Prerequisite: MO 270; last term

MA 295: ONLINE MEDICAL ASSISTING EXTERNSHIP AND EVALUATION
Successful completion of this course will require 160 hours of clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MA 290 requires each student to work with Kaplan University Health Sciences Clinical Staff to locate an externship site a minimum of two terms prior to beginning the externship.
Quarter Credit Hours: 5
Prerequisite: MA 280; last term

Medical Office Management (MO)

MO 250: MEDICAL RECORDS MANAGEMENT
Students are familiarized with the content, format, and management of the medical record including the utilization of the electronic medical record. Students compare and evaluate the electronic medical record with the traditional printed medical record. Students evaluate the reliability and accuracy of data found in the medical record.
Quarter Credit Hours: 3
Prerequisite: None

MO 260: MEDICAL OFFICE APPLICATIONS
This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include vital signs, medical office emergencies, exam preparation, and basic pharmacology.
Quarter Credit Hours: 5
Prerequisite: None

MO 270: ADVANCED MEDICAL OFFICE MANAGEMENT
The course explores guidelines for running the medical office. Topics include personnel management, governmental compliance, risk assessment, and basic business practices.
Quarter Credit Hours: 5
Prerequisite: None

MO 290: MEDICAL OFFICE MANAGEMENT EXTERNSHIP AND EVALUATION
Successful completion of this course will require 90 hours of administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MO 290 requires each student to work with the School of Health Sciences clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.
Quarter Credit Hours: 3
Prerequisite: MO 270; last term

Medical Records (MR)

MR 105: KEYBOARDING I—FUNDAMENTALS
This course is an introduction to the study of keyboarding and language arts activities. The students learn hand position and typing acuity, including building straight-copy skills and number-typing skills, as well as document processing skills and language arts skills. The course concentrates on principles of learning, especially those related to the acquisition of psychomotor skills, and typing speed and acuity.
Quarter Credit Hours: 2
Prerequisite: None

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)
Quarter Credit Hours: 2
Prerequisite: None

MR 110: KEYBOARDING II—ADVANCED TECHNIQUES
This keyboarding course emphasizes advanced formatting features used in business and medical documents, as well as speed and accuracy development. Advanced keyboarding skills are critical for medical transcriptionists and valuable for other medical professionals. These skills are especially important when learning to type by touch, as they directly determine speed and accuracy.
Quarter Credit Hours: 3
Prerequisite: MR 105

MR 160: PHARMACOLOGY AND LABORATORY MEDICINE
This course focuses on the broad field of pharmacology. Students study drug classes with an emphasis on the most commonly prescribed drugs including their indication, mechanism of action, and doses. Methods and routes of administration are explored. The course also covers diagnostic tests and laboratory procedures for common diseases. The identification of normal laboratory values and how to select and interpret an appropriate reference source are also included.
Quarter Credit Hours: 5
Prerequisite: 100/200-level mathematics course and HS 200

MR 250: MEDICAL RECORDS TRANSCRIPTION I
Medical Records Transcription I offers students the opportunity to begin transcribing basic health care documents from dictation and integrates the application of English language skills, medical terminology, proofreading, editing, research, and technology. Accuracy rates and productivity standards consistent with beginning transcription will be adhered to in this course.
Quarter Credit Hours: 5
Prerequisite: HS 111 and HS 200

MR 260: MEDICAL RECORDS TRANSCRIPTION II
Medical Records Transcription II builds on students' previous mastery of basic health care dictation by advancing the knowledge base to the intermediate skill level of dictation, proofreading, and editing. Utilizing resource materials and industry-specific software and equipment, students will meet increasingly demanding accuracy and productivity standards.
Quarter Credit Hours: 5
Prerequisite: MR 250

MR 270: MEDICAL RECORDS TRANSCRIPTION III
This course builds on students' mastery of intermediate health care dictation. Using industry-specific software and equipment, students progress in their knowledge of proper format, grammar, and punctuation as well as refine proofreading and editing skills. Students transcribe a variety of advanced difficulty specialty reports by health care providers with and without accents, and increase their familiarity with industry reference materials. Students implement realistic productivity and accuracy standards via a multistep approach of quality control, turn-around time, and records management.
Quarter Credit Hours: 5
Prerequisite: MR 260

MR 275: PROFESSIONAL DEVELOPMENT FOR MEDICAL TRANSCRIPTIONISTS
This course encompasses the development of professional skills in the medical transcription work environment. Topics include ethics as they relate to medical transcription, components of increased job performance, credentialing, career opportunities, and continuing education.
Quarter Credit Hours: 2
Prerequisite: None

MR 290: MEDICAL TRANSCRIPTION PRACTICUM
This course provides students with a simulated practicum experience to prepare for work in the field of medical transcription. Students will experience life as a medical transcriptionist working from home and dealing with a variety of specialties, accents, and turnaround times.
Quarter Credit Hours: 5
Prerequisite: MR 270; last term

Nutrition Science (NS)

NS 205: FOOD SAFETY AND MICROBIOLOGY
This course covers the major issues in food safety and food microbiology. It includes the basic principles of food safety and sanitation, various microorganisms that cause foodborne illnesses, the flow of food through the food service establishment, and management's role in training the food handler.
Quarter Credit Hours: 5
Prerequisite: None

NS 210: NUTRITIONAL ANALYSIS AND ASSESSMENT
This course includes the study of methods and equipment used for nutritional analysis in health, obesity, and malnutrition. Students learn how to utilize the software based on manual data-gathering systems to assess nutritional status.
Quarter Credit Hours: 5

NS 220: NUTRITION PLANNING AND MANAGEMENT
This course addresses nutritional planning for the maintenance of health and wellness. The studies include identification, assessment, and management of nutritional deficiencies occurring due to food choices and pharmacotherapy.
Quarter Credit Hours: 5
Prerequisite: None

NS 270: NUTRITIONAL ASSESSMENT AND MANAGEMENT
This course is designed to introduce the student to essential concepts in nutrition that are necessary to successfully matriculate to upper-level courses in the School of Health Sciences. This course includes study of methods and equipment used for nutritional analysis in health, obesity, and malnutrition and also addresses nutritional planning for maintenance of health and wellness. Also included are the identification, assessment, and management of nutritional deficiencies that occur due to food choices and pharmacotherapy.
Quarter Credit Hours: 5
Prerequisite: Enrollment in an advanced start degree option

NS 297: NUTRITIONAL BIOCHEMISTRY
The course examines the physiochemical aspects of energy metabolism and macro- and micronutrients. Mechanisms underlying the metabolism of proteins, carbohydrates, vitamins, and special nutrients are discussed. The biochemical basis of various nutritional disorders, including metabolic and genetic disorders, is studied.
Quarter Credit Hours: 6
Prerequisite: SC 156 and NS 220 or NS 270

NS 325: NUTRITION ACROSS THE HUMAN LIFE CYCLE
Studies in this course encompass the nutritional issue across the life cycle, including pregnancy, childbirth, and lactation. The course considers nutritional aspects related to neonates, infants, and children. The special needs of adolescents and disorders affecting this age group are discussed. The coursework will also include a discussion of nutritional demands and food choices in the geriatric population.
Quarter Credit Hours: 6
Prerequisite: SC 115, NS 220, or NS 270

NS 335: NUTRITION FOR SPECIAL POPULATIONS
Studies in this course emphasize the nutrition and dietetic considerations for healthy individuals with special needs, such as geriatric and gender-specific needs. The coursework includes analyzing nutritional and dietetic needs, and designing appropriate protocols for clients with chronic, progressive, or degenerative diseases and metabolic disorders, as well as for special needs children and infants. The course addresses the underlying principles of total parenteral nutrition and nasogastric tube feeding.
Quarter Credit Hours: 6
Prerequisite: SC 156, NS 220, or NS 270

NS 415: FOOD SCIENCE WITH LAB
This course complements the student's knowledge of nutrition by
presenting the scientific foundation of foods through weekly in-home kitchen preparation of specific recipes that demonstrate the scientific properties of foods. Students explore current food technology and develop a base for additional study in specific areas of food science.

Quarter Credit Hours: 6
Prerequisite: NS 205

**NS 420: NUTRITIONAL COUNSELING**
This course addresses various aspects of a nutritional counseling session, including client encounters, documentation, and data gathering. Analytical strategies, planning, implementation, and assessment of progress of nutrition therapy for individual clients are discussed.

Quarter Credit Hours: 6
Prerequisite: NS 220, or NS 270

**NS 425: SPORTS NUTRITION**
This course encompasses the application of physiologic principles, such as protein, carbohydrate, and fat metabolism, to athletic needs and performance. Various loading protocols for phosphates and carbohydrates in relation to athletic events are discussed. Popular performance-enhancing supplements and drugs and the regulatory aspects of their use are addressed in detail.

Quarter Credit Hours: 6
Prerequisite: SC 115, NS 220, or NS 270

**NS 430: WHOLE FOODS PRODUCTION**
This course explores various aspects of whole foods, including their production, preservation, transport, storage, and costs. Studies will address geographic, climatic, and societal influences on whole foods production. Students will learn strategies to inform and educate producers and consumers of the financial issues, governmental assistance, and alternative methods of whole foods production.

Quarter Credit Hours: 6
Prerequisite: SC 115 or NS 205

**NS 435: ECOLOGICAL AND ENVIRONMENTAL PERSPECTIVES ON FOOD**
This course presents ecological and environmental impacts on food choices and food production. Studies include the changes in food quality due to air, water, and ground pollution. Students learn the current trends in methods to prevent and manage the ecological and environmental pollution as it relates to food.

Quarter Credit Hours: 6
Prerequisite: None

**NS 440: LEGAL AND REGULATORY ENVIRONMENT IN FOOD PRODUCTION**
This course covers the legal and regulatory aspects of food production. Studies include major elements in and the rationale behind food labeling. This course further addresses the regulatory agencies and their role in enforcement, and the legal and ethical responsibilities of the food producers, suppliers, and retailers in maintaining a safe food supply. Special attention is given to regulatory aspects of food production relative to livestock handling, and the import and export of food.

Quarter Credit Hours: 6
Prerequisite: SC 115 or NS 205

**NS 499: BACHELOR'S CAPSTONE IN NUTRITION SCIENCE**
This capstone course is the culminating experience for the Bachelor of Science in Nutrition Science. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in nutrition science.

Quarter Credit Hours: 6
Prerequisite: Last term

**Public Health (PU)**

**PU 120: INTRODUCTION TO PUBLIC HEALTH**
This course introduces the five core disciplines of public health: health policy and management, social and behavioral health, biostatistics, epidemiology, and environmental health. Public health is explored from its historical beginning to the current issues of today. Current topics ranging from local to global perspectives are a major focus of the course. Community health issues, communicable disease control, current research and informatics, and the roles of public health professionals are also included.

Quarter Credit Hours: 5
Prerequisite: None

**PU 240: HEALTH DISPARITY**
Students explore diverse factors such as socioeconomic status, race, ethnicity, and language barriers that impact health care access and health outcomes in the population. Students are introduced to special challenges and solutions to address disparity in the practice of public health.

Quarter Credit Hours: 5
Prerequisite: None

**PU 340: PUBLIC HEALTH LAW**
Students are introduced to key legal and regulatory issues that impact the field of public health. The course includes an overview of the different types of law, presents key information related to health insurance and government health insurance programs, and reviews the rights of individuals as they relate to public health.

Quarter Credit Hours: 6
Prerequisite: None

**PU 430: INTRODUCTION TO DISASTER MANAGEMENT AND EMERGENCY PREPAREDNESS**
Principles of disaster management and emergency preparedness, including the National Response Framework and National Incident Management System, are explored. These systems are applied to the management of disasters at the local, state, and federal levels using real-world scenarios. Students study the role of public health in disasters, with emphasis on assessment, mitigation, preparedness, response, and recovery.

Quarter Credit Hours: 6
Prerequisite: None

**PU 499: BACHELOR'S CAPSTONE IN PUBLIC HEALTH**
The capstone course is the culminating experience for the Bachelor of Science in Public Health. This course builds on the concepts of all the courses students have taken within the program of study. The
capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in public health.

Quarter Credit Hours: 6
Prerequisite: Must be taken in the student's last term

Information Technology

Computer Forensics (CF)

CF 101: COMPUTER FORENSICS I
This course will introduce students to the fundamentals of computer forensics. Topics discussed will include preservation of evidence and chain of custody, applying computer forensic methodologies to acquire, extract, and analyze data from digital media, and report writing. Students will analyze and complete several sample cases. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: IT 190

CF 201: COMPUTER FORENSICS II
This is a continuation of Computer Forensics I. Advanced forensic techniques will be discussed including an in-depth overview of Microsoft file systems and registry analysis. Additional topics discussed will include metadata, steganography, and other data-hiding techniques. Students will complete several hands-on projects. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: CF 101

CF 235: COMPUTER SECURITY AND PENETRATION TESTING
This course introduces students to the fundamentals of network and computer security and penetration testing. Students will learn about various attacks and methods used by hackers to gain access to computer systems and how to combat them. Various tools and techniques used for penetration testing will be discussed and utilized. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: CF 201

CF 245: MOBILE DEVICE FORENSICS
This course will introduce students to various techniques used to acquire, extract, and analyze digital information found on cell phones and PDA devices. Mobile phone technologies and available tools will be discussed. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: None

CF 265: NETWORK FORENSICS
This course will introduce students to the fundamentals of network forensics. Students will develop an understanding of the fundamentals of topologies, protocols, and applications required to conduct forensic analysis in a network environment. Topics such as conducting network investigations, live analysis, and analyzing log files will be discussed. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: CF 201

CF 299: ASSOCIATE'S CAPSTONE IN COMPUTER FORENSICS
The capstone course is designed to provide students with the opportunity to integrate knowledge and skills acquired through program coursework. The capstone project integrates problem-solving techniques and implementation solutions. Students complete a comprehensive project that requires research and analysis to determine viable solutions to identified problems or issues. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

Graphic Design (GD)

GD 100: COLOR AND DESIGN LAYOUT
This course introduces students to the elements and principles of design and their application in two-dimensional composition. Students learn color theory and color relationships and are challenged to apply elements of design to various real-life projects. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: None

GD 120: TYPOGRAPHY
This course introduces students to the history, technical usage, and various aspects of typography, calligraphy, and hand lettering that are utilized in advertising, graphics, and illustrations. Students will utilize the principles and elements that are covered in lecture, demonstration, and studio work, and will be introduced to setting type on the computer. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: None

GD 180: DIGITAL DESIGN
In this course, students are introduced to the fundamentals of computer-aided drawing and photo rendering for print and media production by utilizing industry-standard applications such as Adobe Photoshop and Illustrator. Students will work with various design and production methods to become familiar with processes that utilize cross-media usage and implementation in both vector and bitmap formats. Lectures, assignments, and projects will focus on tools, methodologies, and industry-standard processes. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: None

GD 210: PRINT AND PRODUCTION DESIGN
In this course, students will learn the foundation, standards, and procedures for proper prepress printing. Layouts, papers, and inks are reviewed as well as design equipment and the production process. Business components and technical proficiency will be stressed throughout the course. Preflighting and packaging will also be enforced. Students will create a project from concept to layout to print-ready mechanicals, including choosing Pantone colors and paper selection. Students will also learn how to get quotes from print companies as well as how to work with the printer on projects. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: GD 120

GD 220: DIGITAL PHOTOGRAPHY
This course is designed to develop students’ skills in pixel-based photographic design and printing methodologies. Students will learn how to create, edit, post, and share images electronically using proper techniques. They will also become proficient with the technical aspects of photography, using a digital camera, and working with those images, including the digital editing, saving, sizing, posting, and printing of those images. Photographic tools and supplies will be discussed such as filters, lenses, and lighting. Students will learn about this art form through the study of historic and contemporary trends and apply that appreciation to their own work. Students will also learn how to parlay their photographs into the realm of graphic design. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: None

GD 230: MULTIPAGE DESIGN
In this course, students will create multiple page layouts utilizing design tools and processes in industry-standard applications like Adobe InDesign. Projects focus on incorporating the features of text flow, nested styles, story and style editors, drawing tools, document presets, and master pages. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: GD 210

GD 299: ASSOCIATE’S CAPSTONE IN GRAPHIC DESIGN
The capstone course is designed to provide students with the opportunity to integrate knowledge and skills acquired through program coursework. The capstone project integrates analysis and critique, creative design, and presentation skills. Students complete a comprehensive portfolio project and presentation. (Hagerstown campus only)
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

Information Systems and Technology (IT)

IT 111: PROGRAMMING FUNDAMENTALS FOR BEGINNERS
This course exposes students to the fundamentals of programming using a simplified programming language. Students practice modularization using a variety of methods. Students learn the value of creating reusable objects. Students also use the fundamental programming concepts of assignment, iteration, and decision making.
Quarter Credit Hours: 5
Prerequisite: None

IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT
Learning the value of self-promotion equips students with the ability to demonstrate their skills to an audience. In this course, students will investigate Internet technologies. Students learn the basic concepts of web development along with basic web page design. By creating an individual online portfolio or biography using HTML, XHTML, and CSS (Cascading Style Sheets), students develop skills for today and tomorrow.
Quarter Credit Hours: 5
Prerequisite: None

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, and PowerPoint. Students also learn how to apply software applications within a profession.
Quarter Credit Hours: 5
Prerequisite: None

IT 153: SPREADSHEET APPLICATIONS
This course examines spreadsheet concepts including calculations, formulas, built-in functions, and spreadsheet design. Students create spreadsheets and manipulate data to solve business problems. The course further explores topics such as charts, data tables, pivot tables, and what-if analysis.
Quarter Credit Hours: 5
Prerequisite: None

IT 163: DATABASE CONCEPTS USING MICROSOFT ACCESS
This course is an introduction to relational database management systems. Students will use a relational database management system to create and maintain a database. Students will create filters, sorts, queries, forms, and reports. Emphasis will be placed on the skills needed to meet user requirements.
Quarter Credit Hours: 5
Prerequisite: None

IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY
Students will explore the basic concepts of information technology including hardware, software, and networks. The student will gain a practical understanding of how computer hardware and operating systems work. Topics include personal computer configuration and maintenance, along with the fundamentals of system software installation and administration.
Quarter Credit Hours: 5
Prerequisite: None

IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC
This course introduces the fundamentals of programming using Visual Basic. Basic concepts and syntax used to write programs, including variables, input, output, looping, and program flow, are introduced. Students will design and develop simple, graphical user interface-based applications using the Visual Studio development environment.
Quarter Credit Hours: 5
Prerequisite: None

IT 200: SOFTWARE ENGINEERING
This course is a broad first approach to the software engineering discipline. Software engineering concepts and practices will be introduced. Topics include fundamentals of software design and development, software implementation strategies, software quality, project management, and ethics in software development.
Quarter Credit Hours: 5
Prerequisite: None

IT 214: FOUNDATIONS OF WEB DESIGN
This is a fast-paced course in web design. Students learn the basic concepts of web page design. The concepts begin with the planning
IT 222: INTRODUCTION TO CLOUD COMPUTING
This course is a survey of cloud computing from both a business and personal perspective. Cloud computing is an emerging technology that impacts all IT professions, including network, web, and application development, as well as network security. Students will learn the key characteristics and benefits of cloud computing. The course will cover features of private, public, hybrid, and community clouds.
Quarter Credit Hours: 5
Prerequisite: None

IT 234: DATABASE FOUNDATIONS
This course prepares students to learn database programming. Students will be exposed to the fundamental concepts of database management systems and the capabilities of the SQL programming language. This course will provide students with the business context in which data is used and how it is transformed into information. Students will identify the information needs and general usage of data within the modern business context and link the use of relational database management systems to the data needs of the organization.
Quarter Credit Hours: 5
Prerequisite: None

IT 239: INTERNET BUSINESS FUNDAMENTALS
This is an introductory course in Internet business fundamentals. Students examine various Internet technologies including web browsers, databases, and search engines. Students learn to design web campaigns using various marketing strategies. Other topics include analytics, email campaigns, multimedia, security, and project management.
Quarter Credit Hours: 5
Prerequisite: None

IT 241: WEB DESIGN METHODS AND TECHNOLOGY
This course will teach students how websites are developed as managed projects and how the development process relates to business goals. It covers web technologies and strategies involving the web designer's role. Customer expectations, ethical and legal issues in web development, and web design elements such as aesthetics, user experience, navigation, usability, and accessibility will also be discussed.
Quarter Credit Hours: 5
Prerequisite: IT 117 or IT 214

IT 245: WEBSITE ARCHITECTURE
This course introduces activities related to website architecture. Students will explore the stages of interface design such as client identification, knowledge acquisition, and audience identification. Additionally, the course will examine current industry standards for keyword development, tracking hits, analytics, ethics, testing and debugging, and prototyping.
Quarter Credit Hours: 5
Prerequisite: IT 117

IT 247: FUNDAMENTALS OF WEB GRAPHICS
Students will learn how to create appropriate web graphics using popular image editing tools. Throughout the course, they will create a collection of custom graphics that will be displayed in an e-portfolio layout. Topics will include resizing, resolution, optimization, digital photo enhancement, custom banner and button creation, and more.
Quarter Credit Hours: 5
Prerequisite: IT 214 or IT 245

IT 250: ENHANCING WEBSITES WITH PHP
This course covers web development using PHP. Students will learn how to display content using forms. Students will access databases and learn how to display data on a web page.
Quarter Credit Hours: 5
Prerequisite: IT 117 and IT 193, or IT 214

IT 254: FOUNDATIONS OF PROGRAMMING USING C#
This course introduces the fundamentals of C#, an object-oriented programming language. Topics include producing and editing printed output, standard I/O processing, loop processing, user-defined functions, arrays, and accessing databases. Upon completion, students will be able to write programs to solve common business application problems.
Quarter Credit Hours: 5
Prerequisite: IT 193

IT 258: FOUNDATIONS OF PROGRAMMING USING JAVA
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.
Quarter Credit Hours: 5
Prerequisite: None

IT 259: INTERMEDIATE JAVA PROGRAMMING
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, multithreading, Java beans, network programming, J2EE, XML, security, and web applications. Students learn how to create interactive applications in Java that deploy across multiple platforms.
Quarter Credit Hours: 5
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.
IT 273: NETWORKING CONCEPTS
This course introduces the concepts behind today’s networks. It outlines current network design, explaining the OSI Model and the methods of carrying data over wired and wireless media. Other topics include fundamental network design components, such as topologies and access methods, basic administration of network operating systems, and troubleshooting methods for data transmission and recovery.
Quarter Credit Hours: 5
Prerequisite: None

IT 274: INTERMEDIATE C# PROGRAMMING
This is an advanced course in the design and implementation of programs using C#. Topics include object-oriented programming, class construction, overloading, serialization, inheritance, abstraction, polymorphism, and other software component development methods.
Quarter Credit Hours: 5
Prerequisite: IT 254

IT 275: LINUX SYSTEM ADMINISTRATION
This introductory Linux course prepares students to install, configure, and administer Linux as a network operating system. Students learn both command line and graphical user interface administration with full-feature Linux distributions. Emphasis is placed on applied skills that address real-world challenges such as managing file structure, network services, and system security.
Quarter Credit Hours: 5
Prerequisite: IT 273

IT 276: NETWORK ADMINISTRATION
This course introduces students to the features and functions of common network operating systems and shared data management concepts. Students examine and compare both local and network operating system features, and practice basic installation and administration of network operating systems including administrator tasks, server organization, user management and permissions, security features, and shared printing.
Quarter Credit Hours: 5
Prerequisite: IT 273

IT 283: NETWORKING WITH TCP/IP
This course provides a thorough examination of the protocols and services in the TCP/IP protocol suite. Students gain an understanding of how network traffic is encapsulated and transported by TCP/IP on local area networks and on wide area networks, including the Internet. Students learn about message addressing and forwarding, and how network errors are resolved.
Quarter Credit Hours: 5
Prerequisite: IT 273

IT 284: INTRODUCTION TO MOBILE SYSTEMS
This is an introductory course in mobile computing. Communication standards for handheld devices will be discussed. Students examine and compare wireless technologies, such as GSM, Bluetooth, WLAN, and WiMAX, and their applications.
Quarter Credit Hours: 5
Prerequisite: None

IT 285: WIRELESS LAN TECHNOLOGIES
Wireless local area networks (WLANs) fit well into today's business world, giving mobile workers the freedom they need to access network resources. Students will learn basic wireless topics including protocols, transmission methods, and IEEE standards. In addition, students will 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.
Quarter Credit Hours: 5
Prerequisite: IT 273

IT 286: INTRODUCTION TO NETWORK SECURITY
This course covers current topics in network security, such as threat detection and response methods. Introductory topics, such as proxy servers, firewalls, and other threat detection and protection methods, will be discussed. This course is designed, among other things, to provide the student with the requisite knowledge to sit for the CompTIA Security+ certification examination. While the course may provide the student with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee the student's eligibility either to take this exam or become certified.
Quarter Credit Hours: 5
Prerequisite: IT 273

IT 293: INTERMEDIATE VISUAL BASIC PROGRAMMING
This is an intermediate course in the design and implementation of programs using Visual Basic. Topics include object-oriented programming, database access, and software component development.
Quarter Credit Hours: 5
Prerequisite: IT 193

IT 296: ASSOCIATE’S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP
This course gives associate’s-level students practical job experience in the information technology field. The externship provides students an opportunity to learn about the IT career field through practical, real-world experiences and mentoring from an IT professional. This experience will enrich students' technology skills and provide a better understanding of the level of expertise needed to be successful in their career.
Quarter Credit Hours: 5
Prerequisite: IT 193

IT 299: ASSOCIATE’S CAPSTONE IN INFORMATION TECHNOLOGY
This course 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 implementation solutions studied in the information technology courses. Students research particular problems or issues they select, analyze the major concerns, and recommend viable information technology solutions to resolve or improve the problems or issues.
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

IT 301: PROJECT MANAGEMENT I
This course introduces students to the principles of project management. Students will gain knowledge of the project management skills and processes needed to select, initiate, and plan a project. Students will explore the project management knowledge areas. Topics include creating the project charter, developing project scope statements, creating the project schedule and budget, and risk planning.

Quarter Credit Hours: 6
Prerequisite: None

**IT 302: HUMAN COMPUTER INTERACTION**

This course introduces students to the field of human computer interaction (HCI). Students examine the theory, principles, and guidelines for developing effective interface designs. Students learn how to design, implement, and maintain the user interface of interactive systems. Students learn about development methodologies, evaluation techniques, user interface building tools, task analysis, and prototyping.

Quarter Credit Hours: 6
Prerequisite: 200-level or above IT course; upper-level students only

**IT 303: APPLICATION DEVELOPMENT, VIRTUALIZATION, AND THE CLOUD**

This advanced computer virtualization course will include hands-on practice and is designed for individuals who have an understanding of operating systems and programming concepts. Students study several methods of applying virtualization locally and in a hosted environment. Students will create a workable software program within a virtual server and in a cloud service solution.

Quarter Credit Hours: 6
Prerequisite: IT 259, IT 274, or IT 293

**IT 305: INTRODUCTION TO WIRELESS APPLICATION DEVELOPMENT**

This is an introductory course in designing mobile applications for handheld devices. Students are exposed to the Android development environment including Eclipse and ADT. Students learn the application design essentials for developing mobile applications. Topics include: mobile operating system theory, designing user interfaces with layouts, drawing and working with animations, and using common Android APIs.

Quarter Credit Hours: 6
Prerequisite: IT 259

**IT 310: DATA STRUCTURES AND ALGORITHMS**

This course teaches students how to create data structures and algorithms using proper programming techniques. The course uses an object-oriented programming language to apply concepts such as linked lists, recursion, searching and sorting, binary search, trees, and graphs. The program design process and program implementation involving multiple modules, verification of program correctness, and abstract data types are also stressed.

Quarter Credit Hours: 6
Prerequisite: IT 258

**IT 320: OPERATING SYSTEM CONCEPTS**

This course examines how modern computer operating systems work in tandem with hardware and applications. Specific topics include the design of processor, memory, and storage management, and the execution of processes that protect resources according to imposed controls. Various types of operating systems are discussed, including those used in general purpose machines as well as in real-time or embedded devices. Finally, the Java platform is explored as a portable operating system environment.

Quarter Credit Hours: 6
Prerequisite: IT 275 or IT 278

**IT 331: TECHNOLOGY INFRASTRUCTURE**

This course explores the concepts and purpose of information technology infrastructure. Emphasis is placed on expanding the student's knowledge of computer networks and data transmissions and applying those concepts to an organization's technology requirements.

Quarter Credit Hours: 6
Prerequisite: 200-level or above IT course; upper-level students only

**IT 332: PRINCIPLES OF INFORMATION SYSTEMS ARCHITECTURE**

This course introduces students to the background of information systems architecture. Students will learn a holistic approach to both hardware and software architecture design from a broad systems perspective. Both a business and technical focus will be covered with concrete examples of current technologies and related managerial issues.

Quarter Credit Hours: 6
Prerequisite: IT 331

**IT 338: INTRODUCTION TO RELATIONAL DATABASES AND SQL**

This course covers the basics of relational data structures and provides a preliminary introduction as to how databases are designed. The fundamentals of implementing a database through the SQL programming language are practiced. Students expand their programming skills by gaining substantial experience in how to extract data from the database in order to satisfy common business needs for reporting and for use in applications.

Quarter Credit Hours: 6
Prerequisite: None

**IT 350: STRUCTURED QUERY LANGUAGE**

This course covers fundamental concepts of the SQL programming language. Students expand their SQL query writing skills through focused practice with an increasingly complex problem and solution set. Students will be exposed to working with multiple tables and aggregating data for reporting. In addition, students will see how to maintain data through the use of SQL Insert, Update, and Delete statements. Students will be directed to investigate and practice the skills necessary to ensure quality results and performant queries. Microsoft SQL Server will be the programming environment used.

Quarter Credit Hours: 6
Prerequisite: IT 234

**IT 354: DATABASE DESIGN**

This course covers the advanced concepts of database design and database modeling. Students expand their database design skills by looking at user requirements and, by following a specific methodology, end up with a logical model that is independent of any specific implementation. Emphasis is placed on developing the skills needed to create efficient database designs that will ensure data integrity, meet user expectations, and allow for performant applications.

Quarter Credit Hours: 6
Prerequisite: IT 234
IT 355: WEB PROGRAMMING DEVELOPMENT
Students will learn how to create and maintain interactive and dynamic web applications within a server-based scripting environment. Topics include web applications, object-oriented programming, and web databases.
Quarter Credit Hours: 6
Prerequisite: IT 293

IT 358: ORACLE QUERY DESIGN
This course covers intermediate to advanced concepts of database query design and reporting tools using Oracle. Students are taught additional database objects and additional methods for storing, retrieving, and manipulating data. Utilizing different front-end clients to access the SQL engine, students will learn how to create and manage different Oracle SQL functions and PL/SQL programming.
Quarter Credit Hours: 6
Prerequisite: IT 338 or IT 350

IT 373: WEB STRUCTURE AND INTERACTION
This course will apply HTML, CSS, and jQuery to create feature-rich, dynamic websites. Using HTML, students will define and describe content, including dynamically creating graphics using Canvas. Using CSS, students will apply new selectors and properties to control font displays, create drop shadows and rounded corners, and develop simple animations. Students will also use jQuery, a Javascript library, to create image and gallery displays.
Quarter Credit Hours: 6
Prerequisite: IT 214 or IT 250

IT 374: LINUX SYSTEM ADMINISTRATION II
This advanced Linux course builds on the skills learned in IT 275. Students configure a Linux production system for authentication, network services, security, backup, and recovery. By completing lab exercises, students learn to monitor performance and set up SAMBA and Apache. The use of GUI and command line tools to troubleshoot client and server connectivity is also covered.
Quarter Credit Hours: 6
Prerequisite: IT 275

IT 375: WINDOWS ENTERPRISE ADMINISTRATION
This advanced course in Microsoft Windows enterprise administration prepares students to install, configure, and manage key network services and Active Directory. Students perform administrative tasks, such as network service installation and configuration, Active Directory installation, Group Policy design and configuration, and configuration of network and Active Directory security. Students learn the theory behind Active Directory design and operation, and complete hands-on labs and projects that develop the skills needed for real-world settings.
Quarter Credit Hours: 6
Prerequisite: IT 278

IT 388: ROUTING AND SWITCHING I
This course is the first of two routing and switching courses that prepare students to design, configure, and maintain network routing and switching. Students learn the basic concepts, protocols, and functions of network routers and switches. Emphasis is placed on hands-on practice of configuration and troubleshooting using live and simulated labs.
Quarter Credit Hours: 6
Prerequisite: IT 405

IT 390: INTRUSION DETECTION AND INCIDENCE RESPONSE
This course provides an introduction to the intrusion detection systems available to protect networks from cybercriminals. Students explore various security concepts and the basics of security attacks. Students install and configure various intrusion detection system tools. Topics include principles and classifications of intrusion detection systems, the incident response process, and response types. Additionally, the course presents insight into intrusion detection and forensics and incident response strategies required to protect critical assets.
Quarter Credit Hours: 6
Prerequisite: IT 286

IT 401: PROJECT MANAGEMENT II
This course is the second of two project management courses and explores more advanced topics. Students will gain knowledge of the project management skills and processes needed to execute, control, and close a project. Topics include planning project resources, developing the project team, conducting procurements, measuring project performance, controlling work results, and applying professional responsibility.
Quarter Credit Hours: 6
Prerequisite: IT 301

IT 402: IT CONSULTING SKILLS
This course will introduce students to the theory and practice of IT consulting. Students examine the processes and techniques associated with the consulting field. Business aptitude skills will be taught, including communication, presentation, and leadership skills. Additionally, project definition and analysis, project planning, gathering user and project requirements, executing projects, and time management will be examined. Through case studies, students prepare a project proposal for an organization.
Quarter Credit Hours: 6
Prerequisite: 200-level or above IT course; upper-level students only

IT 405: ADVANCED WIRELESS APPLICATION DEVELOPMENT
This is the second course in designing mobile applications for handheld devices. Students continue to work with the Android development environment. Students explore the Android application design principles. Students apply common Android APIs for networking, location-based services, multimedia, telephony, and 3D graphics with OpenGL ES in the applications. Advanced mobile operating system theory, working with notifications and services, and deploying mobile applications will also be discussed.
Quarter Credit Hours: 6
Prerequisite: IT 305

IT 406: MOBILE DATABASE SYSTEMS
This course covers smartphone application development using mobile databases. Students will create mobile applications on modern smartphone platforms. Topics include: user interface design, customizing components, dynamic data access and storage, and enhancing data and communication security.
Quarter Credit Hours: 6
Prerequisite: IT 405
IT 409: MICROSOFT WINDOWS PHONE APPLICATION DEVELOPMENT
This course introduces students to mobile application development for the Microsoft Windows Phone platform. Students learn how to develop mobile applications using the C# programming language. Many topics will be covered including platform architecture, application programming interfaces (APIs), user interface (touch) concepts, accelerometer, multimedia, location, security, and deploying apps to the Microsoft app store.
Quarter Credit Hours: 6
Prerequisite: IT 274 and IT 406

IT 411: DIGITAL FORENSICS
In this course, students learn about computer forensics and techniques used to perform computer forensics examinations. Students learn how to gather and protect evidence used in prosecuting computer crimes. Topics in this course include acquiring digital evidence, bookmarking data, file signature analysis, hash analysis, and other forensic techniques. This course is designed, among other things, to provide the student with the requisite knowledge to sit for the EnCase Certified Examiner (EnCE) exam. While the course may provide the student with the knowledge necessary to sit for the exam, Kaplan University cannot guarantee the student’s eligibility to take this exam or become certified.
Quarter Credit Hours: 6
Prerequisite: IT 286

IT 412: INFORMATION SYSTEMS SECURITY
Businesses must be able to protect their networks and infrastructures from security attacks. In this course, students learn to investigate system vulnerabilities and implement security solutions. Topics in this course include: access control, application security, business continuity and disaster recovery planning, cryptography, information security and risk management, compliance and investigations, operations security, physical security, security architecture and design, telecommunications, and network security. This course is designed, among other things, to provide the student with the requisite knowledge to sit for the Certified Information Systems Security Professional (CISSP) exam. While the course may provide the student with the knowledge necessary to sit for the exam, Kaplan University cannot guarantee the student’s eligibility to take this exam or become certified.
Quarter Credit Hours: 6
Prerequisite: IT 286

IT 442: DIRECTED STUDIES, SCHOOL OF INFORMATION TECHNOLOGY
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 2
Prerequisite: CM 220; upper-level students only

IT 443: DIRECTED STUDIES, SCHOOL OF INFORMATION TECHNOLOGY
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 3
Prerequisite: CM 220; upper-level students only

IT 444: DIRECTED STUDIES, SCHOOL OF INFORMATION TECHNOLOGY
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 4
Prerequisite: CM 220; upper-level students only

IT 445: DIRECTED STUDIES, SCHOOL OF INFORMATION TECHNOLOGY
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 5
Prerequisite: CM 220; upper-level students only

IT 446: DIRECTED STUDIES, SCHOOL OF INFORMATION TECHNOLOGY
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 6
Prerequisite: CM 220; upper-level students only

IT 450: SOFTWARE DEVELOPMENT LEADERSHIP
This course prepares students to effectively manage the software development process. The course provides a brief introduction to the history of programming languages. Problem-solving techniques and software development models are introduced. Students will develop computer programs to solve simple problems.
Quarter Credit Hours: 6
Prerequisite: 200-level or above IT course; upper-level students only

IT 452: INTERMEDIATE QUERY DESIGN AND
**IT 453: BUSINESS INTELLIGENCE**

This course teaches foundational information systems concepts that support decision making. The course begins with an overview of Business Intelligence (BI) and includes data preparation, analysis, modeling, visualization, and deployment. Topics discussed in the course include knowledge bases, collaborative decision-making systems, and online tools such as expert systems. The theoretical concepts underpinning the ideas of BI are applied to practical scenarios.

Quarter Credit Hours: 6
Prerequisite: IT 350

**IT 456: SQL SERVER DATABASE ADMINISTRATION**

This course covers the database administration role for relational databases, focusing specifically on the following: hardware capacity planning, installation of database management software and utilities, control of access to data and resources, automation of administrative tasks, optimizing database performance, and procedures for disaster recovery operations.

Quarter Credit Hours: 6
Prerequisite: IT 338 or IT 350

**IT 457: DATA WAREHOUSING AND DATA MINING**

This course explores the theoretical and practical aspects of data warehousing and data mining. Emphasis is placed on the technical and management issues with these emerging technologies. Students will design a data warehouse using a popular software program.

Quarter Credit Hours: 6
Prerequisite: IT 358 or IT 456

**IT 458: ORACLE DATABASE ADMINISTRATION**

This course covers database administration using Oracle tools. Students will focus on the following: installing database management software and utilities, controlling access to data and resources, troubleshooting an Oracle database, the backup and recovery of Oracle databases, and resolving common performance problems using Oracle.

Quarter Credit Hours: 6
Prerequisite: IT 358

**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, team members, and all those associated with the development and maintenance of the system.

Quarter Credit Hours: 6
Prerequisite: 200-level or above IT course; upper-level students only

**IT 461: ADVANCED VISUAL BASIC PROGRAMMING**

This course teaches students advanced Visual Basic programming techniques. Upon completion of this course, the student will be able to write, debug, compile, and execute Visual Basic programs. During this course, students focus on building well-engineered and maintainable programs to meet business application and programming standards.

Quarter Credit Hours: 6
Prerequisite: IT 293

**IT 464: ADVANCED JAVA 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.

Quarter Credit Hours: 6
Prerequisite: IT 259

**IT 466: ADVANCED C# PROGRAMMING**

This course uses the C# language to teach advanced object-oriented techniques. Topics include class construction, inheritance, polymorphism, exception handling, web applications, and database interaction. Upon completion, students will be able to write, test, and debug programs that solve common business application problems.

Quarter Credit Hours: 6
Prerequisite: IT 274

**IT 470: INTERACTIVE SCRIPTING FOR WEB PAGES**

The course focuses on using the JavaScript language for client-side scripting to create interactivity on web pages. Students will gain the skills to design client-side, platform-independent solutions. They will learn how to communicate with users, utilize various JavaScripts, control program flow, validate forms, animate images, and create cookies.

Quarter Credit Hours: 6
Prerequisite: (IT 193 or IT 271) and (IT 214 or IT 245)

**IT 471: ROUTING AND SWITCHING II**

This course is the second of two routing and switching courses and explores more advanced topics. Students design, configure, reconfigure, and maintain network routing and switching devices. Students learn advanced concepts in protocols, resource access, and disaster recovery. Emphasis is placed on planning, proposing, and securing network infrastructure.

Quarter Credit Hours: 6
Prerequisite: IT 388

**IT 475: NETWORK MANAGEMENT**

This course in network management explores the concepts and practices used to optimize and secure today's networks. Students will learn the fundamentals of network operations and maintenance, traffic management, and network performance configuration. The course also develops students' skills in evaluating and selecting various types of network management software for both local and WAN environments.

Quarter Credit Hours: 6
Prerequisite: IT 388
IT 476: WEB MARKETING AND E-COMMERCE
Students are taught the steps needed to develop and integrate Internet communication strategies. Starting with marketing basics, they study how to plan and develop a business plan. The practical logistics of establishing and maintaining an e-commerce site, including legal and regulatory issues, are also explored. Students will also create an e-commerce prototype site.
Quarter Credit Hours: 6
Prerequisite: IT 214 or IT 245

IT 478: WEB SERVERS AND SECURITY
This course teaches students to install and configure popular web server software. Students learn to determine user access levels as well as server authentication and server-side programming. Various issues involving web security are discussed including web/client security and intrusion detection and recovery.
Quarter Credit Hours: 6
Prerequisite: IT 273

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.
Quarter Credit Hours: 6
Prerequisite: IT 273

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.
Quarter Credit Hours: 6
Prerequisite: IT 388

IT 488: NETWORK DESIGN EXTERNSHIP
This course gives students practical job experience in the information technology field. Students will arrange an externship working in an IT position with a cooperating employer. The externship provides students an opportunity to learn about the IT career field through practical, real-world experiences and mentoring from an IT professional. This experience will enrich students’ technology skills and provide a better understanding of the level of expertise needed to be successful in their career. Externships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without the Dean’s approval.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

IT 490: MULTIMEDIA SCRIPTING
Students will learn to use the ActionScript programming language to create powerful, compelling, and highly interactive digital content for the web. The course focuses on teaching students how to use and write functions, understanding classes, the use of text and arrays, advanced graphics and animation tools, working with multimedia, and adding advanced interactivity. Students will work step-by-step through various scripts to create animation control for real-world interactive website applications.
Quarter Credit Hours: 6
Prerequisite: IT 373

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.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Program Chair

Legal Studies

Environmental Policy and Management (EM)

EM 101: INTRODUCTION TO ENVIRONMENTAL POLICY AND MANAGEMENT
This course will explore the origins of the major environmental laws and their intent, structure, and limitations in the United States. It will examine the laws' evolution and implementation over the past few decades with particular focus on the relationship between the federal government and the states. The course will also address the subsequent rise of the environmental movement and its influence on legislation.
Quarter Credit Hours: 5
Prerequisite: None

EM 205: THE POLITICS OF MANAGING THE ENVIRONMENT
This course is designed to provide an introduction to the study of environmental politics and policy in the United States from federal to state and local levels. It explores the role of key policy groups in environmental policy formation and implementation. Additionally, there is an examination of the role of grassroots movements in shaping public policies.
Quarter Credit Hours: 5
Prerequisite: EM 101

EM 305: THE ECONOMICS OF ENVIRONMENTAL POLICY AND MANAGEMENT
This course will focus on environmental policy analysis from the perspective of economics and management. Students will examine the economic concepts of efficiency, valuation criteria, instrument design, and cost analysis. Particular attention will be paid to the application of economic principles and related techniques to support decision making and policy in pursuit of sustainable development.
Quarter Credit Hours: 6
Prerequisite: MM 207

EM 410: THE GLOBAL ENVIRONMENT
This course will explore the impact of social and economic processes on the global environment. Students will examine global ecological interdependence and its implications for the institutions of governance, both nationally and internationally.
Quarter Credit Hours: 6
Prerequisite: None

EM 430: ENVIRONMENTAL POLICY ANALYSIS
Students will examine how developing and analyzing environmental policies involves balancing social, political, and economic considerations. This course encompasses the process of policy analysis, stakeholder impact, methods of analyzing and selecting the most appropriate policy response, and the effective communication of results to constituents and policymakers.
Quarter Credit Hours: 6
Prerequisite: EM 101

EM 499: BACHELOR'S CAPSTONE IN ENVIRONMENTAL POLICY AND MANAGEMENT
This capstone course is the culminating experience for the Bachelor of Science in Environmental Policy and Management. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills required throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty member in the School.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

Legal Studies (LS)

LS 100: EIGHT SKILLS OF THE EFFECTIVE LEGAL STUDIES STUDENT
This course is an important component of the new student experience in the School of Legal Studies' legal studies program at Kaplan University. It is designed to ensure legal studies students' successful social and academic transition into and pursuit of academic excellence within the Kaplan University community and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) through dynamic and engaging interactions and presentations by practicing professionals. Real-life examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.
Quarter Credit Hours: 5
Prerequisite: None

LS 102: INTRODUCTION TO LAW
In this course, students will get an introductory overview of law as it developed historically, the American legal system, and the role and influence of law in society, business, personal behavior, communication, and thought.
Quarter Credit Hours: 5
Prerequisite: None

LS 302: ADVANCED ENVIRONMENTAL LAW AND POLICY
This course is an exploration of the statutory and regulatory basis of environmental law and will provide a basic overview of the major state and federal acts and regulations governing environmental law.
Quarter Credit Hours: 6
Prerequisite: EM 101, LS 102, PA 101, PO 101, or PP 101

LS 305: CONSTITUTIONAL LAW
This course provides students with a view of constitutional law's historical development of legal principles as well as the philosophical foundations of American legal principles. Significant trends in constitutional law as well as current issues in development of law and the balance between bureaucracy and democracy in a free society are presented.
Quarter Credit Hours: 6
Prerequisite: PA 101 or LS 102

LS 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.
Quarter Credit Hours: 6
Prerequisite: PA 201 or any legal research course

LS 311: BUSINESS LAW
This course introduces the fundamentals of the U.S. legal system as it applies to business in the contemporary global economy. Areas covered include the legal environment of business, torts and crimes, contracts, employment relations, and business organizations. The course will also look at the relationship between business and law in the context of current events that impact our communities.
Quarter Credit Hours: 6
Prerequisite: None

LS 312: ETHICS AND THE LEGAL ENVIRONMENT
Students apply ethical theories to business situations and evaluate the effects various decisions have on stakeholders. Topics include the foundations of moral development and ethical decision making; business ethics; corporate social responsibility and stakeholder management; and the responsibilities of business to employees, the environment, community, customers, and shareholders.
Quarter Credit Hours: 6
Prerequisite: None

LS 320: HEALTH LAW SURVEY
This course introduces students to the legal issues associated with the health care delivery system, health care providers, and the regulation of health care. Among the topics to be covered are licensing, quality control, patient/professional relationships, health care organizations, regulatory aspects of health care, and liability of health care professionals and institutions.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102
LS 420: HEALTH CARE POLICY
This course explores the legal, political, and socioeconomic principles underlying the development, implementation, and trends in public health policies related to national and international health care initiatives. Emphasis will be given to an analysis of the development of current health policies and future health policy directions.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

LS 481: DIRECTED STUDIES IN LEGAL STUDIES
In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 1
Prerequisite: Third- or fourth-year student or enrollment in the Advanced Start Bachelor of Science in Paralegal Studies degree option or the Advanced Start Bachelor of Science in Legal Studies degree option

LS 482: DIRECTED STUDIES IN LEGAL STUDIES
In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 2
Prerequisite: Third- or fourth-year student or enrollment in the Advanced Start Bachelor of Science in Paralegal Studies degree option or the Advanced Start Bachelor of Science in Legal Studies degree option

LS 483: DIRECTED STUDIES IN LEGAL STUDIES
In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 3
Prerequisite: Third- or fourth-year student or enrollment in the Advanced Start Bachelor of Science in Paralegal Studies degree option or the Advanced Start Bachelor of Science in Legal Studies degree option

LS 484: DIRECTED STUDIES IN LEGAL STUDIES
In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 4
Prerequisite: Third- or fourth-year student or enrollment in the Advanced Start Bachelor of Science in Paralegal Studies degree option or the Advanced Start Bachelor of Science in Legal Studies degree option

LS 485: DIRECTED STUDIES IN LEGAL STUDIES
In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 5
Prerequisite: Third- or fourth-year student or enrollment in the Advanced Start Bachelor of Science in Paralegal Studies degree option or the Advanced Start Bachelor of Science in Legal Studies degree option

LS 486: DIRECTED STUDIES IN LEGAL STUDIES
In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 6
Prerequisite: Third- or fourth-year student or enrollment in the Advanced Start Bachelor of Science in Paralegal Studies degree option or the Advanced Start Bachelor of Science in Legal Studies degree option

LS 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.
Quarter Credit Hours: 6
Prerequisite: LS 308

LS 493: BACHELOR OF SCIENCE IN LEGAL STUDIES INTERNSHIP
This course will provide students with practical experience in a professional field. This course is an opportunity to combine academic theory with new, career-related experience in legal studies, political science, environmental policy, or a closely related field. At least 15 hours per week must be devoted to tasks that apply theory and academic content in a professional setting for a minimum of 150 hours. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

LS 498: BSLS CAPSTONE (RESEARCH OPTION)
This course is the research capstone option for students in the Bachelor of Science in Legal Studies degree program. Students will conduct approved scholarly research and finalize their e-Portfolio. Students will identify a topic for research, conduct a law and literature review, synthesize relevant law and scholarly literature, and prepare a formal research paper of no less than 25 pages that conforms to Bluebook and American Psychological Association (APA) style with a cover page, abstract, bibliography, and properly formatted citations.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean
**Paralegal Studies (PA)**

**PA 101: THE PARALEGAL PROFESSIONAL**
This is an introductory course that will familiarize students with the role of the paralegal in both the workplace and the American legal system. The course is designed to expose students to current trends and issues in the profession, the regulation of the profession, the professional associations available to the paralegal, as well as the ethical considerations associated with the legal profession. Students will also receive basic introductions into the various areas of legal practice, such as law office organization, legal research, and litigation and advocacy. This course will provide students with a good introductory overview of the paralegal's role and contribution to today's legal system.
Quarter Credit Hours: 5
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 write legal memos, briefs, and pleadings. Students will also receive basic introductions into the various areas of legal practice, such as law office organization, legal research, and litigation and advocacy. This course will provide students with a good introductory overview of the paralegal's role and contribution to today's legal system.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
Prerequisite: None

**PA 110: CIVIL LITIGATION**
This course introduces students to civil litigation, the civil law process, rights, and 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.
Quarter Credit Hours: 5
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

**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.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

**PA 165: INTRODUCTION TO TORTS**
This course is an introduction to the broad area of civil wrongs and their appropriate remedies as well as tort law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance, and commonly employed defenses.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

**PA 201: INTRODUCTION TO 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.
Quarter Credit Hours: 5
Prerequisite: Prerequisites: CM 220 and PA 205

**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 the principles of agency, how to form a corporation, and how to distinguish among different forms of business.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

**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.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

**PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING**
Some of the tasks performed by a skilled paralegal are to summarize statutes or regulations, analyze the component parts of written opinions of appellate judges through briefing, identify the legal issues in a fact pattern, and apply the reasoning of relevant legal authorities to a fact pattern. Students who successfully complete this course will be able to analyze and synthesize legal authorities and draft correspondence and memoranda commonly used in the practice of law.
Quarter Credit Hours: 5
Prerequisite: Any College Composition I course

**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.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

**PA 230: INTRODUCTION TO LEGAL**
TECHNOLOGY
Technology is pervasive and the modern law office is chock-full of technological appliances, tools, and applications that the paralegal must be able to master. At the core of most software applications are the basics—word processors, spreadsheets, databases, and tools for presentations. Of course, the ubiquitous communication tool, email, is the center of modern electronic communications. This course will explore the most common tools and applications found in law firms and those that every “technology-literate” paralegal must know. Word processing, document assembly programs, and tools for case management, time and billing, calendaring, electronic communications, and creating presentations are a few of the topics explored in this course. Students will leave this course with a solid foundation of the basics in legal technology.
Quarter Credit Hours: 5
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102
Corequisite: Students enrolled in the Advanced Start Bachelor of Science in Paralegal Studies degree option: PA 101

PA 250: FAMILY LAW
This course presents major issues in family law such as the nature of marriage, antenuptial contracts, annulments, separation, divorce, child custody, child support, alimony, tort action, adoption, property distribution, and current trends.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

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 and procedural practices in a law office, licensing and certification, and more.
Quarter Credit Hours: 5
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

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.
Quarter Credit Hours: 5
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 261: BANKRUPTCY AND DEBTOR-CREDITOR LAW
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, creditors' remedies, the Uniform Fraudulent Conveyances Act, and exempt property. Chapters 7, 11, and 13 of the Bankruptcy Code are also presented.
Quarter Credit Hours: 5
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 280: ASSOCIATE OF APPLIED SCIENCE IN PARALEGAL STUDIES INTERNSHIP
This course will provide students enrolled in the Associate of Applied Science in Paralegal Studies program with practical experience in a professional field. This course is an opportunity to combine academic learning with new, career-related experiences in paralegal studies.
Quarter Credit Hours: 5
Prerequisite: PA 101 or LS 102

PA 299: ASSOCIATE'S CAPSTONE—PROJECT
This course builds on the concepts that students have mastered throughout the course of their paralegal studies program. The capstone course integrates the core concepts exemplified in the paralegal program outcomes, with application to fact scenarios that present relevant legal issues.
Quarter Credit Hours: 5
Prerequisite: Last term or permission from 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.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

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.
Quarter Credit Hours: 6
Prerequisite: PA 110

PA 303: LANDLORD AND TENANT LAW
This course is designed to introduce students to key elements of leases, applicable statutory law regarding landlord and tenant rights, the nuts and bolts of landlord/tenant litigation, and ways to avoid and/or resolve landlord/tenant disputes.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 305: LAW OFFICE MANAGEMENT
Legal professionals are often called upon to handle office management functions. Effective law office managers save their offices time and money and become valuable members of the legal team. The management skills covered in this course can be applied to any office. This course guides students in creating a procedures manual that can be used at the office and as a portfolio of their work.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 310: TORT LAW
As a paralegal, you must be familiar with tort law, as you will undoubtedly encounter tort issues at some time, no matter in what area of law you work. This course includes topics such as negligence, defamation, malpractice, strict liability, product liability, intentional torts, misrepresentation, and defenses to torts. You will explore torts in the areas of accidents, medical malpractice lawsuits, and wrongful death claims.

Quarter Credit Hours: 6
Prerequisite: PA 165

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 warnings 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.

Quarter Credit Hours: 6
Prerequisite: PA 110 or PA 165

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.

Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

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 related to legal research and medical record reading. A major component of the course is the application of knowledge to specific legal issues, real and hypothetical.

Quarter Credit Hours: 6
Prerequisite: PA 110, PA 165, or PA 310

PA 335: TRIAL AND COURTROOM PRESENTATION
This course will introduce students to tools for creating presentations for trial and courtroom presentation. The creation of high-quality courtroom graphics does not have to be an expensive, hard-to-manage process. This course shows students how to create clear and convincing charts, diagrams, and graphics. Students will learn how to create timelines, case chronologies, legal flowcharts, trial graphics, calendars, and much more.

Quarter Credit Hours: 6
Prerequisite: PA 230

PA 342: INSURANCE LAW
This course provides a comprehensive overview of insurance law and explains various types of insurance. The nature of insurance and insurable interests are considered, along with the nature and definition of risks, persons insured, and procedures for filing claims. The insurer’s defenses are covered, as well as waiver and estoppel, the measure of recovery, the insurer's duty to defend, and subrogation. Finally, this course considers insurance bad faith causes of action, reinsurance, bonds, and how the insurance industry is regulated.

Quarter Credit Hours: 6
Prerequisite: PA 130

PA 350: SOCIAL SECURITY DISABILITY LAW
This course will cover the essentials of representing a claimant before the Social Security Administration for benefits under Title II (Disability Insurance Benefits). Students will gain a working knowledge of the five-step sequential evaluation process and an understanding of the steps used to qualify a claimant at each step. In addition, the course will cover the terminology, ethics, representation requirements, administrative structure, processes, and typical activities encountered in the social security disability claims process.

Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 401: ADVANCED LEGAL WRITING
The course focuses on researching legal issues and drafting legal 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). This course also teaches students how to present the results of research in professional memorandum format, helps students acquire skills in briefing and analyzing court opinions and writing legal memoranda, and teaches students how to prepare legal documents from various areas of practice. The course is intended to prepare students for the demands of a legal practice environment.

Quarter Credit Hours: 6
Prerequisite: PA 201

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

Quarter Credit Hours: 6
Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 412: ALTERNATIVE DISPUTE RESOLUTION
This course introduces alternative methods to litigation for resolving disputes including negotiation, mediation, and arbitration. Topics covered include: 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. In addition, the course addresses both the law and the practices of domestic and international commercial arbitration, which includes: a) federal and state statutes favoring arbitration, international treaties, and judicial review of arbitration awards; b) choosing the arbitrators; c) drafting arbitration clauses; and d) the lawyer’s conduct in an arbitration and how the skills used differ from those used in litigation.

Quarter Credit Hours: 6
PO 101: INTRODUCTION TO POLITICAL SCIENCE
Prerequisite: Students enrolled in a legal studies program: LS 102

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.
Quarter Credit Hours: 6
Prerequisite: PA 250

PA 425: ELDER LAW
Approximately 12 percent, or 37.3 million, of the U.S. population is over 65 years of age (Administration on Aging, 2006) and this number is growing. The National Crime Victimization Survey (NCVS) reported that the rate of violent crime victimization of those older than 65 was about 5 out of every 1,000 individuals (Bureau of Justice Statistics, 2006). The elderly and their families have unique needs and face unique challenges. This course will focus on the specific legal needs of the elderly and their families. The elderly are at risk for victimization and potential abuse. Students will be introduced to those issues, including physical, psychological, and financial abuse, as well as neglect, abandonment, and exploitation. In addition, the course will examine the attorney/client relationship, programs available to the elderly and their families, choices for housing and adult care, Medicaid and Medicare planning, estate planning, and family law issues.
Quarter Credit Hours: 6
Prerequisite: PA 250

PA 493: PARALEGAL INTERNSHIP
This course will provide students in the School of Legal Studies’ Bachelor of Science in Paralegal Studies with practical experience in a professional field. During the 10-week term, 150 hours of service are required. This course is an opportunity to combine academic theory with new, career-related experience in paralegal studies. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
Quarter Credit Hours: 6
Prerequisite: Permission from the Dean, a GPA of 3.75, and completion of at least 25 undergraduate quarter credit hours

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 degree 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.
Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

Political Science (PO)

PO 101: INTRODUCTION TO POLITICAL SCIENCE
Prerequisite: PO 101; students enrolled in a legal studies program: LS 102
This course introduces students to the basic concepts and ideas of political science in the areas of political theory, governmental institutions, political economy, and comparative politics. The course examines the unique interdisciplinary nature of political science among the social sciences. Particular emphasis is placed on the history of political thought and its influence on contemporary political ideologies, different types of political systems, and the roles of various political actors, both within those systems and in the global context.
Quarter Credit Hours: 5
Prerequisite: None

PO 300: POLITICAL THEORY
This course examines political theory in terms of the basic questions political theorists strive to address: What are the rights and duties of the citizenry? Who should wield power, how should it be obtained, and what limits should be placed on it? What is justice and how is it administered effectively? What rules should govern the public discourse, and how should they be established? Students will explore political thought both in historical and contemporary context, with emphasis on the ideas of nineteenth and twentieth century political theorists.
Quarter Credit Hours: 6
Prerequisite: PO 101

PO 320: POLITICS AND INTEREST GROUPS
This course examines the influence of organized interest groups on the U.S. political system, and the positive and negative aspects of that influence. Students will study various types of interest groups such as citizen, business, and trade groups, lobbying firms, political networks, religious institutions, and nonprofits. They will examine strategies used to advance their respective social, political, economic, or ideological agendas, to influence public opinion, set the terms of debate, raise issue awareness, or influence legislative outcomes and policy decisions.
Quarter Credit Hours: 6
Prerequisite: PO 101

PO 400: INTERNATIONAL RELATIONS
This course explores international relations, with a contextual focus on current U.S. foreign policy. It examines the various dynamics and political actors involved in formulating foreign policy, and the values that guide specific foreign policy approaches. Through critical analysis, the student will assess the effectiveness of particular policies, in terms of their intended goals, underlying rationale, effective implementation, and actual results.
Quarter Credit Hours: 6
Prerequisite: PO 101

PO 420: GLOBAL POLITICS
Students will analyze comparative global politics in the context of social, economic, and governing institutions. Areas of analysis will encompass the global economic system, trade and security, the rise of international organization, and the relationship between emerging and industrialized countries.
Quarter Credit Hours: 6
Prerequisite: PO 101

PO 430: CAMPAIGNS, ELECTIONS, AND THE MEDIA
This course examines the U.S. election process, the strategies employed by candidates and their campaigns to achieve electoral
victory, and the various ways that media outlets influence the final vote tally. The course will analyze campaign and media strategies based on behavioral and data metrics.

Quarter Credit Hours: 6
Prerequisite: PO 101

**PO 499: BACHELOR'S CAPSTONE IN POLITICAL SCIENCE**

This capstone course is the culminating experience for the Bachelor of Science in Political Science. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills required throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty person in the School.

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

**Nursing**

**Practical Nursing (NR)**

**NR 101: MEDICAL TERMINOLOGY**

In this course, students are taught basic principles and skills to understand medical terminology. Topics include basic prefixes, suffixes, word roots, and plural rules, along with word analysis, word building, spelling, and pronunciation for all body systems. Students are taught medical terms for anatomy and physiology, diagnostic, lab, and surgical procedures, and pharmacology. (Onsite only)

Quarter Credit Hours: 3
Prerequisite: None

**NR 102: CONCEPTS OF NURSING**

The course provides students with an introduction to the nursing process, the role of the practical nurse, and the concepts of teamwork and culturally competent care. The course introduces students to the ethical issues commonly encountered in providing care to clients. Students are taught about the impact of changes in health care delivery systems on the resources and care provided to clients. (Onsite only)

Quarter Credit Hours: 3
Prerequisite: None

**NR 103: GERIATRIC NURSING**

This course teaches students to apply the nursing process and provide appropriate nursing care to the older adult population. Students examine the theories related to aging, the physical and psychosocial changes that occur with age, and the nursing practices that support client safety and promote health and healing. Students are taught the role of the practical nurse in addressing the issues faced by older adults and their caregivers in the final stages of life. (Onsite only)

Quarter Credit Hours: 3
Prerequisite: NR 101 and NR 102

**NR 120: CLINICAL PHARMACOLOGY**

In this course, students are taught classifications, sources, actions, side effects, and adverse reactions of commonly used medications. Topics include medication contraindications and accurate dosing. Emphasis is placed on medications, procedures, regulations, and issues related to the administration of drugs. Special attention is given to the administration of medications for the pediatric and geriatric patient populations. Students have the opportunity to practice and demonstrate competency in basic medication administration skills and procedures. (Onsite only)

Quarter Credit Hours: 5
Prerequisite: NR 140

**NR 130: FUNDAMENTALS OF NURSING**

This course introduces the fundamental practical nursing principles and skills, including the clinical knowledge needed to work as a practical nurse. The course focuses on using an interdisciplinary approach for providing care to adults across the life span. The nursing process is introduced to provide students the framework for adapting and implementing care plans. There is an emphasis on critical thinking and the ability to apply the roles of the practical nurse in the client care setting. (Onsite only)

Quarter Credit Hours: 9
Prerequisite: NR 102

**NR 140: NORMAL GROWTH AND DEVELOPMENT**

This course provides the practical nursing student with information and principles of normal growth and development of the client, from the infant to the young adult. Theories by such researchers as Erikson and Piaget are discussed. Emphasis is placed upon the stages of development and their link to common events and adaptations. The use of critical thinking to make problem-solving decisions about medical-surgical health care needs is presented with references to the normal growth and development of all clients. Cultural and spiritual aspects of client care as well as loss, grief, and the dying client are included in this course. (Onsite only)

Quarter Credit Hours: 3
Prerequisite: None

**NR 150: MEDICAL-SURGICAL NURSING**

In this course, students are introduced to critical thinking and problem-solving skills to assist in caring for medical-surgical patients. Students are also taught pre- and post-operative care skills, principles of managing pain, and basic oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical-surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical-surgical settings. (Onsite only)

Quarter Credit Hours: 11
Prerequisite: NR 120 and NR 130

**NR 160: MENTAL HEALTH NURSING**

In this course, students are taught the role of the practical nurse in addressing the needs of clients in psychiatric and mental health settings. Students are also taught how to support and protect clients during mental health situations in both psychiatric and nonpsychiatric clinical settings. Topics include principles of health promotion, mental health theory, maintenance, ethics, and restoration across the life span for the client with mental health problems. Through structured clinical assignments, this course is designed to provide practice in nonpsychiatric settings. (Onsite only)

Quarter Credit Hours: 5
Prerequisite: NR 140
NR 165: ADVANCED MEDICAL-SURGICAL NURSING I
In this course, students are taught critical thinking and problem-solving skills to assist in caring for medical-surgical patients. Students are also taught pre- and post-operative care skills, principles of managing pain, and oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical-surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical-surgical settings. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: NR 150

NR 170: MATERNAL INFANT NURSING
In this course, students are taught the role of the practical nurse in addressing the needs of childbearing families. Topics include health promotion, ethics, communication, and complication management for the antepartum, intrapartum, and postpartum patient and the neonate. Through structured clinical assignments, this course is designed to provide practice of fundamental nursing skills in maternity and obstetrics settings. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: NR 160 and NR 165

NR 180: PEDIATRIC NURSING
In this course, students are taught the role of the practical nurse in addressing the health needs of children and their families. Topics include ethics, communication, and decision-making skills related to health promotion, maintenance, and restoration for the pediatric population. Emphasis is placed on caring for children with normal and abnormal growth and development. Through structured clinical assignments, this course is designed to provide practice of fundamental nursing skills in pediatric settings. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: NR 160 and NR 165

NR 185: ADVANCED MEDICAL-SURGICAL NURSING II
In this course, students are taught to apply critical thinking and problem-solving skills to assist in caring for medical-surgical patients. Students are also taught pre- and post-operative care skills, principles of managing pain, and oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of complex medical-surgical patients with common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in practical nursing procedures in medical-surgical settings. (Onsite only)
Quarter Credit Hours: 4
Prerequisite: NR 165

NR 190: ROLE TRANSITION
The course provides students with the opportunity to apply the nursing process. This is the final course in the degree plan, and students participate in identifying adaptations to the care plan and its implementation. Students use principles of health promotion, maintenance and restoration, and physiological integrity to address client health care needs. Clinical experiences are based on nursing procedures, skills, and critical thinking learned in previous nursing courses. The student applies knowledge of leadership roles in a clinical facility. The course expands on the ethical issues commonly encountered in providing care to clients. Students are taught about the impact of changes in health care delivery systems on the resources and care provided to clients. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: NR 160 and NR 165

NR 200: HUMAN ANATOMY AND PHYSIOLOGY
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; the integumentary, musculoskeletal, nervous, and endocrine systems; and special senses. Other topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as metabolism, acid-base balance, and fluid and electrolyte balance. (Onsite only)
Quarter Credit Hours: 5
Prerequisite: None

Nursing (NU)

NU 102: NURSING FUNDAMENTALS
This course introduces students to the role of the professional registered nurse, the role of other health care providers, and the health care system from historical, legal, and ethical perspectives. Topics will include health and health promotion throughout the lifespan with a focus on the nursing process. Students will learn initial assessment and vital sign monitoring. With an emphasis on client safety, students will learn the fundamental nursing skills of communicating therapeutically, providing comfort, bathing and personal care, meeting nutritional needs, and assisting with mobility. Cultural diversity and care of the older adult will be introduced. Students will learn to effectively document client records and to provide reports to other providers. This course includes lab and clinical components.
Quarter Credit Hours: 7
Prerequisite: MM 212, SC 131, and SC 246 | Corequisite: NU 104 and NU 107

NU 103: ROLE TRANSITIONS FOR THE LPN/VN-TO-RN
This course is designed to augment the licensed practical nurse’s basic knowledge and skills with professional concepts required of a registered nurse. This course focuses the student toward the professional practice standards inherent in the role of the registered nurse, as defined by the American Nurses’ Association, as well as the legal and ethical considerations commonly encountered by nurses. In addition, students work to understand the care of patients across the life span and health and wellness continuum, focusing on patient safety and the integration of evidence-based processes. Upon successful completion of this course, the student will be eligible to continue in the Associate of Science in Nursing program.
Quarter Credit Hours: 5
Prerequisite: Active PN/VN license; MM 212 and SC 246 | Corequisite: NU 104 and NU 107

NU 104: PATHOPHYSIOLOGY FOR NURSING
This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing professional nursing clinical decision-making skills for health promotion, risk reduction, and disease management across the life span. The course provides a comprehensive nursing approach to common alterations in body systems and addresses etiology, clinical presentation, and appropriate treatment of the disease process.
NU 106: NURSING FUNDAMENTALS
This course introduces students to the role of the professional registered nurse, the role of other health care providers, and the health care system from historical, legal, and ethical perspectives. Topics will include health and health promotion throughout the lifespan with a focus on the nursing process. Students will learn initial assessment and vital sign monitoring. With an emphasis on client safety, students will learn the fundamental nursing skills of communicating therapeutically, providing comfort, bathing and personal care, meeting nutritional needs, and assisting with mobility. Cultural diversity and care of the older adult will be introduced. Students will learn to effectively document client records and to provide reports to other providers. This course includes lab and clinical components.
Quarter Credit Hours: 7
Prerequisite: MM 212, SC 131, and SC 246 | Corequisite: NU 104 and NU 107

NU 107: PHARMACOLOGY FOR NURSING
In this course, students are taught basic principles of pharmacology including its relationship to the health of individuals and families. Course topics include drug actions, drug interactions, therapeutic and adverse effects of drugs, food-drug interactions, drug classifications, and the basic pharmacology of commonly used medications. Emphasis is placed on nursing responsibilities and client education.
Quarter Credit Hours: 6
Prerequisite: MM 212, SC 131 or active LPN license, and SC 246 | Corequisite: NU 104

NU 111: MEDICAL-SURGICAL NURSING I
This course will prepare students to use the nursing process to care for adult medical and surgical clients. The course will focus on developing basic critical thinking, health promotion, communication, and assessment skills. Care planning, nursing interventions, patient education, and health care technologies will also be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: respiratory, cardiac, renal, endocrine, and peripheral vascular. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 5
Prerequisite: NU 102, NU 103, or NU 106, and NU 107

NU 112: MEDICAL-SURGICAL NURSING I FOR THE LPN/VN-TO-RN
This course will allow the LPN/VN student to expand upon their knowledge of the nursing process in caring for adult medical and surgical clients. The course will focus on developing basic critical thinking, health promotion, communication, and assessment skills. Care planning, nursing interventions, patient education, and health care technologies will also be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 6
Prerequisite: NU 103, NU 104, and NU 107

NU 113: MEDICAL-SURGICAL NURSING I
This course will prepare students to use the nursing process to care for adult medical and surgical clients. The course will focus on developing basic critical thinking, health promotion, communication, and assessment skills. Care planning, nursing interventions, patient education, and health care technologies will also be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: respiratory, cardiac, renal, endocrine, and peripheral vascular. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 7
Prerequisite: NU 102 or NU 106, NU 104, and NU 107

NU 122: MATERNAL INFANT NURSING
This course will prepare students to care for women and infants during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include issues affecting childbearing families including fertility, pregnancy, childbirth, postpartum care, and common problems in infancy. The course will also address common mental health issues affecting families during the transition to parenthood. Through clinical and/or laboratory simulation experiences, students will address the health needs of women and infants before, during, and after pregnancy as well as throughout infancy.
Quarter Credit Hours: 6
Prerequisite: NU 111 or NU 113; courses may also be taken as corequisites

NU 124: MATERNAL INFANT NURSING FOR THE LPN/VN-TO-RN
This course will allow the LPN/VN student to expand upon their knowledge to care for women and infants during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include issues affecting childbearing families including fertility, pregnancy, childbirth, postpartum care, and common problems in infancy. The course will also address common mental health issues affecting families during the transition to parenthood. Through clinical and/or laboratory simulation experiences, students will address the health needs of women and infants before, during, and after pregnancy as well as throughout infancy.
Quarter Credit Hours: 5
Prerequisite: NU 103, NU 104, and NU 107 | Prerequisite or Corequisite: NU 112

NU 132: MEDICAL-SURGICAL NURSING II
This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. The course will focus on the application of critical thinking, risk reduction, communication, and assessment skills developed in Medical-Surgical Nursing I. Care planning, nursing interventions, patient education, and health care technologies will be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 6
Prerequisite: NU 111, NU 112, or NU 113

NU 222: PEDIATRIC NURSING
In this course, students will learn about normal growth and development of children, health care needs of children and families, health promotion, risk reduction, and childhood health problems of acute and long-term nature, as well as the influence of illness on the growth of children.
This course will prepare students to care for adult clients experiencing complex multisystem medical-surgical, rehabilitative, or restorative conditions. The course will focus on the application of management, leadership, critical thinking, risk reduction, communication, and assessment skills. In addition to the refinement of clinical skills and knowledge gained in Medical-Surgical Nursing I and II, students will gain experience in practice management, leadership roles, and the use of health care technologies within their clinical practice. Clinical placements will take place across a variety of settings.

Quarter Credit Hours: 6
Prerequisite: NU 132

NU 244: MENTAL HEALTH NURSING

In this course, students are taught the major theoretical concepts in mental health related to the assessment of needs and the planning of care for persons with mental health problems. Emphasis is placed on examination of mental health disorders and the various roles and functions of the mental health nurse. Through structured, sequential, competency-based clinical and/or lab assignments, the student will care for persons with mental health conditions requiring professional treatment.

Quarter Credit Hours: 5
Prerequisite: NU 111 or NU 113, and PS 124

NU 243: MENTAL HEALTH NURSING FOR THE LPN/VN-TO-RN

This course will allow the LPN/VN student to expand upon their knowledge of normal growth and development of children, health care needs of children and families, health promotion, risk reduction, and childhood health problems of an acute and long-term nature, as well as the influence of illness on the family. Through structured, sequential, competency-based clinical assignments and/or simulation experiences, the LPN/VN student will address the health and nursing needs of children and beginning/developing families.

Quarter Credit Hours: 5
Prerequisite: NU 112 and PS 124

NU 261: MEDICAL-SURGICAL NURSING III

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

Quarter Credit Hours: 6
Prerequisite: NU 132

NU 262: MEDICAL-SURGICAL NURSING III

This course will prepare students to care for adult clients
NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS
This course will facilitate the transition of the registered nurse into a professional nursing leadership role and introduce the major components of leadership that are part of the Kaplan University School of Nursing program. This course builds upon the previous knowledge and experience of the RN and is required prior to the student's enrollment in any other nursing course. The student will examine personal values and goals along with professional roles to explore nursing leadership and create a professional development plan. Topics covered in the course include professional nursing roles, culture and values for community care, leadership, and research.
Quarter Credit Hours: 4
Prerequisite: NU 309 | Corequisite: NU 301

NU 301: FUNDAMENTALS OF NURSING CARE
This course introduces the student to the art and science of nursing. The student will learn to combine the cognitive, psychomotor, legal, and ethical skills necessary to provide safe, effective, and evidence-based care. Topics include patient safety, cultural competency, bathing and grooming, personal care, assisting with mobility, assisting with elimination, and professional communication skills. Emphasis is placed on the beginning application of therapeutic communication techniques. Introductory application to documenting patient care, the clinical reasoning process, and health promotion will also be presented. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 6
Prerequisite: Admission to the program

NU 301ME: FUNDAMENTALS OF NURSING CARE CLINICAL
This course will allow students to apply theory and concepts presented in the Fundamentals of Nursing Care course. Students will demonstrate basic nursing skills and the assessment techniques used to identify and communicate normal findings and common deviations from normal in laboratory, simulation, and clinical settings. Students will begin to plan basic nursing care for clients across the life span by identifying pathophysiological processes and nursing problems, and the appropriate interventions to address patients' current health status. The student will demonstrate introductory documentation skills and use therapeutic communication techniques with patients and the members of the interdisciplinary team. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 60 hours of clinical experience.
Quarter Credit Hours: 4
Prerequisite: NU 309 | Corequisite: NU 301

NU 304: CULTURAL HEALTH AND WELLNESS STRATEGIES
This course builds on previously acquired skills and learning from nursing and the biological and social sciences. Students will discuss the use of effective communication strategies when caring for patients of diverse cultures. Students will use these strategies to conduct a health history of multicultural individuals and families across the life span. Students will also prepare a holistic health promotion strategy. The use of “virtual families” as patients in this course provides students with realistic situations in which they will collaborate with faculty and other students in the development of health promotion strategies appropriate to the assessment data collected.
Quarter Credit Hours: 6
Prerequisite: NU 301

NU 305: CLINICAL PHARMACOLOGY
In this course, students are taught basic principles of pharmacotherapy in relation to the treatment of health problems throughout the life span. Students learn the steps for all routes of medication administration. Course topics include pharmacodynamics, pharmacokinetics, and basic pharmacology of commonly used medications. Emphasis will be placed on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of medications.
Quarter Credit Hours: 5
Prerequisite: NU 301 and clinical, and NU 307

NU 307: PHYSICAL ASSESSMENT
In this course, students will learn approaches to the holistic assessment of health, focusing primarily on physical assessment. Interviewing techniques required in the collection of a health history will be presented. Assessment techniques including inspection, palpation, percussion, and auscultation will be applied to each body system. Students will differentiate normal from abnormal assessment findings based on age, gender, and ethnicity. Students will properly document subjective and objective assessment findings.
Quarter Credit Hours: 5
Prerequisite: None | Corequisite: NU 301

NU 309: PATHOPHYSIOLOGY FOR NURSING
This course explores the pathophysiology of common disease states emphasizing nursing application. The student will address scientific principles essential to understanding alterations in body systems and will develop professional nursing clinical decision making for health promotion, risk reduction, and disease management across the life span. The course examines implications for nursing practice on common alterations in body systems and addresses etiology, clinical presentation, and appropriate treatment of the disease process.
Quarter Credit Hours: 4
Prerequisite: SC 131 and SC 246

NU 310: NURSING RESEARCH
This course applies the steps of the research process in order to critique a research article and to provide the knowledge for students to become proficient at producing research. Students will also construct a viable research question. They will gain the necessary skills to identify and critique the research articles from research literature and develop a plan for application to clinical practice. Students are given the opportunity to understand ethical principles by becoming a participant in a scenario that might occur when conducting research. The highlight of the course is placed on producing and evaluating nursing research.
Quarter Credit Hours: 6
Prerequisite: MM 207 and HU 280 or equivalent | Prerequisite or Corequisite: NU 307 or NU 333

NU 311: NURSING CARE OF ADULTS I
This course prepares students to implement the nursing process in the care of adult health issues. Physiological, pathophysiological, and
psychosocial concepts, care planning, and health promotion of the adult acute care patient will be addressed. The use of evidence-based practice and critical thinking will be emphasized. Nursing care from a holistic approach will be discussed. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 5
Prerequisite: NU 301 and clinical | Corequisite: State-specific clinical course

**NU 311ME: NURSING CARE OF ADULTS I CLINICAL**

This course will allow students to apply theory and concepts presented in Nursing Care of Adults I. Skills, simulations, and clinical experiences will focus on the acute care of adult patients. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 90 hours of clinical experience.

Quarter Credit Hours: 5
Prerequisite: NU 301 and clinical | Corequisite: NU 311

**NU 321: NURSING CARE OF CHILDBEARING FAMILIES**

This course will prepare the student to provide care to women, newborns, and families during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include general fertility issues, pregnancy, childbirth, postpartum care, and common problems in infancy. In addition, the course will consider common mental health issues affecting families during the transition to parenthood. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 4
Prerequisite: NU 305; NU 311 and clinical | Corequisite: State-specific clinical course

**NU 321ME: NURSING CARE OF CHILDBEARING FAMILIES CLINICAL**

This course will allow students to apply theory and concepts presented in the Nursing Care of Childbearing Families course. Students will apply the nursing process to childbearing families in prenatal, labor and delivery, postpartum, and neonatal periods. Skills, simulations, and clinical experiences will focus on care of childbearing families. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 60 hours of clinical experience.

Quarter Credit Hours: 3
Prerequisite: NU 311 and clinical | Corequisite: NU 321

**NU 327: NURSING CARE OF CHILDREN, ADOLESCENTS, AND FAMILIES**

This course examines the health needs of children and families. The health care needs of children and families will be emphasized in order to promote optimum health and development for children at any stage of health or illness. This course will address the genetic and environmental factors impacting the growth and development of children and adolescents. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 4
Prerequisite: NU 310; NU 321 and clinical | Corequisite: State-specific clinical course

**NU 327ME: NURSING CARE OF CHILDREN, ADOLESCENTS, AND FAMILIES CLINICAL**

This course will allow students to apply theory and concepts presented in the Nursing Care of Children, Adolescents, and Families course. Students will apply the nursing process to children, adolescents, and families. Skills, simulations, and clinical experiences will focus on the care of children and adolescents. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 60 hours of clinical experience.

Quarter Credit Hours: 3
Prerequisite: NU 321 and clinical | Corequisite: NU 327

**NU 330: NURSING CARE OF THE MENTAL HEALTH PATIENT AND FAMILY**

This course presents major theoretical concepts in mental health that relate to the assessment of needs and the planning of care for persons with mental health problems. Communication skills will be developed and interpersonal relationship concepts will be explored. Emphasis is placed on the examination of mental health disorders and the various roles and functions of the professional mental health nurse in caring for persons with mental health conditions requiring professional treatment. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 4
Prerequisite: NU 310; NU 321 and clinical | Corequisite: State-specific clinical course

**NU 330ME: NURSING CARE OF THE MENTAL HEALTH PATIENT AND FAMILY CLINICAL**

This course will allow students to apply theory and concepts presented in the Nursing Care of the Mental Health Patient and Family course. Students will apply the nursing process to mental health patients and their families. Skills, simulations, and clinical experiences will focus on the care of the mental health patient in acute and community based settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.

Quarter Credit Hours: 2
Prerequisite: NU 321 and clinical | Corequisite: NU 330

**NU 333: PHYSICAL ASSESSMENT FOR THE PROFESSIONAL NURSE**

Physical Assessment for the Professional Nurse builds on previous knowledge and skills from the sciences, humanities, and nursing. Students learn approaches to a holistic assessment of health, focusing...
primarily on physical assessment. Interviewing techniques required in the collection of a health history are learned. Assessment techniques of inspection, palpation, percussion, and auscultation are applied to each body system. Students learn to differentiate normal from abnormal assessment findings based on age, gender, and ethnicity. Proper documentation of subjective and objective assessment findings is learned.

Quarter Credit Hours: 5
Prerequisite: NU 300

**NU 341: NURSING CARE OF ADULTS II**

This course builds upon previous knowledge and critical thinking skills. This course will prepare students to care for adult clients experiencing medical-surgical, rehabilitative, or restorative conditions. The course will focus on the application of critical thinking, risk reduction, communication, and assessment skills. Practice management skills, clinical awareness, and the use of health care technologies in the care of adult patients based on concepts presented in Nursing Care of Adults I will be explored. This course must be taken concurrently with the related didactic course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 5
Prerequisite: NU 327 and clinical, and NU 330 and clinical | Corequisite: State-specific clinical course

**NU 341ME: NURSING CARE OF ADULTS II CLINICAL**

This course will allow students to apply theory and concepts presented in the Nursing Care of Adults II course. Students will apply the nursing process to adult clients. Skills, simulations, and clinical experiences will focus on the care of the adult client in acute and community-based settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. Clinical placements will take place across a variety of settings. This course must be taken concurrently with the related didactic course. Failure of the clinical course will result in concurrent failure of the didactic course. This course contains 40 hours of laboratory and 90 hours of clinical experience.

Quarter Credit Hours: 5
Prerequisite: NU 327 and clinical, and NU 330 and clinical | Corequisite: NU 341

**NU 411: NURSING CARE OF ADULTS III**

This course builds upon previous knowledge and critical thinking skills. This course will prepare students to care for adult clients experiencing complex multisystem medical-surgical, rehabilitative, or restorative conditions. The course will focus on application of management, leadership, critical thinking, risk-reduction, communication, and assessment skills. Practice management skills, leadership roles, and the use of health care technologies in the care of adult patients based on concepts presented in Nursing Care of Adults I and II will be emphasized. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 4
Prerequisite: NU 341 and clinical, and NU 418 and clinical | Corequisite: State-specific clinical course

**NU 411ME: NURSING CARE OF ADULTS III CLINICAL**

This course will allow students to apply theory and concepts presented in the Nursing Care of Adults III course. Students will apply the nursing process to adult clients in complex health situations. Skills, simulations, and clinical experiences will focus on the care of the adult client in acute settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. Clinical placements will take place across a variety of settings. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 90 hours of clinical experience.

Quarter Credit Hours: 3
Prerequisite: NU 341 and clinical, and NU 418 and clinical | Corequisite: NU 411

**NU 415: GERIATRIC NURSING CONCEPTS**

Given that the fastest-growing segment of the U.S. population are those aged 85 and older, it is important to understand the role the nurse plays in caring for this population. Topics will include: aging theory, geriatric health care, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged and their caregivers. Current developments and trends in health care treatments for the geriatric population will be studied.

Quarter Credit Hours: 6
Prerequisite: NU 310

**NU 416: NURSING CARE OF THE OLDER ADULT**

This course builds on previous knowledge and skills from the sciences, humanities, and nursing. Students learn to adapt nursing interventions to the elderly patient who might have several chronic, comorbid health conditions. Students learn to assess the impact of physical, mental, functional, and social situations on the quality of life of the elderly person. Common medical conditions are explored in depth, focusing specifically on the risks to the elderly and interventions to prevent negative geriatric syndromes and promote quality outcomes. Interdisciplinary models of care are discussed as a means to provide seamless geriatric care.

Quarter Credit Hours: 6
Prerequisite: NU 310

**NU 417: ALTERNATIVE AND COMPLEMENTARY THERAPIES**

Consumers of all ages may seek complementary and alternative forms of health care. The role of the nurse in the integration of alternative and complementary healing practices in the conventional health care system will be analyzed. Students will explore current developments and trends in alternative and complementary health care treatments. Holistic nursing concepts of caring for self and others will be studied, and students will investigate principles of health promotion and illness prevention in various cultures.

Quarter Credit Hours: 6
Prerequisite: NU 310

**NU 418: NURSING CARE OF THE GERIATRIC PATIENT**

This course builds on previous knowledge and skills from the sciences, humanities, and nursing. Students learn to adapt nursing interventions to elderly patients with several chronic, comorbid health conditions. Students learn to assess the impact of physical, mental, functional, and social situations on the quality of life of elderly persons. Common medical conditions and issues are explored, including risks to the elderly. Interventions to promote quality outcomes and to prevent negative geriatric syndromes will be addressed. Interdisciplinary models of care are discussed as a means
to provide seamless geriatric care. This course must be taken concurrently with the related clinical course. Failure of clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 4
Prerequisite: NU 327 and clinical, and NU 330 and clinical | Corequisite: State-specific clinical course

**NU 418ME: NURSING CARE OF THE GERIATRIC PATIENT CLINICAL**

This course will allow students to apply theory and concepts presented in the Nursing Care of the Geriatric Patient course. Students will apply the nursing process to the care of geriatric clients and their families. Skills, simulations, and clinical experiences will focus on the care of geriatric clients. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.

Quarter Credit Hours: 2
Prerequisite: NU 327 and clinical, and NU 330 and clinical | Corequisite: NU 418

**NU 420: LEADERSHIP AND MANAGEMENT IN THE CHANGING HEALTH CARE ENVIRONMENT**

Nurses must be able to apply leadership concepts and skills and decision making in the provision of high-quality nursing care in an ever-changing, global health care environment. This course will prepare students to understand organizational and systems leadership, quality improvement, a culture of safety, and how these impact patient outcomes. A focus will be on the development of leadership skills that emphasize ethical and critical decision making, effective communication and interdisciplinary collaboration, and the promotion of a professional practice environment.

Quarter Credit Hours: 6
Prerequisite: NU 300

**NU 422: LEADERSHIP, MANAGEMENT, ISSUES, AND TRENDS IN NURSING**

As members of the nursing profession, providers of patient care and managers of care, nurses are challenged to serve as effective change agents, managers, and leaders in complex health care systems. This course will prepare students to understand and apply principles of change theory to management and leadership activities in nursing including planning, staffing, directing, and controlling various resources in diverse health care systems. This course will address contemporary trends and issues in the field of nursing. Topics will include: health care finance, health care policy and regulation, technology and its impact on patients and health care alike, and nursing’s role in quality and safety initiatives. The course emphasizes a systems theory approach to the management of organizations. The accountabilities of the nurse as a manager will be examined to include organizational assessment, decision making, strategic planning, financial management, human resource management, and quality improvement.

Quarter Credit Hours: 5
Prerequisite: NU 411 and clinical, and NU 452 and clinical

**NU 430: NURSING CARE AT THE END OF LIFE**

This course builds on previous knowledge and skills from the sciences, humanities, and nursing. Students learn the philosophy and concepts of palliative and hospice care, differentiating these from care given in the acute care setting. The role of the nurse as a vital member of the interdisciplinary team providing care to the patient as part of a family at the end of life is examined. The cultural, ethical, and spiritual influences that impact care to the dying patient and the family are explored. Students apply the concepts of symptom management, therapeutic communication, advocacy, and grief in the provision of care to the dying and their families.

Quarter Credit Hours: 4
Prerequisite: NU 310

**NU 440: FAITH COMMUNITY NURSING**

This course provides students with an overview of the role of the professional nurse as a member of a ministerial team and faith community. Focusing broadly in a variety of spiritual belief systems, the student will learn about the dimensions of the faith community nurse role. The course will include historical perspectives of faith community nursing; the work of the nurse as a member of the ministerial team; and the integration of faith, health, and the community in the practice of faith community nurses. Legal and ethical considerations of faith community nursing will be addressed, as well as nursing interventions for common issues cared for by faith community nurses. This course does not endorse or promote any specific spiritual or religious faith, nor is the particular practice of the student a requirement for the course. Students will be required to engage in self-reflection and perform self-awareness assessments throughout the course.

Quarter Credit Hours: 6
Prerequisite: NU 310

**NU 450: PUBLIC HEALTH NURSING—POPULATION-CENTERED HEALTH CARE IN THE COMMUNITY**

This course integrates and applies the major concepts of previous nursing courses by investigating the differences between the delivery of nursing care to individuals and nursing care directed toward communities and populations. Topics include the public health principles of epidemiology, genomic theory, chronic disease, drug and alcohol abuse, and communicable diseases. The ways in which nursing informatics plays a role regarding the types of records kept in community and public health agencies will also be explored. In addition, students will study the career options open to the public health nurse such as home health, hospice, occupational health nurse, forensics, disaster management, case management, school nursing, and community nurse leader.

Quarter Credit Hours: 6
Prerequisite: NU 420

**NU 452: COMMUNITY-BASED NURSING CARE**

This course integrates and applies the major concepts of previous nursing courses by investigating the differences between the delivery of nursing care to individuals and nursing care directed toward communities and populations. Topics include the public health principles of epidemiology, genomic theory, chronic disease, substance abuse, and communicable diseases. The ways in which informatics and information technology plays a role in community and public health agencies will also be explored. In addition, students will study the career options open to the nurse such as home health, hospice, occupational health, forensics, disaster management, case management, school nursing, and community nurse leader. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

Quarter Credit Hours: 4
NU 491: DIRECTED STUDIES IN THE SCHOOL OF NURSING—BSN COMPLETION

In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student's concurrent clinical course and will be approved by the Chair.

Quarter Credit Hours: 2
Prerequisite: Permission from the Dean; upper-level students only
Corequisite: NU 452

NU 492: DIRECTED STUDIES IN THE SCHOOL OF NURSING—BSN COMPLETION

In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student's concurrent clinical course and will be approved by the Chair.

Quarter Credit Hours: 2
Prerequisite: Permission from the Dean; upper-level students only

NU 493: DIRECTED STUDIES IN THE SCHOOL OF NURSING—BSN COMPLETION

In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student's concurrent clinical course and will be approved by the Chair.

Quarter Credit Hours: 3
Prerequisite: Permission from the Dean; upper-level students only

NU 494: DIRECTED STUDIES IN THE SCHOOL OF NURSING—BSN COMPLETION

In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student's concurrent clinical course and will be approved by the Chair.

Quarter Credit Hours: 4
Prerequisite: Permission from the Dean; upper-level students only

NU 495: DIRECTED STUDIES IN THE SCHOOL OF NURSING—BSN COMPLETION

In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student's concurrent clinical course and will be approved by the Chair.

Quarter Credit Hours: 5
Prerequisite: Permission from the Dean; upper-level students only

NU 496: BACHELOR'S CAPSTONE IN NURSING FOR ENTRY-LEVEL PRACTICE

The capstone requires students to integrate competencies essential for the practice of professional nursing. The student will progress from a structured, supervised practice to receive general supervision from the faculty and agency preceptor(s). The clinical site will be dependent upon the student’s needs and based upon the joint analysis of the student and faculty prior to the placement. Students will apply the nursing process in the practice of nursing. Skills, simulations, and clinical experiences will focus on the application of assessment, analysis, implementation, and evaluation of the nursing profession within the complexity of the health care environment.

Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related clinical course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 120 hours of clinical experience.

Quarter Credit Hours: 5
Prerequisite: NU 411 and clinical, and NU 452 and clinical |
Prerequisite or Corequisite: NU 422 | Corequisite: State-specific practicum course

NU 496ME: BACHELOR'S CAPSTONE IN NURSING FOR ENTRY-LEVEL PRACTICE PRACTICUM

This practicum (60 hours) course represents the culmination of the Bachelor of Science in Nursing program and is an opportunity for students to demonstrate what they have learned over the course of study. Students will apply the nursing process in a health care setting and, in the process of doing so, integrate essential concepts from each course in the program. The goal of each capstone project is to improve patient care delivery or leadership/management activity at the health care setting.

Quarter Credit Hours: 6
Prerequisite: Completion of all required nursing courses and electives; last term or permission from the Dean

Public Safety

Criminal Justice (CJ)

CJ 100: PREPARING FOR A CAREER IN PUBLIC SAFETY
This course introduces students to careers in criminal justice and describes the Kaplan University public safety degree programs. The field of study, skill sets, and the criminal justice agencies and diverse populations encountered in the field will be discussed. Students will research the public safety degree program and class offerings in conjunction with their professional and personal goals in order to map out their specific degree plan and career goals. This course is designed to ensure criminal justice students have a successful social and academic transition into academic excellence within the Kaplan University community, and provide a foundation for success within the profession.
Quarter Credit Hours: 5
Prerequisite: None

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.
Quarter Credit Hours: 5
Prerequisite: None

CJ 102: CRIMINOLOGY I
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.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 110: INTRODUCTION TO CRIME ANALYSIS
This course is designed to provide students with a basic understanding of the functions of a crime analyst. Students will explore crime analysis methodology and procedures that have been authored by leaders in the field and endorsed by the International Association of Crime Analysts. As a result, they will gain an understanding of the history and importance of crime analysis in the law enforcement field, as well as the responsibilities of tactical, strategic, and administrative crime analysts.
Quarter Credit Hours: 5
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 cash larceny thefts and reimbursement schemes to corruption and witness interviewing.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 130: INTRODUCTION TO CORRECTIONS
This course examines the administrative and operational aspects of modern corrections in the United States. The historical development of corrections; the philosophy of punishment and corrections; correctional institutions, programs, and services; and topics such as inmate rights and correctional staffing are examined. Contemporary issues, such as overcrowding and privatization, are also explored.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 142: CRIMINAL ORIGINS AND CORRECTIONAL ALTERNATIVES
Criminal Origins and Correctional Alternatives introduces aspects of human development, including individual and environmental factors, that contribute to juvenile and adult criminal behavior. The course explores various modern correctional alternatives designed to meet the needs of offenders who do not require incarceration.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 150: JUVENILE DELINQUENCY
This course involves the study of the historical development of the juvenile justice system, current programs and services available to juvenile offenders, and delinquency hearings and criminal trials.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
Prerequisite: None

CJ 210: CRIMINAL INVESTIGATION
This course explains the importance and legal significance of evidence. It demonstrates how the investigative process works, from crime scene preservation to case preparation and courtroom
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.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 235: CANINES IN CRIMINAL JUSTICE
This course will explore the many uses of police service dogs by law enforcement agencies, prisons, fire marshals, volunteer search and rescue teams, and others. It will explain their historical applications, anatomy of scent, operations and training techniques, the advantages of using dogs versus humans under specific circumstances, agency policy and procedures, and current legal opinions.
Quarter Credit Hours: 5
Prerequisite: CJ 101

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.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 246: HUMAN RELATIONS IN A DIVERSE SOCIETY
This course will offer students the opportunity to examine current issues, social problems, and existing research related to culturally diverse societies. Emphasis will be placed on the need for cultural awareness and diversity education, an enhanced understanding of cultural differences, and a critical thinking and research approach that correlates with the exploration of diversity as it relates to criminal justice.
Quarter Credit Hours: 5
Prerequisite: None

CJ 264: WHITE-COLLAR CRIME
This course examines the various types of white-collar crime, as well as the methods used to investigate and prosecute economic crime. This course also includes a study of the economic, social, and political impact of white-collar crime on society.
Quarter Credit Hours: 5
CJ 266: DEVIANCE AND VIOLENCE
This course explores research in the field of behavioral deviance. Students analyze case studies of various types of serial killers, focusing on causal explanations, police investigative strategies, and research-based recommendations for preventing and responding to these violent acts. Students also examine the responses of the justice system and victimization profiles, along with situational factors such as victim-offender relationships. This course presents a special concentration on stalking, domestic violence, abusive behavior, and public policy efforts to reduce the threat of violence.
Quarter Credit Hours: 6
Prerequisite: CJ 101

CJ 290: CONFRONTING TERRORISM TODAY
This course explores the historical development of both domestic and international terrorism, provides a foundational knowledge of current terrorist groups and their tactics, and examines counterterrorism methods.
Quarter Credit Hours: 5
Prerequisite: CJ 101

CJ 293: INVESTIGATING TERRORISM
This course covers the contemporary issues faced by the U.S. government and criminal justice professionals in containing terrorism. Students discuss and evaluate government strategies in combating terrorism. They also explore important issues linked to terrorism, including the effects on federal laws, the use of the media by terrorists, and the impact on civil liberties and the economy.
Quarter Credit Hours: 5
Prerequisite: None

CJ 299: ASSOCIATE'S CAPSTONE IN CRIMINAL JUSTICE
The capstone project applies problem-solving techniques and research skills to real-world situations by building on the criminal justice concepts learned by the student in other courses. Students will identify a contemporary issue in criminal justice, research the issue, analyze the situation, define possible solutions, and then recommend and defend their proposed solution.
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

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. 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.
Quarter Credit Hours: 6
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 role 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.
Quarter Credit Hours: 6
Prerequisite: CJ 101; CJ 140 recommended

CJ 307: CRISIS MANAGEMENT IN TERRORIST ATTACKS AND DISASTERS
This course will cover the methodology and rationale behind the unified response to a terrorist, Weapons of Mass Destruction (WMD), or disaster incident within the National Incident Management System (NIMS) and Incident Command System (ICS). Students will explore the management and incident command response to terrorist, WMD, or disaster events, including elements of logistics, budgeting, prioritization, staffing, and support. Students will examine these methodologies from the perspective of crisis management and consequence management.
Quarter Credit Hours: 6
Prerequisite: CJ 101

CJ 316: INVESTIGATING CYBERCRIME
This course focuses on the legal challenges of cybercrime and technology-based fraud. Students learn about techniques for cybercrime investigation through real-world examples. Online intelligence gathering, the nature of evidence in high-tech crime, and tracking methodologies for cybercrime are explored. Through the use of actual cases, students examine the threats presented by hackers and high-tech terrorists, as well as the dangers presented by online pedophiles. Students will learn how to properly respond and investigate high-tech crime with current technology.
Quarter Credit Hours: 6
Prerequisite: None

CJ 317: COMPUTER FORENSICS
This course provides an overview of computer forensic investigation principles, computer forensic software, and techniques for capturing and analyzing data from various digital storage media such as Apple iPads, GPS (Global Positioning System) devices, and portable USB devices. Students will understand the scientific principles behind forensic science and learn to apply those principles to the examination of digital evidence.
Quarter Credit Hours: 6
Prerequisite: None

CJ 325: PSYCHOLOGY FOR LAW ENFORCEMENT
The goal of this course is to 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.
Quarter Credit Hours: 6
Prerequisite: None

CJ 327: CRIME SCENE PHOTOGRAPHY
This course provides the student with introductory knowledge of crime scene photography. The course will cover the fundamentals of photography, as well as photography's application to law enforcement. The course examines the mechanics of a camera, the methodology of photography at crime scenes, advances in digital
This course combines state-of-the-art behavioral theory with systems of England, France, Sweden, Japan, and Russia. The study of policing, the courts, corrections, and juvenile justice. The focus will be on substantive law and procedural law, and an international perspective.

Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 328: FORENSIC FINGERPRINT ANALYSIS**

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

Quarter Credit Hours: 6
Prerequisite: CJ 101

**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.

Quarter Credit Hours: 6
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.

Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS**

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

Quarter Credit Hours: 6
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.

Quarter Credit Hours: 6
Prerequisite: CJ 101

**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.

Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 355: HOMELAND SECURITY**

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

Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 370: CRIME SCENE INVESTIGATION II**

This course provides students with a general overview of crime scene techniques for a basic understanding of how to process crime scenes. Students will also learn the importance of evaluating and processing evidence in order to assist crime laboratory experts.

Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 385: FORENSIC CHEMISTRY AND TRACE EVIDENCE ANALYSIS**

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

Quarter Credit Hours: 6
Prerequisite: CJ 370

**CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCE**

In this course, students will explore historical serological and modern DNA techniques used to examine, identify, and compare types of biological evidence. This course will enhance the student's understanding of how forensic scientists examine and compare types of impression evidence. This course also provides an overview of other forensic science disciplines, including document examination, voice identification, and the recent field of computer forensics.
Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 407: CRISIS NEGOTIATION**

This course will cover crisis intervention and hostage situations where people are being held against their will as hostages, or in cases where a person has threatened violence or has barricaded themselves in preparation for a law enforcement response. Students will explore the reasons for the increase in school, workplace, and domestic violence and formulate comprehensive strategies to resolve the conflict.
Quarter Credit Hours: 6
Prerequisite: CJ 101

**CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM**

This course examines all aspects of drug use and abuse, with the goal of providing students with the information and knowledge to identify and understand drug use and abuse from the perspective of the criminal justice system. Students will learn about the history of drug use and abuse in the United States, the impact of drugs on the human body, various theoretical explanations for drug use and abuse, current treatment and prevention strategies, as well as the business of drugs and the criminal justice system's response in terms of law enforcement and public policy.
Quarter Credit Hours: 6
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.
Quarter Credit Hours: 6
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.
Quarter Credit Hours: 6
Prerequisite: CJ 130 or enrollment in the advanced start Bachelor of Science in Criminal Justice degree option

**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.
Quarter Credit Hours: 6
Prerequisite: CJ 101; PS 440 recommended

**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.
Quarter Credit Hours: 6
Prerequisite: None

**CJ 445: CASE MANAGEMENT**

This course provides an overview of case management approaches within a juvenile justice context. Students will explore the use of case management strategies to reduce recidivism, prevent unnecessary incarceration, and address problematic issues facing juvenile offenders. Students will examine the use of a comprehensive range of treatment perspectives and alternative sanctions, and understand the complexities of integrating multidisciplinary services. Additional topics include case management models and related components; managing caseloads while working with schools, courts, parents, and service providers; effective communication and relationship building; selecting appropriate intervention strategies; and traditional and innovative community-based prevention and treatment approaches to youth sentencing.
Quarter Credit Hours: 6
Prerequisite: CJ 150 or enrollment in the advanced start Bachelor of Science in Criminal Justice degree option

**CJ 481: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
Quarter Credit Hours: 1
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

**CJ 482: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
Quarter Credit Hours: 2
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

**CJ 483: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
Quarter Credit Hours: 3
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed
**CJ 484: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.

Quarter Credit Hours: 4
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

**CJ 485: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.

Quarter Credit Hours: 5
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

**CJ 486: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.

Quarter Credit Hours: 6
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

**CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE**

Topics covered include quantitative, qualitative, evaluative, and predictive research; principles of the scientific perspective; research ethics; methodology and design; sampling procedures; survey research; nonreactive data collection techniques; measurement of data; relationships between variables; descriptive statistics; and preparing and reading research reports.

Quarter Credit Hours: 6
Prerequisite: CJ 101; may not be taken concurrently with CJ 499

**CJ 496: PUBLIC SAFETY INTERNSHIP**

This course provides students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University and a criminal justice, fire service, homeland security, emergency management, or other preapproved public safety-related agency of choice will offer broad-based exposure for students at all levels of their chosen organization. At either the local, state, or federal level, this experience is designed to help students integrate and synthesize their academic experiences into professional practice. Students will spend 20 hours per week at their internship site to complete course requirements.

Quarter Credit Hours: 6
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

**CJ 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE**

This course is designed as the culminating experience of the Bachelor of Science 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 and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean

**Fire Science (FS)**

**FS 100: INTRODUCTION TO FIRE AND EMERGENCY SERVICES**

This course introduces students to careers in fire and emergency services and the Kaplan University fire and emergency management programs. The field of study, skill sets, and professionalism will be discussed. Students will learn about the historical background of the modern fire service while learning research skills for the future. This course is designed to acclimate the fire science and emergency management student to Kaplan University while providing a solid foundation for success in the fire and emergency services profession.

Quarter Credit Hours: 5
Prerequisite: None

**FS 101: FIRE BEHAVIOR AND COMBUSTION**

This course investigates the basic concepts of fire, its spread, and its control. The course discusses the nature and properties of the three states of matter, explains the components of fire, and describes the physical and chemical properties of fire.

Quarter Credit Hours: 5
Prerequisite: None

**FS 102: BUILDING CONSTRUCTION FOR FIRE PROTECTION**

This course explores the fundamentals of building construction, types of structures, and structure designs, as well as the impact of building construction on firefighting. Students will study the forces that impact these structures and the codes applied to buildings and fire safety. They will also learn how buildings are constructed and how fire behaves with various building materials.

Quarter Credit Hours: 5
Prerequisite: FS 101

**FS 103: FIRE PROTECTION HYDRAULICS AND WATER SUPPLY**

This course explores the fundamentals of water usage in fire protection and explains how hydraulic principles are employed in the resolution of water supply problems. The course also discusses the methods used to effectively deliver water, foam, and other extinguishing agents to the fire scene.

Quarter Credit Hours: 5
Prerequisite: FS 101

**FS 104: FIRE PROTECTION SYSTEMS**

This course describes the principles of fire protection and system design. Students will explore fire control and suppression methods, including sprinkler, water spray, water mist, standpipe, and ultra high-speed water spray systems. The course also provides an overview of recent fire protection and suppression developments.

Quarter Credit Hours: 5
Prerequisite: FS 101
FS 105: FIRE PREVENTION PRACTICES
This course examines fire avoidance measures, including fire prevention education, fire safety inspection, fire code enforcement, and fire investigation. Students will gain an overview of the procedures and principles of inspections commonly conducted for control of structures, occupancy, or combined purposes.
Quarter Credit Hours: 5
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 120: INTRODUCTION TO EMERGENCY MANAGEMENT
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive and integrated emergency management.
Quarter Credit Hours: 5
Prerequisite: CM 107

FS 201: STRATEGY AND TACTICS
This course explores firefighting strategy and tactics, methods of fire attack, and prefire planning. Students will gain in-depth knowledge of fire control principles as well as how to utilize personnel, equipment, and extinguishing agents on the fire ground. This course also discusses special situations such as transportation emergencies and fires, high-rise fires, below-ground incidents, and confined space incidents.
Quarter Credit Hours: 5
Prerequisite: FS 101

FS 202: PRINCIPLES OF EMERGENCY SERVICES
This course provides students with an overview of fire protection as well as the philosophy and history of fire protection. Students will gain an understanding of career opportunities in fire protection and related fields, fire loss analysis, and the organization and function of public and private fire protection services. This course discusses the role of fire departments as part of local governments, as well as fire service laws, regulations, and terminology. Students will also be introduced to multiagency planning and operations as related to multialarm incidents, target hazards, and major disasters.
Quarter Credit Hours: 5
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 204: OCCUPATIONAL SAFETY AND HEALTH FOR EMERGENCY SERVICES
This course examines the fundamentals of occupational health and safety for emergency service agencies. Students will gain knowledge of risk evaluation and control policies for fire stations, emergency vehicles, and training sites as well as for incidents involving fire, hazardous materials, and other EMS responses. Students will also gain knowledge of the basic principles and history to firefighter life safety initiatives.
Quarter Credit Hours: 5
Prerequisite: FS 101

FS 205: ETHICS FOR THE FIRE AND EMERGENCY SERVICES
This course provides an understanding of the types of ethical issues that can arise in the fire and emergency services. Students will examine philosophical concepts as they relate to modern ethics. The course will also provide an overview of various approaches to the ethical situations faced by fire and emergency service organizations.
Quarter Credit Hours: 5
Prerequisite: FS 120

FS 207: HAZARDOUS MATERIALS CHEMISTRY
This course examines how hazardous materials can impact an emergency incident. Students will gain knowledge of basic organic and inorganic chemistry concepts as well as an understanding of the inherent danger of key elements, compounds, and mixtures.
Quarter Credit Hours: 5
Prerequisite: FS 101

FS 208: LEGAL ASPECTS OF EMERGENCY SERVICES
This course explores the legal issues that relate to emergency services, such as arson law and legal responsibilities of emergency services officers, as well as criminal and civil law. Students will gain an understanding of laws that impact emergency services management at both the state and local levels. The course also examines recent case law and legal decisions that impact emergency services agencies.
Quarter Credit Hours: 5
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 220: PREPAREDNESS AND PLANNING FOR EMERGENCY MANAGEMENT
This course analyzes the rationale for and methods related to all-hazards emergency preparedness and planning. Topics include preparedness strategies, planning concepts and processes, public awareness programs, and training and exercise programs.
Quarter Credit Hours: 5
Prerequisite: FS 120

FS 225: EMERGENCY MANAGEMENT RESPONSE
This course provides an overview of the response phase of emergency management including government policies related to disaster response. The content will include the purpose of the National Response Plan.
Quarter Credit Hours: 5
Prerequisite: FS 120

FS 299: ASSOCIATE'S CAPSTONE IN FIRE SCIENCE
This course is designed as the culminating experience of the Associate of Applied Science in Fire Science. This course consists of a series of assignments that integrate concepts from the fire science curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.
Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

FS 301: FIRE INVESTIGATION AND ANALYSIS
This course analyzes fire ignition dynamics, flame spread, and room
FS 402: POLITICAL, ETHICAL, AND LEGAL FOUNDATIONS OF EMS
This course explains various aspects of the government’s role in public safety as well as the American legal system, fire and emergency medical services (EMS) operations, employment and personnel issues, and emergency officials' roles. The course also discusses legislative and political influence in fire and EMS.
Quarter Credit Hours: 6
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 403: LEADERSHIP AND MANAGEMENT
This course examines the knowledge and skills needed to become a responsible leader and manage a crew of firefighters. Topics include leadership and management, specifically managing budgets, personnel, and standard operating procedures. The course also analyzes challenges related to the creation of a team environment, situational leadership, and ethical decision making.
Quarter Credit Hours: 6
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 408: FIRE-RELATED HUMAN BEHAVIOR
This course examines how humans respond to fire and how this knowledge has been used to develop life safety systems. Students will learn how to use human behavior research, systems models, life safety education, and structure design as tools during emergency incidents. The course also describes how psychology, sociology, engineering, and education can be used to design effective building life safety systems.
Quarter Credit Hours: 6
Prerequisite: FS 101

FS 412: SAFETY RISK MANAGEMENT FOR FIRE AND EMS
This course examines the evolution of organizational and leadership dynamics in fire and EMS agencies. Students will examine common aspects of organizational behavior and leadership, including organizational development, communications, decision making, and stress and conflict management.
Quarter Credit Hours: 6
Prerequisite: FS 101

FS 413: RESEARCH ANALYSIS FOR FIRE EMERGENCY SERVICES
This course explores current research methods utilized in the analysis of fire-related data. Students will gain an in-depth understanding of methods used to conduct and evaluate independent research in fire dynamics, test standards, safety, modeling, structural safety, firefighter health and safety, automatic detection and suppression systems, and transportation fire hazards. The course also introduces research methods for risk analysis and trend identification.
Quarter Credit Hours: 6
Prerequisite: FS 101

FS 414: PERSONNEL MANAGEMENT FOR FIRE AND EMS
This course examines fundamental issues in personnel administration and human resource development in fire and EMS agencies. Students will explore concepts and responsibilities such as management,
organizational development and training, employee recruitment, selection, and productivity, as well as performance management and labor relations.

Quarter Credit Hours: 6
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

**FS 420: MITIGATION AND RISK ASSESSMENT IN EMERGENCY MANAGEMENT**

This course describes the methods and techniques used to lessen the potential impact of disasters and improve readiness to respond. Included are the principles related to mitigation as they pertain to sustainability and building resilient communities. Students will design a risk assessment plan.

Quarter Credit Hours: 6
Prerequisite: FS 120

**FS 425: DISASTER POLICY IN EMERGENCY MANAGEMENT**

This course focuses on the administrative roles of local, state, and federal governments in times of disaster and the importance of intergovernmental relations. The policymaking process and the historical evolution of disaster policy are reviewed.

Quarter Credit Hours: 6
Prerequisite: FS 120

**FS 498: BACHELOR'S CAPSTONE IN FIRE SCIENCE**

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

Quarter Credit Hours: 6
Prerequisite: Last term or permission from the Dean
Graduate
Graduate Programs

In this section, you can find general policies relevant to undergraduate students as well as policy and program information specific to the Schools of General Education, Arts and Sciences, Business, Health Sciences, Information Technology, Legal Studies, Nursing, and Public Safety. Undergraduate courses offered by the University are also featured.
Policy Information

The below policy information applies to students enrolled in a Kaplan University graduate program.

Certification, State Board, and National Board Exams

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. Kaplan University makes reasonable efforts to provide accurate information on test dates and fees for examinations. In some cases, work experience or field experience may be required to be eligible to take or to successfully pass these exams. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, the University cannot guarantee you will be eligible to sit for or will pass these exams.

Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before you take professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you may be denied the opportunity to take professional licensing, certification, or registration exams. You 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. It is your responsibility to inquire with the appropriate agencies or authorities about current requirements prior to enrolling in your program of choice or, if your circumstances change, at that time and at the time of making application for certification or licensure.

Employment and Continued Education

The University's programs are designed to prepare you to pursue employment in your field of study, or in related fields. However, the University does not guarantee that you will be placed in any particular job, eligible for job advancement opportunities, or employed at all. While many of the University's degree programs are designed to prepare you to pursue continued graduate- or doctorate-level education, the University cannot guarantee that you will be granted admission to any graduate or doctoral programs.

Required Background Checks

For some programs, you may be required to undergo criminal background checks before starting classes; before you can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you 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. Consequently, you may be denied admission to some programs.

Some Kaplan University programs have specific background check requirements on which enrollment is predicated; these are explained in detail, where applicable, in the individual school sections. It is your responsibility to contact the appropriate agencies or authorities to inquire about current requirements prior to enrolling in your program of choice.

Repeated Courses

If you enrolled in an academic program on or after August 3, 2011, you may repeat no more than two failed courses in your program of study.

Graduation Requirements

To graduate, you must:

1. Successfully complete all required courses and other program-specific requirements within the allotted time frame (see the Satisfactory Academic Progress Standards section for further information).
2. Have a minimum cumulative GPA of 3.0.
3. Have completed the degree program no later than 7 years after completing the first class.
4. Attend Career Resources and Financial Aid exit interviews, if applicable.
5. Fulfill all financial obligations to Kaplan University prior to graduation unless previous satisfactory arrangements have been made. If satisfactory financial arrangements are not made, the graduation credential will be withheld.

Note: you may need to fulfill certain prerequisite requirements and, therefore, may be required to take more than the minimum number of credit hours in order to graduate.

Some programs may have additional requirements that must be met. If a program has additional graduation requirements, these can be found in the individual school sections.

Binding and Archival of Graduate Theses

If you are enrolled in a thesis track of study, you must deliver two bound copies of the completed and approved thesis, as well as an electronic version, to the Dean of your academic program. This must be completed prior to graduation and at your expense.

Although not an academic requirement, we encourage you to submit your thesis to University Microfilms (UMI) for archival and publication at your expense.
School of Arts and Sciences

Mission

Mission Statement

The School of Arts and Sciences prepares students to become service professionals and leaders by offering programs that focus on the principles, communication, social awareness, critical thinking, and ethical decision-making skills needed to address the complex challenges in their careers.

General Policies

Please refer to the Graduate Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx) section and Policy Information (http://catalog.kaplanuniversity.edu/Policy_University_Information.aspx) for general Kaplan University policies.
Master of Public Administration

Description and Outcomes

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

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

Intensive Study Areas

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

Tracks of Study

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

Program Length

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

Program Outcomes

1. Public Value: Apply knowledge of practice in public administration to make effective decisions that create public value in diverse and dynamic situations.
2. Ethical Decision Making: Evaluate the social and ethical implications of decisions made in the public interest.
3. Innovation: Innovate to address issues and opportunities in the public sector.
5. Finance: Apply financial knowledge to make sound and ethical decisions in the public interest.
6. Diversity: Assess cultural, individual, and role differences of constituents and stakeholders.
7. Leadership: Apply principles of leadership to shape change and improve the governance and management of public policy.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

- American Government
- Statistics
- Public Policy

Accelerated Master of Public Administration Option

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

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

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

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

Progression Requirements

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

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

Curriculum

Master of Public Administration - Applied Research Track
General Master of Public Administration

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<td>Core Requirements</td>
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<tr>
<td>PP 500: PUBLIC ADMINISTRATION AND MANAGEMENT</td>
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<td>PP 530: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR</td>
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<td>PP 698: APPLIED RESEARCH</td>
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<td>Open Elective Requirements</td>
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Intensive Study Areas Requirements - General Master of Public Administration

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<tbody>
<tr>
<td>PP 600: ADMINISTRATIVE LAW</td>
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<td>PP 610: BALANCING THE BUDGET—BUDGETARY PROCESS</td>
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<td>PP 640: POLITICAL AND ECONOMIC FORCES</td>
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<td>PP 650: PUBLIC POLICY ANALYSIS</td>
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Intensive study area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 55

Curriculum

Master of Public Administration - Applied Research Track
Emergency and Disaster Management

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Intensive Study Areas Requirements - Emergency and Disaster Management

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<td>HM 500: CRISIS AND EMERGENCY MANAGEMENT FUNDAMENTALS</td>
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<td>HM 502: RISK, VULNERABILITY, AND CAPABILITY ASSESSMENT METHODS</td>
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</table>
HM 510: MITIGATION AND PREPAREDNESS ISSUES FOR EMERGENCY MANAGEMENT 5
HM 540: CRISIS INTERVENTION 5
PP 650: PUBLIC POLICY ANALYSIS 5

TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - EMERGENCY AND DISASTER MANAGEMENT 0

Intensive study area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Curriculum
Master of Public Administration - Applied Research Track
Governmental Management

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TOTAL CORE REQUIREMENTS 30

Open Elective Requirements
INTENSIVE STUDY AREA COURSES 25

TOTAL OPEN ELECTIVE REQUIREMENTS 25

Intensive Study Areas Requirements - Health Care Management
LS 620: HEALTH CARE ORGANIZATIONS AND FINANCE 5
LS 621: FEDERALISM AND THE HEALTH CARE DELIVERY SYSTEM 5
LS 622: PROFESSIONALS AND HEALTH CARE INSTITUTIONS 5
PP 620: PUBLIC POLICY AND HEALTH ADMINISTRATION 5
500/600 LEVEL: LEGAL STUDIES ELECTIVE 5

TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - HEALTH CARE MANAGEMENT 0

Intensive study area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Curriculum
Master of Public Administration - Comprehensive Exam Track
General Master of Public Administration

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<td>PP 602: COMPREHENSIVE EXAM CAPSTONE</td>
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</tbody>
</table>

TOTAL CORE REQUIREMENTS 30
## Open Elective Requirements

**INTENSIVE STUDY AREA COURSES**  
25

**TOTAL OPEN ELECTIVE REQUIREMENTS**  
25

## Intensive Study Areas Requirements - General Master of Public Administration

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>PP 600: ADMINISTRATIVE LAW</td>
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</tr>
<tr>
<td>PP 610: BALANCING THE BUDGET—BUDGETARY PROCESS</td>
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<tr>
<td>PP 640: POLITICAL AND ECONOMIC FORCES</td>
<td>5</td>
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<tr>
<td>PP 650: PUBLIC POLICY ANALYSIS</td>
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</tr>
<tr>
<td>500/600 LEVEL: LEGAL STUDIES ELECTIVE</td>
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</tbody>
</table>

**TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - GENERAL MASTER OF PUBLIC ADMINISTRATION**  
0

Intensive study area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
55

## Curriculum

**Master of Public Administration - Comprehensive Exam Track**

### Criminal Justice

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>PP 500: PUBLIC ADMINISTRATION AND MANAGEMENT</td>
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<tr>
<td>PP 504: RESEARCH AND WRITING IN PUBLIC ADMINISTRATION</td>
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<tr>
<td>PP 510: LEADERSHIP IN THE PUBLIC SECTOR</td>
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<tr>
<td>PP 520: FINANCE AND THE ADMINISTRATION OF PUBLIC FUNDS</td>
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<td>PP 530: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR</td>
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**Open Elective Requirements**

<table>
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**TOTAL OPEN ELECTIVE REQUIREMENTS**  
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**Intensive Study Areas Requirements - Criminal Justice**

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<td>CJ 501: CRIMINOLOGICAL THEORY</td>
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<td>CJ 503: ORGANIZATIONAL BEHAVIOR</td>
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<td>CJ 505: CRITICAL ISSUES IN CRIMINAL JUSTICE</td>
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Intensive study area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
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## Governmental Management

<table>
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**TOTAL CORE REQUIREMENTS**  
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**Open Elective Requirements**

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**TOTAL OPEN ELECTIVE REQUIREMENTS**  
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**Intensive Study Areas Requirements - Governmental Management**

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<td>HM 502: RISK, VULNERABILITY, AND CAPABILITY ASSESSMENT METHODS</td>
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<tr>
<td>HM 510: MITIGATION AND PREPAREDNESS ISSUES FOR EMERGENCY MANAGEMENT</td>
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<tr>
<td>HM 540: CRISIS INTERVENTION</td>
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<tr>
<td>PP 650: PUBLIC POLICY ANALYSIS</td>
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**TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - GOVERNMENTAL MANAGEMENT**  
0

Intensive study area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
55

## Emergency and Disaster Management

**Master of Public Administration - Comprehensive Exam Track**

### Courses

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<thead>
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**TOTAL OPEN ELECTIVE REQUIREMENTS**  
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**Intensive Study Areas Requirements - Emergency and Disaster Management**

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<td>PP 650: PUBLIC POLICY ANALYSIS</td>
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**TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - EMERGENCY AND DISASTER MANAGEMENT**  
0

Intensive study area courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  
55
PP 520: FINANCE AND THE ADMINISTRATION OF PUBLIC FUNDS 5
PP 530: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR 5
PP 602: COMPREHENSIVE EXAM CAPSTONE 5

TOTAL CORE REQUIREMENTS 30

Open Elective Requirements
INTENSIVE STUDY AREA COURSES 25

TOTAL OPEN ELECTIVE REQUIREMENTS 25

Intensive Study Areas Requirements - Governmental Management
LS 605: ORGANIZATION AND FUNCTION OF STATE GOVERNMENT 5
LS 606: LEGISLATIVE PROCESS 5
LS 607: GUBERNATORIAL AND ADMINISTRATIVE PROCESS 5
PP 650: PUBLIC POLICY ANALYSIS 5
500/600 LEVEL: LEGAL STUDIES ELECTIVE 5

TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - GOVERNMENTAL MANAGEMENT 0

Intensive study area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Curriculum

Master of Public Administration - Comprehensive Exam Track
Health Care Management

<table>
<thead>
<tr>
<th>Courses</th>
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Open Elective Requirements
INTENSIVE STUDY AREA COURSES 25

TOTAL OPEN ELECTIVE REQUIREMENTS 25

Intensive Study Areas Requirements - Health Care Management
LS 620: HEALTH CARE ORGANIZATIONS AND FINANCE 5
LS 621: FEDERALISM AND THE HEALTH CARE DELIVERY SYSTEM 5
LS 622: PROFESSIONALS AND HEALTH CARE INSTITUTIONS 5
PP 620: PUBLIC POLICY AND HEALTH ADMINISTRATION 5
500/600 LEVEL: LEGAL STUDIES ELECTIVE 5

TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - HEALTH CARE MANAGEMENT 0

Intensive study area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Locations

- Online
- Augusta
- Davenport
- Cedar Falls
- Cedar Rapids
- Des Moines
- Hagerstown
- Lewiston
- Lincoln
- Mason City
- Omaha
- South Portland

Online instruction
Program enrollment through campus locations; online instruction
Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Psychology_Policies.aspx) section for important program disclosure information.

Specializations

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

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

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

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

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

Tracks of Study

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

Program Length

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

Program Outcomes

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

Policies

Policy information specific to the Master of Science in Psychology program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

If applying for admission, you must submit the following:

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

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

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

- PS 501: Foundations of Professional Psychology
- PS 502: Ethics and Standards of Professional Psychology
- PS 504: Advanced Research Methods
- PS 506: Life Span Development
If you reside in the state of Tennessee you may not enroll in the Industrial/Organizational Psychology area of specialization.

Progression Requirements

1. The grade of "C" is the minimum acceptable grade for courses in the Master of Science in Psychology program. If you earn a grade of "F" in a course, you must immediately retake the course. You may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.

2. You can enroll in no more than three courses per term.

3. You may not use transfer credit to replace the following courses:
   - PS 501: Foundations of Professional Psychology
   - PS 535: Addictions Practicum
   - PS 545: Industrial/Organizational Practicum
   - PS 555: Applied Behavior Analysis Practicum
   - PS 600: Comprehensive Exam
   - PS 601: Master's Research and Thesis I
   - PS 602: Master's Research and Thesis II

   You must complete these courses at the University. If you are a graduate of the University's Bachelor of Science in Psychology program, you may substitute transfer credit to replace PS 501.

4. You must declare your choice of thesis or comprehensive exam track by the end of the second term.

Comprehensive Exam Track

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

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

Thesis Track

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

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

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

If an extension is granted, the University will not charge tuition for PS 601A or PS 602A, but you will be required to pay the normal technology fee.

If you are unable to complete PS 601 or PS 602, you will be permitted to enter the comprehensive exam track.

Certification, State Board, and National Board Exams

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

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

Applied Behavior Analysis Specialization

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

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

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

The BACB can be contacted at:

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

Degree Plan

Curriculum

Master of Science in Psychology - Thesis Track

Addictions
<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY</td>
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<td>MM 570: APPLIED STATISTICS FOR PSYCHOLOGY</td>
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<td>PS 504: ADVANCED RESEARCH METHODS</td>
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<td>PS 505: TESTING, MEASUREMENT, AND ASSESSMENT</td>
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<td>PS 506: LIFE SPAN DEVELOPMENT</td>
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<td>PS 601: MASTER’S RESEARCH AND THESIS I</td>
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<td>PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY</td>
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<td>PS 511: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING</td>
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<td>PS 516: PSYCHOPHARMACOLOGY</td>
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<td>PS 521: GROUP COUNSELING</td>
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<td>PS 526: ADVANCED ADDICTION COUNSELING</td>
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<tr>
<td>PS 531: CO-OCCURRING DISORDERS AND TREATMENTS</td>
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<td>PS 535: ADDICTIONS PRACTICUM</td>
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**Curriculum**

Master of Science in Psychology - Thesis Track

**General Psychology**

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343
PS 510: QUALITATIVE ANALYSIS 5
PS 515: LEARNING AND BEHAVIOR 5
PS 520: NEUROPSYCHOLOGY 5
PS 525: FOUNDATIONS OF PSYCHOPATHOLOGY 5
PS 530: COGNITIVE PSYCHOLOGY 5

TOTAL SPECIALIZATION REQUIREMENTS - GENERAL PSYCHOLOGY 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 65

Curriculum
Master of Science in Psychology - Thesis Track

Industrial/Organizational Psychology

Courses

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<tr>
<th>PROGRAM REQUIREMENTS</th>
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<tr>
<td>Core Requirements</td>
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<td>PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY 5</td>
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<tr>
<td>MM 570: APPLIED STATISTICS FOR PSYCHOLOGY 5</td>
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<tr>
<td>PS 504: ADVANCED RESEARCH METHODS 5</td>
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<td>PS 505: TESTING, MEASUREMENT, AND ASSESSMENT 5</td>
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<td>PS 601: MASTER'S RESEARCH AND THESIS I 5</td>
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<td>PS 602: MASTER'S RESEARCH AND THESIS II 5</td>
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Choose one of the following courses:
| PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY 5 |
| PS 507: ETHICS FOR BEHAVIOR ANALYSTS 5 |

TOTAL CORE REQUIREMENTS 40

Open Elective Requirements

SPECIALIZATION COURSES 30

TOTAL OPEN ELECTIVE REQUIREMENTS 30

Specialization Requirements - Industrial/Organizational Psychology

| PS 540: INDUSTRIAL/ORGANIZATIONAL THEORY AND DEVELOPMENT 5 |
| PS 541: ORGANIZATIONAL MANAGEMENT AND BEHAVIOR 5 |
| PS 542: WORKPLACE MOTIVATION AND ATTITUDES 5 |
| PS 543: ORGANIZATIONAL LEADERSHIP—MANAGEMENT, TRAINING, AND EVALUATION 5 |
| PS 544: HUMAN RESOURCES MANAGEMENT 5 |
| PS 545: INDUSTRIAL/ORGANIZATIONAL PRACTICUM 5 |

TOTAL SPECIALIZATION REQUIREMENTS - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 65

Curriculum
Master of Science in Psychology - Comprehensive Exam Track

Addictions

Courses

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<td>PS 506: LIFE SPAN DEVELOPMENT 5</td>
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<tr>
<td>PS 600: COMPREHENSIVE EXAM 5</td>
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Choose one of the following courses:
| PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY 5 |
| PS 507: ETHICS FOR BEHAVIOR ANALYSTS 5 |

TOTAL CORE REQUIREMENTS 35

Open Elective Requirements

SPECIALIZATION COURSES 30

TOTAL OPEN ELECTIVE REQUIREMENTS 30

Specialization Requirements - Addictions

| PS 511: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING 5 |
| PS 516: PSYCHOPHARMACOLOGY 5 |
| PS 521: GROUP COUNSELING 5 |
| PS 526: ADVANCED ADDICTION COUNSELING 5 |
| PS 531: CO-OCCURRING DISORDERS AND TREATMENTS 5 |
| PS 535: ADDICTIONS PRACTICUM 5 |

TOTAL SPECIALIZATION REQUIREMENTS - ADDICTIONS 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 65

Curriculum
Master of Science in Psychology - Comprehensive Exam Track

Applied Behavior Analysis

Courses

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<th>PROGRAM REQUIREMENTS</th>
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</table>
MM 570: APPLIED STATISTICS FOR PSYCHOLOGY 5
PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY 5
PS 504: ADVANCED RESEARCH METHODS 5
PS 505: TESTING, MEASUREMENT, AND ASSESSMENT 5
PS 506: LIFE SPAN DEVELOPMENT 5
PS 507: ETHICS FOR BEHAVIOR ANALYSTS 5
PS 600: COMPREHENSIVE EXAM 5

**TOTAL CORE REQUIREMENTS** 35

**Open Elective Requirements**

**SPECIALIZATION COURSES** 25

**TOTAL OPEN ELECTIVE REQUIREMENTS** 25

**Specialization Requirements - General Psychology**

PS 512: RESEARCH DESIGN IN APPLIED BEHAVIOR ANALYSIS 5
PS 517: ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS 5
PS 522: BEHAVIORAL MEASURES AND INTERPRETATION OF DATA 5
PS 527: IMPLEMENTING BEHAVIORAL CHANGE 5
PS 532: CLINICAL APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS 5
PS 555: APPLIED BEHAVIOR ANALYSIS PRACTICUM 5

**TOTAL SPECIALIZATION REQUIREMENTS - APPLIED BEHAVIOR ANALYSIS** 0

Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 60

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**Curriculum**

**Master of Science in Psychology - Comprehensive Exam Track**

**Industrial/Organizational Psychology**

**Courses** | **Credits**
---|---

**PROGRAM REQUIREMENTS**

**Core Requirements**

PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY 5
MM 570: APPLIED STATISTICS FOR PSYCHOLOGY 5
PS 504: ADVANCED RESEARCH METHODS 5
PS 505: TESTING, MEASUREMENT, AND ASSESSMENT 5
PS 506: LIFE SPAN DEVELOPMENT 5
PS 600: COMPREHENSIVE EXAM 5

Choose one of the following courses:

PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY 5
PS 507: ETHICS FOR BEHAVIOR ANALYSTS 5

**TOTAL CORE REQUIREMENTS** 35

**Open Elective Requirements**

**SPECIALIZATION COURSES** 30

**TOTAL OPEN ELECTIVE REQUIREMENTS** 30

**Specialization Requirements - Industrial/Organizational Psychology**

PS 540: INDUSTRIAL/ORGANIZATIONAL THEORY AND DEVELOPMENT 5
PS 541: ORGANIZATIONAL MANAGEMENT AND BEHAVIOR 5
PS 542: WORKPLACE MOTIVATION AND ATTITUDES 5
PS 543: ORGANIZATIONAL LEADERSHIP—MANAGEMENT, TRAINING, AND EVALUATION 5
PS 544: HUMAN RESOURCES MANAGEMENT 5

**TOTAL SPECIALIZATION REQUIREMENTS - GENERAL PSYCHOLOGY** 0

Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 60

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**Curriculum**

**Master of Science in Psychology - Comprehensive Exam Track**

**General Psychology**

**Courses** | **Credits**
---|---

**PROGRAM REQUIREMENTS**

**Core Requirements**

PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY 5
MM 570: APPLIED STATISTICS FOR PSYCHOLOGY 5
PS 504: ADVANCED RESEARCH METHODS 5
PS 505: TESTING, MEASUREMENT, AND ASSESSMENT 5
PS 506: LIFE SPAN DEVELOPMENT 5
PS 600: COMPREHENSIVE EXAM 5

Choose one of the following courses:

PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY 5
PS 507: ETHICS FOR BEHAVIOR ANALYSTS 5

**TOTAL CORE REQUIREMENTS** 35

**Open Elective Requirements**

**SPECIALIZATION COURSES** 30

**TOTAL OPEN ELECTIVE REQUIREMENTS** 30

**Specialization Requirements - General Psychology**

PS 510: QUALITATIVE ANALYSIS 5
PS 515: LEARNING AND BEHAVIOR 5
PS 520: NEUROPSYCHOLOGY 5
PS 525: FOUNDATIONS OF PSYCHOPATHOLOGY 5
PS 530: COGNITIVE PSYCHOLOGY 5

**TOTAL SPECIALIZATION REQUIREMENTS - GENERAL PSYCHOLOGY** 0

Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 60
PS 545: INDUSTRIAL/ORGANIZATIONAL PRACTICUM 5

TOTAL SPECIALIZATION REQUIREMENTS - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 0

Specialization courses are completed within the open electives requirement of the degree plan. Specialization is not currently available in Tennessee.

TOTAL PROGRAM REQUIREMENTS 65

Locations

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<tr>
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<td>![Program enrollment through campus locations; combines onsite and online instruction]</td>
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</tbody>
</table>

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

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

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

Program Length

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

Program Outcomes

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

Policies

Progression Requirements

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

Certification, State Board, and National Board Exams

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

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

Degree Plan

Curriculum

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<th>Courses</th>
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<td>PS 506: LIFE SPAN DEVELOPMENT</td>
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<td>PS 511: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING</td>
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<td>PS 516: PSYCHOPHARMACOLOGY</td>
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<td>PS 521: GROUP COUNSELING</td>
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<td>PS 531: CO-OCCURRING DISORDERS AND TREATMENTS</td>
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<td>PS 535: ADDICTIONS PRACTICUM</td>
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TOTAL CORE REQUIREMENTS 35

TOTAL PROGRAM REQUIREMENTS 35

Locations

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<td>South Portland</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Graduate Certificate in Industrial/Organizational Psychology

Description and Outcomes

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

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

Program Length

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

Program Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

If you reside in the state of Tennessee you may not enroll in the Graduate Certificate in Industrial/Organizational Psychology program.

Progression Requirements

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

Degree Plan

Curriculum

<table>
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<tr>
<th>Courses</th>
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</table>

Locations

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

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

Program Length

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

Program Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master's degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

Progression Requirements

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

Certification, State Board, and National Board Exams

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

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University's Postgraduate Certificate in Applied Behavior Analysis program do not guarantee or prepare you for state licensure upon graduation.

The BACB can be contacted at:
Behavior Analyst Certification Board
2888 Remington Green Lane, Suite C
Tallahassee, FL 32308
Tel: 850.765.0905

Degree Plan

Curriculum

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TOTAL CORE REQUIREMENTS 35

TOTAL PROGRAM REQUIREMENTS 35
## Locations

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<tr>
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<th>Program enrollment through campus locations; online instruction</th>
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School of Business

Mission

Mission Statement

Our mission is to develop the talents of career-focused students to help them succeed in increasingly complex, diverse, and global business environments. Faculty is composed of practitioners and scholars who focus on classroom innovation and intellectual contribution. Kaplan University's learner-centered education empowers students to apply their skills immediately to become insightful, ethical decision makers and leaders.

General Policies

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Business requires a current, professional resume that details employment history including responsibilities and dates of employment.

Progression Requirements

1. You must successfully complete at least 75 percent of the graduate credit hours required for a degree with a grade of "A" or "B."

2. You can enroll in no more than one course per term for your first three terms. After completing the third term, you may enroll in two courses per term if your cumulative GPA is 3.5 or higher. If you are enrolled in the Graduate Certificate in Entrepreneurship for Growth Ventures or the Graduate Certificate in Entrepreneurship for New Ventures programs, you are exempt from this policy. Additional exceptions to this policy require the approval of the Dean of the School of Business or a designee.
Master of Business Administration

Description and Outcomes

The objective of the Master of Business Administration program is to help you pursue leadership positions in competitive business environments. The curriculum is designed to address this through a portfolio of practical, resume-building projects that satisfy your intellectual curiosity and help build the knowledge, skills, and abilities to make sound business and management decisions. Beyond these practical skills, the program is also designed to foster thought leadership, innovation, and corporate social responsibility in a global context.

Specializations

In addition to the core program requirements, you may add a specialization to your degree plan, for which you are required to take a minimum of four courses from one of six specializations: finance, health care management, human resources, information technology, marketing, or project management. Specializations are not required for completion of the general program.

Program Length

The Master of Business Administration program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Business Administration.

Program Outcomes

1. Apply knowledge related to fundamental business processes to make effective business decisions in a global context.
2. Integrate business knowledge to take well-reasoned action in diverse situations.
3. Innovate to address business issues and opportunities in dynamic environments.
4. Demonstrate the leadership necessary to accomplish business goals and maximize organizational performance.
5. Evaluate the ethical and social implications of business decisions in a global context.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Accelerated MBA Option

If you are a graduate of the University's Bachelor of Science in Business Administration program, are granted admission to the Master of Business Administration (MBA) program, and meet the requirements for the accelerated MBA option, you will have the following courses waived:

- GB 518: Financial Accounting Principles and Analysis
- GB 520: Strategic Human Resource Management
- GB 530: Marketing Management

- GB 540: Economics for Global Decision Makers
- GB 550: Financial Management

Progression Requirements

1. You may not use transfer credit to replace GB 500: Business Perspectives or GB 601: MBA Capstone. These courses must be completed at Kaplan University.
2. As a newly enrolled student, you may request to test out of GB 512: Business Communications and GB 513: Business Analytics by passing a Challenge Exam with a predetermined score. To register for a challenge exam, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (http://catalog.kaplanuniversity.edu/Types_of_Credit.aspx) section for additional information.

Degree Plan

Curriculum

No Specialization

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Finance

Courses

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<td>GB 530: Marketing Management</td>
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352
PROGRAM REQUIREMENTS

Core Requirements
GB 512: BUSINESS COMMUNICATIONS 4
GB 500: BUSINESS PERSPECTIVES 4
GB 513: BUSINESS ANALYTICS 4
GB 518: FINANCIAL ACCOUNTING PRINCIPLES AND ANALYSIS 4
GB 519: MEASUREMENT AND DECISION MAKING 4
GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT 4
GB 530: MARKETING MANAGEMENT 4
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GB 550: FINANCIAL MANAGEMENT 4
GB 560: DESIGNING, IMPROVING, AND IMPLEMENTING PROCESSES 4
GB 570: MANAGING THE VALUE CHAIN 4
GB 580: STRATEGIC MANAGEMENT 4
GB 590: ETHICS IN BUSINESS AND SOCIETY 4
GB 600: LEADERSHIP STRATEGIES FOR A CHANGING WORLD 4
GB 601: MBA CAPSTONE 4

TOTAL CORE REQUIREMENTS 60

Open Elective Requirements
SPECIALIZATION COURSES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

Specialization Requirements - Finance
GF 500: FINANCIAL INSTITUTIONS AND MARKETS 4
GF 510: RISK ANALYSIS AND MANAGEMENT 4
GF 520: CORPORATE FINANCE 4
GF 530: FINANCIAL STATEMENT ANALYSIS 4

TOTAL SPECIALIZATION REQUIREMENTS - FINANCE 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 76

Curriculum

Health Care Management

PROGRAM REQUIREMENTS

Core Requirements
GB 512: BUSINESS COMMUNICATIONS 4
GB 500: BUSINESS PERSPECTIVES 4
GB 513: BUSINESS ANALYTICS 4
GB 518: FINANCIAL ACCOUNTING PRINCIPLES AND ANALYSIS 4
GB 519: MEASUREMENT AND DECISION MAKING 4
GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT 4
GB 530: MARKETING MANAGEMENT 4
GB 540: ECONOMICS FOR GLOBAL DECISION MAKERS 4
GB 550: FINANCIAL MANAGEMENT 4
GB 560: DESIGNING, IMPROVING, AND IMPLEMENTING PROCESSES 4
GB 570: MANAGING THE VALUE CHAIN 4
GB 580: STRATEGIC MANAGEMENT 4
GB 590: ETHICS IN BUSINESS AND SOCIETY 4

TOTAL CORE REQUIREMENTS 60

Open Elective Requirements
SPECIALIZATION COURSES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

Specialization Requirements - Health Care Management
HA 540: HEALTH CARE OPERATIONS AND QUALITY ASSESSMENT 4
HA 545: HEALTH POLICY 4
HA 575: HEALTH CARE MARKETING 4
PU 660: INTERNATIONAL EPIDEMIOLOGY AND GLOBAL HEALTH 4

TOTAL SPECIALIZATION REQUIREMENTS - HEALTH CARE MANAGEMENT 0

Specialization courses are completed within the open electives requirement of the degree plan. Courses in this specialization are offered through the School of Health Sciences and require students to change to the 10-week calendar track upon completion of all courses in the MBA program.

TOTAL PROGRAM REQUIREMENTS 76

Human Resources

PROGRAM REQUIREMENTS

Core Requirements
GB 512: BUSINESS COMMUNICATIONS 4
GB 500: BUSINESS PERSPECTIVES 4
GB 513: BUSINESS ANALYTICS 4
GB 518: FINANCIAL ACCOUNTING PRINCIPLES AND ANALYSIS 4
GB 519: MEASUREMENT AND DECISION MAKING 4
GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT 4
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GB 590: ETHICS IN BUSINESS AND SOCIETY 4
GB 600: LEADERSHIP STRATEGIES FOR A CHANGING WORLD 4
GB 601: MBA CAPSTONE 4

TOTAL CORE REQUIREMENTS 60

Open Elective Requirements

SPECIALIZATION COURSES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

Specialization Requirements - Human Resources

GB 541: EMPLOYMENT LAW 4
GB 542: TRAINING AND DEVELOPMENT 4
GB 545: STRATEGIC REWARD SYSTEMS 4
GB 546: RECRUITMENT AND SELECTION 4

TOTAL SPECIALIZATION REQUIREMENTS - HUMAN RESOURCES 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 76

Curriculum

Information Technology

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TOTAL CORE REQUIREMENTS 60

Open Elective Requirements

SPECIALIZATION COURSES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

Specialization Requirements - Information Technology

IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL 4
IT 501: PRINCIPLES OF INFORMATION TECHNOLOGY 4
IT 510: SYSTEM ANALYSIS AND DESIGN 4
IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT 4

TOTAL SPECIALIZATION REQUIREMENTS - INFORMATION TECHNOLOGY 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 76

Marketing

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TOTAL CORE REQUIREMENTS 60

Open Elective Requirements

SPECIALIZATION COURSES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

Specialization Requirements - Marketing

GB 531: ADVERTISING 4
GB 532: MARKETING RESEARCH 4
GB 533: SALESFORCE MANAGEMENT 4
GB 534: CONSUMER BEHAVIOR 4

TOTAL SPECIALIZATION REQUIREMENTS - MARKETING 0
Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 76

### Curriculum

#### Project Management

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

Description and Outcomes

The Master of Science in Accounting program is designed to follow a Bachelor of Science in Accounting degree. Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Accounting_Policies.aspx) section for details.

The objective of the Master of Science in Accounting program is to prepare you with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinker and problem solver. The program is designed to prepare you to use available services and technologies to support operations and management, and the curriculum encourages you to be a lifelong learner while addressing the evolving professional skills of master's degree students.

Upon graduation, you may perform either technical or management duties within the accounting field. Typical duties may include overall department management; the generation and analysis of accounting data; the creation of quality improvement processes, compliance strategies, and reimbursement procedures; conducting research; and addressing risk management and legal issues. Employment opportunities may exist within industry and public accounting. In addition, many entrepreneurial opportunities may exist for small business accounting and consulting services.

The Master of Science in Accounting program is designed to help you prepare for the Uniform Certified Public Accountant (CPA) Examination, the Certified Internal Auditor examination, and the Certified Management Accountant examination. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Accounting_Policies.aspx) section for important program disclosure information.

Specializations

You can choose from four specialization areas designed to help you develop specific accounting proficiencies: audit, finance, government, and tax.

Program Length

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

Program Outcomes

1. Integrate accounting knowledge to take well-reasoned action in diverse situations.
2. Assess accounting issues and opportunities in dynamic environments.
3. Evaluate the ethical and social implications of business and accounting decisions in a global context.
4. Evaluate the theory, principles, and practices of accounting and accounting information systems.
5. Integrate challenging work that will prepare students for accounting professional exams.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor's degree in business, management, accounting, or finance from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

If you possess a bachelor's degree unrelated to business, management, accounting, or finance, you may be admitted with approval from the Dean of the School of Business. The Dean conducts evaluations on a case-by-case basis. If you are granted admission to the program, you may be required to complete additional foundational coursework, which may include AC 114: Accounting I and AC 116: Accounting II, pending the Dean's review of the situation.

If you are an international applicant, you must submit, prior to enrollment, an official college transcript evaluated for equivalency to a United States college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator.

If you possess a bachelor's degree unrelated to business, management, accounting, or finance, you must submit an additional course-by-course equivalency evaluation to determine whether you have already completed coursework equivalent to AC 114 and/or AC 116. You are responsible for any costs incurred as a result of this service.

Progression Requirements

As a newly enrolled student, you may request to test out of GB 512: Business Communications by passing a Challenge Exam with a predetermined score. To register for a challenge exam, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (http://catalog.kaplanuniversity.edu/Types_of_Credit.aspx) section for additional information.

Certification, State Board, and National Board Exams

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

Upon graduation, you may be eligible to take the Uniform Certified Public Accountant (CPA), Certified Internal Auditor, and Certified Management Accountant certification exams. To sit for the CPA Exam in most states, there is an educational requirement of 150 semester hours or 225 quarter credit hours. You may need to take additional courses at the undergraduate or graduate level to meet individual state requirements.

Degree Plan
## Curriculum

### Audit

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### Government

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Curriculum

Tax

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Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS: 52

Locations

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<td>South Portland</td>
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Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

The Master of Science in Finance program focuses on helping you gain advanced technical knowledge and skills in a range of financial areas. Courses help increase your understanding of the factors that influence high-level decision making and provide you with opportunities to develop and implement your critical thinking skills to solve complex financial problems.

The program is designed to prepare you to make quality decisions based on the analysis of financial information. The curriculum encourages you to be a lifelong learner and addresses the evolving professional skills of master's degree students.

The general program is designed to help you develop specific skills in the areas of financial planning, corporate finance, banking, financial markets, and investment management. Completion of this program may be especially beneficial if you who wish to pursue a variety of opportunities in the financial service sector.

Specializations

You are required to select a specialization in financial analysis or financial planning.

Program Length

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

Program Outcomes

1. Perform financial analysis using quantitative concepts and techniques.
2. Interpret financial statements that adhere to current standards.
3. Analyze investment and financial risk.
4. Evaluate financial theory and practices.
5. Apply legislation, regulations, and principles of practice to financial scenarios.

Policies

Progression Requirements

As a newly enrolled student, you may request to test out of GB 512: Business Communications by passing a Challenge Exam with a predetermined score. To register for a challenge exam, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (http://catalog.kaplanuniversity.edu/Types_of_Credit.aspx) section for additional information.

Certification, State Board, and National Board Exams

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

Upon completion of the financial analysis specialization, you may be eligible to take the Certified Financial Analyst (CFA) certification exam.

If you complete the financial planning specialization, you may be eligible to take the Certified Financial Planner (CFP) Certification Examination. Certified Financial Planner Board of Standards, Inc., owns the CFP® and CERTIFIED FINANCIAL PLANNER™ certification marks, which are awarded to individuals who successfully complete initial and ongoing certification requirements. Kaplan University does not certify individuals to use CFP®, CERTIFIED FINANCIAL PLANNER™ marks, CFP® certification is granted solely by Certified Financial Planner Board of Standards, Inc., to individuals who, in addition to completing an educational requirement, have met its ethics, experience, and examination requirements.

Degree Plan

Curriculum

Financial Analysis

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<td>GF 500: FINANCIAL INSTITUTIONS AND MARKETS</td>
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<td>GF 510: RISK ANALYSIS AND MANAGEMENT</td>
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<tr>
<td>GF 520: CORPORATE FINANCE</td>
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<td>GF 530: FINANCIAL STATEMENT ANALYSIS</td>
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<td>GB 540: ECONOMICS FOR GLOBAL DECISION MAKERS</td>
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## Curriculum

### Financial Planning

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<tr>
<td>Core Requirements</td>
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<td>GF 500: FINANCIAL INSTITUTIONS AND MARKETS</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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### Open Elective Requirements

| SPECIALIZATION COURSES                       | 16      |
| **TOTAL OPEN ELECTIVE REQUIREMENTS**        | **16**  |

### Specialization Requirements - Financial Planning

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### Locations

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<tr>
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<th>Davenport</th>
<th>Cedar Falls</th>
<th>Cedar Rapids</th>
<th>Des Moines</th>
<th>Hagerstown</th>
<th>Lincoln</th>
<th>Mason City</th>
<th>Omaha</th>
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</table>

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

Description and Outcomes

The Master of Science in Management program focuses on helping you build specialized leadership skills in a particular discipline and is designed to prepare you to pursue managerial and executive positions in a wide range of industries. From the start of the program, courses help you develop leadership knowledge and abilities that you can apply immediately to your work life and to help advance your career. Through relevant instruction and hands-on application, you may acquire skills and understanding in decision making and day-to-day managerial functions. The curriculum encourages you to identify real-life professional challenges by building a resume of case studies and projects, hypothesizing and testing solutions, and measuring results. You will examine current concepts and effective management and organizational strategies that impact today's global marketplace.

Completion of this program may be especially beneficial if you are interested in pursuing high-level managerial opportunities in various fields such as health care administration, change leadership, project management, and government.

Specializations

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

Program Length

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

Program Outcomes

1. Develop a personal leadership and management style for diverse situations.
2. Assess the impact of theory on the practice of management.
3. Apply management best practices to effect innovative change.
4. Evaluate the ethical and social implications of business decisions in a global context.
5. Evaluate organizational decisions.

Policies

Progression Requirements

1. You may not use transfer credit to replace GM 502: Leadership Theory and Practice I or GM 599: Applied Research Project. These courses must be completed at Kaplan University.
2. As a newly enrolled student, you may request to test out of GB 512: Business Communications by passing a Challenge Exam with a predetermined score. To register for a challenge exam, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (http://catalog.kaplanuniversity.edu/Types_of_Credit.aspx) section for additional information.
3. If you would like to substitute a course for one of the required core courses, you must submit a Program Option Request Form with documentation supporting the request to the Dean of the School of Business. The decision to approve a core course substitution request rests with the Dean or a designee and is based on an evaluation of your exposure to equivalent subject matter. Regardless of the Dean's decision, you will still have to complete the amount of credit hours required for the program.

Degree Plan

Curriculum

Health Care Management

<table>
<thead>
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<td>GM 500: MANAGEMENT THEORIES AND PRACTICES I</td>
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<td>GM 502: LEADERSHIP THEORY AND PRACTICE I</td>
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<td>GM 503: LEADERSHIP THEORY AND PRACTICE II</td>
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<td>GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE</td>
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<td>GM 505: ACTION RESEARCH AND CONSULTING SKILLS</td>
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TOTAL CORE REQUIREMENTS 40

Open Elective Requirements

SPECIALIZATION COURSES 16

TOTAL OPEN ELECTIVE REQUIREMENTS 16

Specialization Requirements - Health Care Management

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<td>HA 545: HEALTH POLICY</td>
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TOTAL SPECIALIZATION REQUIREMENTS - HEALTH CARE MANAGEMENT 0

Specialization courses are completed within the open electives requirement of the degree plan. Courses in this specialization are offered through the School of Health Sciences and require students to change to the 10-week calendar track upon completion of all courses in the Master of Science in Management program.

TOTAL PROGRAM REQUIREMENTS 56
Human Resources

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Open Elective Requirements

| SPECIALIZATION COURSES | 16 |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | 16 |

Specialization Requirements - Human Resources

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Specialization courses are completed within the open electives requirement of the degree plan.

| **TOTAL PROGRAM REQUIREMENTS** | 56 |

Curriculum

Leadership

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Open Elective Requirements

| SPECIALIZATION COURSES | 16 |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | 16 |

Specialization Requirements - Leadership

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<td><strong>TOTAL SPECIALIZATION REQUIREMENTS - LEADERSHIP</strong></td>
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| **TOTAL PROGRAM REQUIREMENTS** | 56 |

Information Technology

<table>
<thead>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>GB 512: BUSINESS COMMUNICATIONS</td>
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<tr>
<td>GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT</td>
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<tr>
<td>GM 500: MANAGEMENT THEORIES AND PRACTICES I</td>
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<td>GM 501: MANAGEMENT THEORIES AND PRACTICES II</td>
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<td>GM 502: LEADERSHIP THEORY AND PRACTICE I</td>
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<tr>
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<tr>
<td>GM 505: ACTION RESEARCH AND CONSULTING SKILLS</td>
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<td>GM 599: APPLIED RESEARCH PROJECT</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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Open Elective Requirements

| SPECIALIZATION COURSES | 16 |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | 16 |

Specialization Requirements - Information Technology

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<td>IT 501: PRINCIPLES OF INFORMATION TECHNOLOGY</td>
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<tr>
<td>IT 510: SYSTEM ANALYSIS AND DESIGN</td>
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<td>IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT</td>
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Specialization courses are completed within the open electives requirement of the degree plan.

| **TOTAL PROGRAM REQUIREMENTS** | 56 |
Specialization courses are completed within the open electives
requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  56

### Curriculum

#### Organizational Design and Development

<table>
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<tr>
<th>Courses</th>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</table>

| Open Elective Requirements | |
| Specialization Courses | 16 |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | 16 |

| Specialization Requirements - Organizational Design and Development | |
| GB 542: TRAINING AND DEVELOPMENT | 4 |
| GB 600: LEADERSHIP STRATEGIES FOR A CHANGING WORLD | 4 |
| GM 541: FOUNDATIONS OF ORGANIZATION DEVELOPMENT | 4 |
| GM 543: ORGANIZATION DIAGNOSIS AND DESIGN | 4 |
| **TOTAL SPECIALIZATION REQUIREMENTS - ORGANIZATIONAL DESIGN AND DEVELOPMENT** | 0 |

Specialization courses are completed within the open electives
requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  56

#### Project Management

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</tbody>
</table>

| Open Elective Requirements | |
| Specialization Courses | 16 |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | 16 |

| Specialization Requirements - Project Management | |
| GM 591: STRATEGIC PROJECT MANAGEMENT | 4 |
| GM 592: PROJECT INITIATION, PLANNING, AND EXECUTION | 4 |
| GM 593: PROJECT COST AND SCHEDULE MONITORING AND CONTROLLING | 4 |
| GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING | 4 |
| **TOTAL SPECIALIZATION REQUIREMENTS - PROJECT MANAGEMENT** | 0 |

Specialization courses are completed within the open electives
requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**  56

### Locations

<table>
<thead>
<tr>
<th>Locations</th>
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<tbody>
<tr>
<td>Online</td>
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<td>Augusta</td>
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<td>South Portland</td>
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Online instruction
| Program enrollment through campus locations; online instruction | |

| Program enrollment through campus locations; combines onsite and online instruction | |
Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Graduate Certificate in Accounting

Description and Outcomes

The objective of the Graduate Certificate in Accounting program is to prepare you with the critical knowledge and skills to pursue mid-level accounting positions. The certificate program is designed to provide knowledge of key accounting areas including accounting and financial reporting systems, business law, auditing techniques, and cost accounting.

This certificate program could also help you prepare for the Uniform Certified Public Accountant (CPA) Examination. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Graduate_Certificate_in_Accounting_Policies.aspx) section for important program disclosure information.

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

Program Length

The Graduate Certificate in Accounting program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor's degree in accounting from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

Progression Requirements

If you are enrolled in a School of Business certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Uniform Certified Public Accountant (CPA) Examination. To sit for the CPA Exam in most states, there is an educational requirement of 150 semester hours or 225 quarter credit hours. You may need to take additional courses at the undergraduate or graduate level to meet individual state requirements.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<td>AC 501: FINANCIAL ACCOUNTING AND REPORTING</td>
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<td>AC 502: REGULATION</td>
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<td>AC 503: ADVANCED AUDITING</td>
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<td>AC 505: ADVANCED MANAGERIAL/COST ACCOUNTING</td>
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Locations

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<td>South Portland</td>
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</tbody>
</table>

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

The objective of the Graduate Certificate in Human Resources program is to prepare you with the critical knowledge and skills to pursue mid-level positions in human resources. The certificate program is designed to provide knowledge of key human resource areas including employment and labor law, employee training and development programs, reward systems, employee recruitment and selection, and assessment models.

This certificate program could also help you prepare for the Senior Professional in Human Resources (SPHR) certification exam. Refer to the Certification, StateBoard, and National Board Exams section for important program disclosure information.

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

Program Length

The Graduate Certificate in Human Resources program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Progression Requirements

If you are enrolled in a School of Business certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Senior Professional in Human Resources (SPHR) certification exam.

Degree Plan

Curriculum

<table>
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<th>Courses</th>
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<tr>
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<td>GB 542: TRAINING AND DEVELOPMENT</td>
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| TOTAL PROGRAM REQUIREMENTS | 16 |

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Graduate Certificate in Project Management

Description and Outcomes

The objective of the Graduate Certificate in Project Management program is to prepare you with the critical knowledge and skills to pursue a mid-level position in project management. The certificate program is designed to provide knowledge of key project management areas including project initiation, project planning and execution, project cost and scheduling, and project risk, quality, and assessment.

This certificate program could also help you prepare for the Project Management Professional (PMP) certification exam. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Graduate Certificate in Project Management program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Progression Requirements

If you are enrolled in a School of Business certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Project Management Professional (PMP) certification exam.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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PROGRAM REQUIREMENTS

Core Requirements

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<th>Course Requirements</th>
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<td>GM 591: STRATEGIC PROJECT MANAGEMENT</td>
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TOTAL CORE REQUIREMENTS 16

TOTAL PROGRAM REQUIREMENTS 16

Locations

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Mission

Mission Statement

The School of Graduate Education at Kaplan University is committed to developing leaders in education through its focus on constant learning and reflection, ongoing improvement of professional practice, and making meaningful contributions to the lives of learners. Critical thinking, clear communication, and informed decision making are the cornerstones of our flexible, adaptive approach to education.

General Policies

Progression Requirements

International Applicants

If you completed your university education abroad, you must have earned an equivalent, recognized baccalaureate degree. International transcripts submitted to the School of Graduate Education must be evaluated by one of the approved agencies listed by the National Association of Credential Evaluation Services on the following website: www.naces.org/members.htm. Official evaluated transcripts must be received by Kaplan University before you can enroll in a program.

Criminal Background Check Policy

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

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

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

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

Certification, State Board, and National Board Exams

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

Alabama Students

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

Website: www.alsde.edu

Tennessee Students

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

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

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

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

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

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

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

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

Description and Outcomes

The Master of Arts in Teaching program is designed to help you become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires you to gain knowledge and experience in relation to one or more of the program competencies.

Tracks of Study

You will have the opportunity to pursue either an Iowa certification or noncertification track of study.

The Iowa certification track is designed for professionals either living in the state of Iowa or in close enough proximity to be able to conduct weekly field experiences at an Iowa school. If you are interested in becoming a certified teacher in grades 5 through 12, this program may be for you. You will have the option of completing student teaching or a year-long internship as the program's culminating teaching experience. Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Master_of_Arts_in_Teaching_Policies.aspx) section for details. Upon successful completion of all program, graduation, and student teaching/internship requirements, you will be recommended for Iowa licensure.

The noncertification track is designed for professionals from all 50 states and abroad who desire a fundamental understanding of secondary teaching practices, but may not wish to become certified teachers. In addition, if you would like to become a certified teacher, but do not live in the state of Iowa, you should also consider this program. Kaplan University cannot recommend candidates outside of the state of Iowa for licensure. If you enroll in the noncertification track, you are responsible for determining which of your state's alternative certification programs you should pursue and then discussing this choice with your Education Advisor.

Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Master_of_Arts_in_Teaching_Policies.aspx) section for important program disclosure information.

Program Length

The Iowa certification track consists of a minimum of 54 quarter credit hours; the noncertification track consists of a minimum of 40 quarter credit hours. Upon successful completion of the program, you will be awarded a master of arts degree.

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 effective communication techniques and instructional technology to enrich student learning and academic performance.
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 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.
7. Graduates will pursue and integrate new personal and 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.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Iowa Certification Track

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

Praxis I

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

- Core Academic Skills for Educators—Reading (#5712): 156
- Core Academic Skills for Educators—Writing (#5722): 162
- Core Academic Skills for Educators—Mathematics (#5732): 150
Progression Requirements with American Board. You are encouraged to confirm costs, deadlines, and continuing requirements eligibility for a state alternative certification program. You are also current list of states. Prior to enrolling, you must confirm your eligibility to teacher certification in several states. The Dean will provide a recipient code for both exams is 5340.

Minimum acceptable Praxis I PPST scores are as follows:

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

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

Praxis II

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

Subject Assessments Exam:

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

Principles of Learning and Teaching (PLT) Exam:

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

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

Master of Arts in Teaching Classroom Pathways Bundle

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

Progression Requirements

1. The grade of "C" is the minimum acceptable score for courses in the Master of Arts in Teaching program. If you earn a grade of "F" in a course, you must immediately retake the course. You may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.

2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.

3. You can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.

4. You may not transfer credits to the Master of Science in Education program, except for ED 503: Educational Psychology. Other exceptions may be approved by the Dean of the School of Graduate Education on an individual basis.

5. Courses can be transferred between the Master of Arts in Teaching program's Iowa certification and non certification tracks upon approval by the Dean of the School of Graduate Education.

Iowa Certification Track

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

You must complete these courses at the University.

2. You must complete a criminal background check through Kaplan University's designated provider prior to enrolling in your first term. See the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/School_of_Graduate_Education_GeneralPolicies.aspx) for additional information.

3. You are required to complete a student teaching experience or a year-long internship at a local school district. The below requirements apply:

Interns

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

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

The above courses will be graded on a pass/fail basis. You will not be charged tuition for the noncredit courses, but will be required to pay the normal technology fee.
During your internship year, you may be asked to enroll in only one course per term (ED 596, ED 596A, ED 597, or ED 597A) to comply with the best practices of the Iowa Board of Educational Examiners.

**Student Teachers**

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

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

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

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

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

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

**Noncertification Track**

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

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

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

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

**Graduation Requirements**

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

(http://catalog.kaplanuniversity.edu/Policy_Information_grad

**Certification, State Board, and National Board Exams**

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

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

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

The Master of Arts in Teaching program and curriculum are designed to provide you with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing requirements vary and may change from time to time. Thus, the University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. If you are enrolled in the noncertification track and are interested in state certification, you are encouraged to independently research the licensing requirements in any state in which you intend to seek licensure.

**Degree Plan**

**Curriculum**

**Master of Arts in Teaching - Iowa Certification Track**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>ED 503: EDUCATIONAL PSYCHOLOGY</td>
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</tr>
<tr>
<td>ED 511: TEACHING METHODS THROUGH DIFFERENTIATED INSTRUCTION</td>
<td>4</td>
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<tr>
<td>ED 513: CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>4</td>
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<tr>
<td>ED 521: READING IN THE CONTENT AREAS</td>
<td>4</td>
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<tr>
<td>ED 523: RESEARCH ON EFFECTIVE TEACHING</td>
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<tr>
<td>ED 531: SECONDARY STUDENT ASSESSMENT</td>
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<tr>
<td>ED 533: PERSPECTIVES ON DIVERSITY</td>
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<tr>
<td>ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN</td>
<td>4</td>
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</tbody>
</table>
ED 553: HISTORY AND PHILOSOPHY OF EDUCATION 4
ED 581: SECONDARY CLASSROOM MANAGEMENT 4
ED 596: STUDENT TEACHING/INTERNSHIP I 5
ED 597: STUDENT TEACHING/INTERNSHIP II 5
Choose one of the following Methods courses:
ED 541: METHODS OF TEACHING SECONDARY ENGLISH LANGUAGE ARTS 4
ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS 4
ED 561: METHODS OF TEACHING SECONDARY SCIENCE 4
ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES 4
ED 586: METHODS OF TEACHING A FOREIGN LANGUAGE 4
ED 591: METHODS OF TEACHING VISUAL AND PERFORMING ARTS 4

TOTAL CORE REQUIREMENTS

PROGRAM REQUIREMENTS

Core Requirements
ED 503: EDUCATIONAL PSYCHOLOGY 4
ED 511: TEACHING METHODS THROUGH DIFFERENTIATED INSTRUCTION 4
ED 513: CHILD AND ADOLESCENT DEVELOPMENT 4
ED 521: READING IN THE CONTENT AREAS 4
ED 523: RESEARCH ON EFFECTIVE TEACHING 4
ED 531: SECONDARY STUDENT ASSESSMENT 4
ED 533: PERSPECTIVES ON DIVERSITY 4
ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN 4
ED 553: HISTORY AND PHILOSOPHY OF EDUCATION 4
ED 581: SECONDARY CLASSROOM MANAGEMENT 4

TOTAL PROGRAM REQUIREMENTS 40

Total Core Requirements
54

Online

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes
If you are a practicing K–12 teacher, the Master of Science in Education program and its curriculum could provide you with the knowledge and practical experience that meet nationally recognized standards for such a degree. All coursework contains job-embedded assignments and, therefore, requires you to teach a consistent group of learners. Courses teach you to consider how to most effectively promote student learning and development and school achievement, and demonstrate your understanding of the program’s four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships. The program is also designed to help you become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Education_Policies.aspx) section for important program disclosure information.

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

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

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

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

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

Policies

Progression Requirements
1. The grade of "C" is the minimum acceptable grade for courses in the Master of Science in Education program. If you earn a grade of "F" in a course, you are required to immediately retake the course. You may only take a course twice and must earn the required grade of "C" or higher.

Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.

2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.
3. You can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.
4. You may not transfer credits to the Master of Arts in Teaching program, except for ED 503: Educational Psychology. Other exceptions may be approved by the Dean of the School of Graduate Education on an individual basis.
5. You may not use transfer credit to replace ED 512: Action Research I or ED 572: Action Research II without written permission from the Dean of the School of Graduate Education. You must complete these courses at Kaplan University.

If you received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment, you may receive transfer credit for the following courses:

- ED 502: Transforming Teaching Practice
- ED 532: Curriculum Design
- ED 562: Student Assessment

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

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

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

**Degree Plan**

**Curriculum**

Master of Science in Education - Standard Emphasis Area Track

Teaching Literacy and Language

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>ED 502: TRANSFORMING TEACHING PRACTICE</td>
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<tr>
<td>ED 512: ACTION RESEARCH I</td>
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<tr>
<td>ED 522: CLASSROOM MANAGEMENT</td>
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<tr>
<td>ED 532: CURRICULUM DESIGN</td>
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<tr>
<td>ED 552: EDUCATIONAL LEADERSHIP</td>
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<tr>
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<tr>
<td>ED 572: ACTION RESEARCH II</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</tbody>
</table>

| Open Elective Requirements                   |         |
| EMPHASIS AREA COURSES                       | 12      |
| **TOTAL OPEN ELECTIVE REQUIREMENTS**        | 12      |

<table>
<thead>
<tr>
<th>Emphasis Area Requirements - Teaching Literacy and Language</th>
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</thead>
<tbody>
<tr>
<td>LT 504: READING DIAGNOSIS AND REMEDIATION</td>
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<tr>
<td>LT 516: READING AND WRITING ACROSS THE CURRICULUM</td>
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<td>LT 520: APPROACHES TO LITERACY</td>
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<tr>
<td><strong>TOTAL EMPHASIS AREA REQUIREMENTS - TEACHING LITERACY AND LANGUAGE</strong></td>
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</table>

Emphasis area courses are completed within the open electives requirement of the degree plan. Emphasis area is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult their Admissions Advisor for details.

**TOTAL PROGRAM REQUIREMENTS** 46

Master of Science in Education - Standard Emphasis Area Track

Teaching Mathematics—Middle and Secondary

<table>
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<tr>
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<tr>
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<td>34</td>
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</tbody>
</table>

| Open Elective Requirements                   |         |
| EMPHASIS AREA COURSES                       | 12      |
| **TOTAL OPEN ELECTIVE REQUIREMENTS**        | 12      |

Master of Science in Education - Standard Emphasis Area Track

Teaching Science—Middle and Secondary

<table>
<thead>
<tr>
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<td>34</td>
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</tbody>
</table>

| Open Elective Requirements                   |         |
| EMPHASIS AREA COURSES                       | 12      |
| **TOTAL OPEN ELECTIVE REQUIREMENTS**        | 12      |
### Emphasis Area Requirements - Teaching Science—Middle and Secondary

SE 521: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE CLASS (GRADES 6–12) 4
SE 522: SCIENCE AS INQUIRY (GRADES 6–12) 4
SE 523: HISTORICAL AND SOCIAL PERSPECTIVES ON SCIENCE AND TECHNOLOGY (GRADES 6–12) 4

TOTAL EMPHASIS AREA REQUIREMENTS - TEACHING SCIENCE—MIDDLE AND SECONDARY 0

Emphasis area courses are completed within the open electives requirement of the degree plan. Emphasis area is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult their Admissions Advisor for details.

### TOTAL PROGRAM REQUIREMENTS 46

### Curriculum
**Master of Science in Education - Standard Emphasis Area Track**

### Teaching Science with Technology

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</tbody>
</table>

TOTAL CORE REQUIREMENTS 34

### Open Elective Requirements

EMPHASIS AREA COURSES 12

TOTAL OPEN ELECTIVE REQUIREMENTS 12

### Emphasis Area Requirements - Teaching Science with Technology

ET 501: USING TECHNOLOGY—FUNDAMENTALS OF INTEGRATION 4
ET 502: USING TECHNOLOGY—PRACTICAL APPLICATIONS 4
ET 503: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS 4

TOTAL EMPHASIS AREA REQUIREMENTS - TEACHING WITH TECHNOLOGY 0

Emphasis area courses are completed within the open electives requirement of the degree plan.

### TOTAL PROGRAM REQUIREMENTS 46
EMPHASIS AREA COURSES 17

TOTAL OPEN ELECTIVE REQUIREMENTS 17

Emphasis Area Requirements - Educational Leadership

ER 502: THE PRINCIPALSHIP 5
ER 504: MANAGEMENT OF RESOURCES 4
ER 506: LEGAL ISSUES IN EDUCATION 4
ER 508: SUPERVISION AND INSTRUCTIONAL LEADERSHIP 4

TOTAL EMPHASIS AREA REQUIREMENTS - EDUCATIONAL LEADERSHIP 0

Emphasis area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 54

Location

| Online                           | Online instruction |
|                                 |                   |
| Hagerstown                     |                   |

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

Description and Outcomes

The Master of Science in Education in Instructional Technology program is designed to provide the knowledge, skills, and practical experience to help you meet nationally recognized standards for excellence. The Master of Science in Education in Instructional Technology focuses on design, development, and evaluation of educational and informational programs and instructional materials. The specialization options allow you to focus your studies on learning environments appropriate to K–12 contexts, higher education, or corporate, nonprofit, government, and military education and training environments. The program incorporates active, applied learning experiences that help you master the technical, pedagogical, and project and program management skills to successfully develop and implement engaging learning experiences.

The Master of Science in Education in Instructional Technology program is designed to help you develop proficiency in four program outcomes that are based on nationally recognized competencies, standards, and performance statements. In addition, the program is designed to prepare you to serve in a variety of career capacities, such as an instructional designer, curriculum developer or coordinator, trainer, learning and development specialist or manager, project manager, or instructional technology specialist, in educational institutions or corporate, nonprofit, government, or military organizations. The program could also help you develop practical competencies in instructional technology design and tools, pedagogy, and management that could apply to a wide variety of careers, beyond those listed here.

Specializations

In addition to the core curriculum courses, you will choose one of two specialization areas: K–12 or adult learning. The adult learning specialization offers two subspecializations: higher education and organizations. Consider the higher education sub-specialization if you are interested in pursuing employment in higher education institutions. The organizations sub-specialization is appropriate for those interested in opportunities in corporate, military, or nonprofit environments. All of the specializations are designed to expose you to the unique characteristics of each of these different contexts.

Program Length

The Master of Science in Education in Instructional Technology program consists of a minimum of 50 or 51 quarter credit hours, depending on your choice of specialization. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Design, develop, and implement instructional materials and solutions that both integrate learning technology and align with learning outcomes.
2. Analyze learning contexts to develop appropriate, workable instructional solutions.
3. Plan, manage, lead, and evaluate instructional design and technology projects and programs.
4. Apply current research and theory to the practice of instructional design and learning technology integration.

Policies

Admission Requirements

At this time, you may not enroll in the Master of Science in Education in Instructional Technology if you are a resident of Kentucky or Missouri.

Progression Requirements

You can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.

Degree Plan

Curriculum

K-12

<table>
<thead>
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<th>Courses</th>
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<td>ED 503: EDUCATIONAL PSYCHOLOGY</td>
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Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 50

Curriculum

Adult Learning—Higher Education
### PROGRAM REQUIREMENTS

#### Core Requirements

- IX 500: FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY  
- IX 510: INSTRUCTIONAL DESIGN  
- IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING  
- IX 540: RESEARCH METHODS FOR EDUCATION AND INSTRUCTIONAL TECHNOLOGY  
- IX 550: PROJECT MANAGEMENT AND IMPLEMENTATION IN EDUCATION AND TRAINING

**TOTAL CORE REQUIREMENTS** 25

#### Open Elective Requirements

**SPECIALIZATION COURSES** 26

**TOTAL OPEN ELECTIVE REQUIREMENTS** 26

#### Specialization Requirements - Adult Learning—Higher Education

- HE 521: TEACHING ADULT LEARNERS  
- HE 547: EFFECTIVE ONLINE INSTRUCTION-DESIGN AND PRACTICE  
- IX 535: DEVELOPING INSTRUCTIONAL MATERIALS  
- IX 536: DESIGN AND DEVELOPMENT TOOLS  
- IX 542: MULTIMEDIA DEVELOPMENT AND IMPLEMENTATION  
- IX 564: DESIGN OF LEARNING ENVIRONMENTS

**TOTAL SPECIALIZATION REQUIREMENTS - ADULT LEARNING—HIGHER EDUCATION** 0

Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 51

### Curriculum

#### Adult Learning—Organizations

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**TOTAL PROGRAM REQUIREMENTS** 51

### Locations

- **Online**: Online instruction
- **Hagerstown**: Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

The Master of Science in Educational Psychology program is designed to prepare you to pursue professions in educational, instructional, and governmental institutions. You will focus on developing the knowledge and skills to guide improvement of educational programs and practices.

Many educational, instructional, and governmental institutions are becoming increasingly dependent on educational psychologists who are equipped with the knowledge and expertise to develop, implement, and evaluate instructional programs. In order to keep programs competitive, maintain educational quality, and improve learning, these organizations may also seek professionals trained in new and improved instructional techniques, technologies, educational trends, and learning behaviors. The Master of Science in Educational Psychology is not focused on the clinical practice of school psychologists and does not lead to licensure or certification. The goal of the program is to help you develop competencies to evaluate and recommend improvements in educational programs, student learning, and instruction. If you are interested in pursuing a career as a psychometrician, program evaluator, or school consultant, this degree could be an asset.

Program Length

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

Program Outcomes

1. Select research design and methodologies that effectively address needs, processes, and outcomes in program evaluation.
2. Apply knowledge and skills to the creation of educational and psychological interventions that promote academic performance and social-emotional behavior.
3. Integrate reasonable adaptations to educational policies, practices, and accommodations to create equivalent learning environments and experiences for diverse populations.
4. Design effective educational programs and interventions by integrating learning theory and psychological principles.
5. Demonstrate basic knowledge of the interaction between educational technology and academic outcomes.

Exams

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

The Master of Science in Educational Psychology is not focused on the clinical practice of school psychologists and does not lead to licensure or certification.

Degree Plan

Curriculum

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Students enrolled in the Master of Science in Educational Psychology must change to the 6-week calendar track upon completion of all 10-week track psychology coursework.

Open Elective Requirements

Specialization Courses 14

**TOTAL OPEN ELECTIVE REQUIREMENTS** 14

Specialization Requirements

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**TOTAL SPECIALIZATION REQUIREMENTS** 0

Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS** 52
### Location

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<tr>
<td>![Red X]</td>
<td>Program enrollment through campus locations; online instruction</td>
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</table>

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

Description and Outcomes

The Master of Science in Higher Education program is designed to prepare you to pursue higher education professions or enhance your current higher education career. Courses help you develop knowledge and skills and build a solid basis for professional practice. The program is designed to help you pursue positions in a wide range of postsecondary educational settings including universities, 4-year colleges, community colleges, private colleges and universities, and various credit and noncredit technical colleges and schools.

Specializations

To help further your career goals, you can customize your degree by selecting one of five specializations: assessment and evaluation, college administration and leadership, college teaching and learning, online college teaching, or student affairs.

In addition, if you enroll in the college teaching and learning specialization or online college teaching specialization, you may select a concentration in one of the following areas of study: accounting, environmental policy, health care administration, information technology, legal studies, management, marketing, or psychology. If you choose a concentration, you will have the opportunity to complete credits in your selected subject area in addition to the specialization courses. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Higher_Education_Policies.aspx) section for important program disclosure information.

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

Tracks of Study

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

The thesis track is currently not accepting enrollments.

Program Length

The Master of Science in Higher Education program consists of a minimum of 50 to 71 quarter credit hours, depending on your choice of specialization and track of study. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements. (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx)

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

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

Progression Requirements

1. You can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.
2. If you enroll in the college teaching and learning
specialization or the online college teaching specialization, you will have all prerequisites for the concentration courses waived.

3. If you are interested in pursuing the thesis track, during the week prior to the conclusion of the fourth course in the program you must submit a 1,000-word thesis plan that includes a rationale for completing the thesis track as well as a structured overview of the thesis. This proposal is subject to approval by the Chair and the Associate Dean of the program. In addition, you must have a minimum GPA of 3.6 for all courses completed in the program prior to this point. If you meet these requirements, you will be permitted to enter the thesis track of study; if not, you will continue on the nonthesis track.

As part of HE 601: Master's Thesis Proposal, you will be required to develop and submit, in writing, a formal, higher education research proposal to the HE 601 instructor for approval. Following approval of the proposal and completion of the course, you will move on to HE 602: Master's Thesis Defense. During HE 602, you will complete and submit your full thesis to a three-member committee made up of a committee chair and two additional faculty members. While the chair must be a member of the graduate education faculty, the other two committee members may include a faculty member from another program within Kaplan University who is appointed by the Dean of the School of Graduate Education and, upon approval by the Dean, a practitioner in the area of your specialization from an outside, regionally accredited institution of higher learning. You will orally present your results to the committee during a scheduled thesis defense seminar. The final thesis shall be prepared according to the University's guidelines.

4. If you are enrolled in the student affairs specialization, after completing the first four terms of the program and prior to enrolling in the first specialization course, you must provide proof of passing a background check through Kaplan University's designated provider. See the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/School_of_Graduate_Education_GeneralPolicies.aspx) for additional information.

You are required to complete two, 150-hour internship experiences as part of the student affairs specialization. This specialization meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA). Prior to beginning each internship experience, you must seek out and obtain an approved practicum position, and complete and submit the Practicum Agreement to the Internship Coordinator.

Certification, State Board, and National Board Exams

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

Most institutions require individuals teaching at the collegiate level to have the minimum of either a master’s degree in their teaching field or a master’s degree in college teaching and 18 semester hours (27 quarter credit hours) of graduate coursework in their teaching field. Please note that college teaching requirements vary by institution and program. You are responsible for verifying the requirements to teach in any program or institution of interest.

Degree Plan

Curriculum

Master of Science in Higher Education - Nonthesis

Assessment and Evaluation

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Specialization Requirements - Assessment and Evaluation

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Curriculum

Master of Science in Higher Education - Nonthesis

College Administration and Leadership

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### Curriculum

#### Master of Science in Higher Education - Nonthesis

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| **TOTAL PROGRAM REQUIREMENTS** | 50 |

### Curriculum

#### Master of Science in Higher Education - Nonthesis

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| **TOTAL PROGRAM REQUIREMENTS** | 50 |

### Curriculum

#### Master of Science in Higher Education - Nonthesis

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| ACCOUNTING COURSES | 28 |

383
### Program Requirements

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<tr>
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**Total Core Requirements**: 20

### Open Elective Requirements

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**Total Open Elective Requirements**: 28

### Specialization Requirements - College Teaching and Learning

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**Total Specialization Requirements - College Teaching and Learning**: 20

**Total Program Requirements**: 68
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**Curriculum**

**Master of Science in Higher Education - Nonthesis**

**College Teaching and Learning**

**Legal Studies**

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**Curriculum**

**Master of Science in Higher Education - Nonthesis**

**College Teaching and Learning**

**Marketing**

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**Curriculum**  
Master of Science in Higher Education - Nonthesis  
College Teaching and Learning  
Psychology

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Open Elective Requirements | 30

| Specialization Requirements - College Teaching and Learning | |
| HE 521: TEACHING ADULT LEARNERS | 5 |
| HE 523: CURRICULUM DESIGN AND IMPLEMENTATION | 5 |
| HE 525: STUDENT LEARNING ASSESSMENT METHODS | 5 |
| HE 545: TEACHING AND LEARNING ONLINE | 5 |
| **TOTAL SPECIALIZATION REQUIREMENTS - COLLEGE TEACHING AND LEARNING** | 20 |

**TOTAL PROGRAM REQUIREMENTS** | 70

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**Curriculum**  
Master of Science in Higher Education - Nonthesis  
Online College Teaching  
Accounting

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Open Elective Requirements | 28

| Specialization Requirements - Online College Teaching | |
| HE 521: TEACHING ADULT LEARNERS | 5 |
| HE 527: ASSESSING STUDENT LEARNING ONLINE | 5 |
| HE 545: TEACHING AND LEARNING ONLINE | 5 |
| HE 547: EFFECTIVE ONLINE INSTRUCTION-DESIGN AND PRACTICE | 5 |
| **TOTAL SPECIALIZATION REQUIREMENTS - ONLINE COLLEGE TEACHING** | 20 |

**TOTAL PROGRAM REQUIREMENTS** | 68

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**Curriculum**  
Master of Science in Higher Education - Nonthesis  
Online College Teaching  
Environmental Policy

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### Curriculum

**Master of Science in Higher Education - Nonthesis**

#### Online College Teaching

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**Open Elective Requirements**

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**Career Focus Area Requirements**

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**TOTAL PROGRAM REQUIREMENTS**

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#### Information Technology

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**Open Elective Requirements**

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**Specialization Requirements - Online College Teaching**

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The above table provides a breakdown of program requirements for different specializations within the Master of Science in Higher Education program, focusing on Core Requirements, Open Elective Requirements, and Career Focus Area Requirements. The table is organized to highlight the specific courses and their credits, along with the total program requirements.
### Curriculum

**Master of Science in Higher Education - Nonthesis**

**Online College Teaching**

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**Psychology**

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HE 545: TEACHING AND LEARNING ONLINE 5  
HE 547: EFFECTIVE ONLINE INSTRUCTION-DESIGN AND PRACTICE 5  

TOTAL SPECIALIZATION REQUIREMENTS - ONLINE COLLEGE TEACHING 20  

TOTAL PROGRAM REQUIREMENTS 70  

Curriculum  
Master of Science in Higher Education - Thesis  

Assessment and Evaluation  

<table>
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<tr>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>HE 520: HIGHER EDUCATION LAWS AND REGULATIONS</td>
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The thesis track is currently not accepting enrollments.  

Specialization Requirements - Assessment and Evaluation  

SPECIALIZATION COURSES 10  

Choose two of the following:  

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<td>HE 525: STUDENT LEARNING ASSESSMENT METHODS</td>
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<td>HE 527: ASSESSING STUDENT LEARNING ONLINE</td>
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<tr>
<td>HE 543: ASSESSMENT OF ONLINE LEARNING PROGRAMS</td>
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<td>HE 557: INTRODUCTION TO ASSESSMENT AND EVALUATION IN HIGHER EDUCATION</td>
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<td>HE 559: QUANTITATIVE METHODS AND INSTRUMENTS FOR ASSESSMENT</td>
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TOTAL PROGRAM REQUIREMENTS 50  

Curriculum  
Master of Science in Higher Education - Thesis  

Student Affairs  

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<tr>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>HE 510: FOUNDATIONS OF HIGHER EDUCATION</td>
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</table>

The thesis track is currently not accepting enrollments.  

Specialization Requirements - Student Affairs
HE 551: STUDENT AFFAIRS FOUNDATION AND PHILOSOPHY 5
HE 553: CURRENT ISSUES IN STUDENT AFFAIRS IN HIGHER EDUCATION 5
HE 555: STUDENT AFFAIRS ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS 5
HE 590: STUDENT AFFAIRS INTERNSHIP I-A 4
HE 591: STUDENT AFFAIRS INTERNSHIP I-B 4
HE 592: STUDENT AFFAIRS INTERNSHIP II-A 4
HE 593: STUDENT AFFAIRS INTERNSHIP II-B 4

TOTAL SPECIALIZATION REQUIREMENTS - STUDENT AFFAIRS 31

TOTAL PROGRAM REQUIREMENTS 71

Curriculum

Master of Science in Higher Education - Thesis

Online College Teaching

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>HE 510: FOUNDATIONS OF HIGHER EDUCATION</td>
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<td>HE 520: HIGHER EDUCATION LAWS AND REGULATIONS</td>
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<td>HE 530: HIGHER EDUCATION ORGANIZATION AND GOVERNANCE</td>
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<td>IX 540: RESEARCH METHODS FOR EDUCATION AND INSTRUCTIONAL TECHNOLOGY</td>
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<tr>
<td>HE 602: MASTER'S THESIS DEFENSE</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</table>

The thesis track is currently not accepting enrollments.

Specialization Requirements - Online College Teaching

| SPECIALIZATION COURSES | 10 |
| Choose two of the following: | |
| HE 521: TEACHING ADULT LEARNERS | 5 |
| HE 527: ASSESSING STUDENT LEARNING ONLINE | 5 |
| HE 545: TEACHING AND LEARNING ONLINE | 5 |
| HE 547: EFFECTIVE ONLINE INSTRUCTION-DESIGN AND PRACTICE | 5 |
| **TOTAL SPECIALIZATION REQUIREMENTS - ONLINE COLLEGE TEACHING** | 10 |
| **TOTAL PROGRAM REQUIREMENTS** | 50 |

Locations

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<th>Online</th>
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<tr>
<td>Online instruction</td>
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<tr>
<td>Program enrollment through campus locations; online instruction</td>
<td></td>
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<tr>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
<td></td>
</tr>
</tbody>
</table>

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

Description and Outcomes

Consider a School of Graduate Education certificate program if you are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Instructional Design for Organizations program helps you develop skills related to design, development, and evaluation of instructional programs, materials, and media in corporate and military environments.

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

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

Program Length

The Graduate Certificate in Instructional Design for Organizations program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/School_of_Graduate_Education_GeneralPolicies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
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<td>IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING</td>
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<td>IX 535: DEVELOPING INSTRUCTIONAL MATERIALS</td>
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Locations

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<tr>
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<tr>
<td>Program enrollment through campus locations; online instruction</td>
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</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Graduate Certificate in K–12 Educational Leadership

Description and Outcomes

Consider a School of Graduate Education certificate program if you are a practicing K-12 teacher interested in developing additional competencies in a specific field of education. The Graduate Certificate in K–12 Educational Leadership helps you develop essential skills related to site-based educational leadership.

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

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

Program Length

The Graduate Certificate in K–12 Educational Leadership program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/School_of_Graduate_Education_GeneralPolicies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</table>
Graduate Certificate in Literacy and Language Teaching

Description and Outcomes

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

The certificate program includes four courses from Kaplan University's Master of Science in Education program. You will complete one course in student assessment, which provides a framework for the role of assessment in teaching literacy and language, and one course in the diagnosis and remediation of reading problems. You will also complete two courses that focus on literacy and teaching reading and writing across the curriculum.

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

Program Length

The Graduate Certificate in Literacy and Language Teaching program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Progression Requirements

If you received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment, you may receive transfer credit for ED 562: Student Assessment.

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

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>PROGRAM REQUIREMENTS</strong></td>
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<td>Core Requirements</td>
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<td>ED 562: STUDENT ASSESSMENT</td>
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<td>LT 504: READING DIAGNOSIS AND REMEDIATION</td>
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Locations

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<td>Online instruction</td>
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<tr>
<td>Program enrollment through campus locations; online instruction</td>
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<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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</tbody>
</table>

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

Description and Outcomes

Consider a School of Graduate Education certificate program if you are a practicing K-12 teacher interested in developing additional competencies in a specific field of education. The Graduate Certificate in Mathematics Teaching program helps you develop innovative approaches for teaching mathematics, including numbers and operations, probability and data analysis, geometry and measurement, and algebra, at the elementary or secondary level.

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

Note: effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details. In addition, the elementary grades specialization is currently not accepting enrollments.

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

Program Length

The Graduate Certificate in Mathematics Teaching program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Progression Requirements

If you received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment, you may receive transfer credit for ED 562: Student Assessment.

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

Degree Plan

Curriculum

Elementary Grades

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<td>MH 501: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND OPERATIONS (ELEMENTARY GRADES)</td>
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<td>MH 502: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (ELEMENTARY GRADES)</td>
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<td>MH 503: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA (ELEMENTARY)</td>
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Specialization courses are completed within the open electives requirement of the degree plan. This specialization is currently not accepting enrollments.

TOTAL PROGRAM REQUIREMENTS 17

Curriculum

Secondary Grades

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<td>Core Requirements</td>
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<td>ED 562: STUDENT ASSESSMENT</td>
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Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 17

Locations

Online  

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<tr>
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</table>

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

Description and Outcomes

Consider a School of Graduate Education certificate program if you are a practicing educator interested in developing additional competencies in a specific field of education. The Graduate Certificate in Online College Teaching program helps you develop essential skills relevant to teaching in the online environment.

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

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

Program Length

The Graduate Certificate in Online College Teaching program consists of a minimum of 20 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/School_of_Graduate_Education_GeneralPolicies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

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<td>HE 527: ASSESSING STUDENT LEARNING ONLINE</td>
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<td>HE 545: TEACHING AND LEARNING ONLINE</td>
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Locations

<table>
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<tr>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
</tr>
<tr>
<td>- Online instruction</td>
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<td>- Program enrollment through campus locations; online instruction</td>
</tr>
<tr>
<td>- Program enrollment through campus locations; combines onsite and online instruction</td>
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</tbody>
</table>

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

Description and Outcomes

Consider a School of Graduate Education certificate program if you are a practicing K-12 teacher interested in developing additional competencies in a specific field of education. The Graduate Certificate in Teaching With Technology program focuses on the integration of technology into the curriculum to improve student learning, technology literacy skills in the digital age, and the technology standards set for students in grades K–12.

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

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

Program Length

The Graduate Certificate in Teaching With Technology program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Progression Requirements

If you received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment, you may receive transfer credit for ED 562: Student Assessment.

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

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
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<td>PROGRAM REQUIREMENTS</td>
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<td>Core Requirements</td>
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<tr>
<td>ED 562: STUDENT ASSESSMENT</td>
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</tr>
<tr>
<td>ET 501: USING TECHNOLOGY—FUNDAMENTALS OF INTEGRATION</td>
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<tr>
<td>ET 502: USING TECHNOLOGY—PRACTICAL APPLICATIONS</td>
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<tr>
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Locations

<table>
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<tr>
<th>Online</th>
<th>Online instruction</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
School of Health Sciences

Mission

Mission Statement

The School of Health Sciences is committed to preparing our students to become contributing members of the rapidly evolving health professions and the communities they serve. The knowledge, skills, and abilities gained through the health sciences programs prepare students to become effective and professional communicators, analytical problem solvers, and to embrace the challenges of a diverse community. The curriculum combines these skills with industry-specific standards that enable graduates to excel in this honorable field of service.

General Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

International Students

If you are an international student, you cannot enroll in a School of Health Sciences program that requires a clinical placement without prior approval of the Dean. The Dean will review submitted documentation (details of which are set forth in the School of Health Science Clinical Handbook and this Catalog) and make a decision.

Accelerated Master's Degree Options

If you are a graduate of a School of Health Sciences bachelor's degree program, are granted admission to the Master of Health Care Administration program, the Master of Public Health program, or the Master of Science in Health Education program, and meet the requirements for the associated accelerated option, you may transfer in up to five graduate-level courses completed as part of the undergraduate program and will matriculate into a shortened version of the master's degree program.

Progression Requirements

Online Programs With a Required Clinical, Externship, or Practicum Experience

1. In the event that the University is unable to schedule you into the required externship, practicum, or clinical experience, there may be a delay between the time you end classes and begin the externship, practicum, or clinical experience. In this case, the Dean of the School of Health Sciences may grant an administrative leave of absence.

2. At the discretion of the University, externship, practicum, or clinical sites may be secured outside of your immediate residential area. You will be responsible for costs associated with transportation to the externship, practicum, or clinical site.

3. In the event that you have not met preclinical placement requirements, a one-term clinical leave of absence may be granted. The School of Health Sciences Clinical Placement Team must approve the request for a clinical leave of absence.
Master of Health Care Administration

Description and Outcomes

The Master of Health Care Administration program could prepare you to pursue a variety of career opportunities within the health care industry. The program's curriculum is designed to satisfy your intellectual curiosity by building on your current knowledge and skills. In addition, you will study overall concepts, values, research methods, and applications that could assist you as you prepare for leadership positions in health care administration within local, state, or federal government or in private industry. Core curriculum topics include: health care administration; organizational development; leadership; health care finance and economics, law, and statistics; human resources; health care operations and quality assessment; health policy, ethics, and marketing; health information management; and community health assessment.

Courses teach you to apply principles of health care administration in order to develop administrative, ethical, and professional skills that may enable you to pursue leadership positions in the expanding field of health care administration. If you already hold a leadership position, you may use this degree to refine, apply, and improve managerial and leadership skills.

The Master of Health Care Administration program also assesses your acquisition of competencies at the conclusion of the program via the submission of a comprehensive project. The program is designed to help you better prepare to meet the dynamic challenges of the field today and in the future.

Program Length

The Master of Health Care Administration program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Health Care Administration degree.

Program Outcomes

1. Health Care Theory: Compare theoretical health care principles essential to leadership positions in the health care industry.
2. Health Care Management: Design effective strategies based on concepts of leadership and management within health care administration.
3. Health Care Standards: Assess the impact economics, ethics, professional standards, and the law have on health care administration.
4. Health Care Policy: Develop health policies and programs to address health care needs in the industry.
5. Health Care Finance: Analyze statistical and financial methods in order to evaluate health care practices.
6. Health Care Leadership: Assess the value of diverse leadership theory in order to integrate innovative solutions as a health care leader.

Policies

Progression Requirements

You will be withdrawn from the program if unable to successfully complete HA 599: Master's Capstone in Health Care Administration on the second attempt.

Degree Plan

Curriculum

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<tr>
<th>Courses</th>
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TOTAL CORE REQUIREMENTS 52

TOTAL PROGRAM REQUIREMENTS 52

Locations

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Program enrollment through campus locations; online instruction

Online instruction

399
Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

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

Program Length

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

Program Outcomes

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

Policies

Admission Requirements

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

Degree Plan

Curriculum

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<tr>
<th>Courses</th>
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<td>HI 501: HEALTH INFORMATICS</td>
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<td>HI 530: CLINICAL TERMINOLOGIES AND MEDICAL VOCABULARIES</td>
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**TOTAL PROGRAM REQUIREMENTS** 48

Location

- **Online**
- **Online instruction**
- **Program enrollment through campus locations; online instruction**
- **Program enrollment through campus locations; combines onsite and online instruction**

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

Description and Outcomes

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

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

Program Length

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

Program Outcomes

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

Policies

Admission Requirements

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

Degree Plan

Curriculum

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<th>Courses</th>
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Core Requirements

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TOTAL CORE REQUIREMENTS | 44 |

Open Elective Requirements

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TOTAL OPEN ELECTIVE REQUIREMENTS | 4 |

TOTAL PROGRAM REQUIREMENTS | 48 |

Locations

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Master of Public Health

Description and Outcomes

Public health professionals are concerned with the health of a population—populations as large as several countries (i.e., international) and as small as a local neighborhood. Public health efforts involve improving population health by implementing health education programs, researching disease or injury as it relates to groups and/or geography, and promoting healthy lifestyles. Professionals in the public health field also develop health policy and legislation, manage health services and facilities, and serve as a consultant on health initiatives. The Master of Public Health program could prepare you to pursue a variety of career opportunities in the public health field and private industries.

The Master of Public Health curriculum is designed to provide you with core knowledge and skills in the foundational areas of public health. The program focuses on the public health core knowledge areas and practical skills to prepare you to enter the public health field. In addition, you will study concepts, values, research methods, and applications that could assist you as you prepare for a leadership or administrative career in public health within local, state, or federal governments as well as private industries. Core curriculum topics include: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. Courses teach you to apply principles of public health to real-world situations and develop administrative, ethical, and professional skills. These skills may help you pursue leadership positions in the expanding field of population health.

You will have the opportunity to select elective courses in a variety of special topics, and may choose courses that closely align to your interests within the field of public health.

In addition, you will solidify your skills through the completion of a capstone project. The project entails analyzing, evaluating, and synthesizing public health constructs within a real-world issue or scenario, without the use of human research participants. As the final course in the program, the capstone experience allows you to demonstrate readiness to enter the public health workforce.

Externship Experience

You could build practical experience and strengthen your resume through externship opportunities that provide on-site training. The capstone experience helps you prepare to enter the public health workforce upon graduation. You will work closely with a site preceptor, faculty advisor, and supportive staff in completion of this requirement.

Program Length

The Master of Public Health program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Public Health degree.

Program Outcomes

1. Demonstrate an evidence-based approach to public health practice.
2. Leverage fundamental epidemiological concepts in addressing population health problems.
3. Appraise current and relevant health issues and policy.
4. Implement leadership, administrative, and communication skills through planning, organization, administration, and evaluation of public health programs and processes.
5. Evaluate concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

You are required to complete a background check by the end of the first term. You will be withdrawn at the end of the first term if you are unable to pass a background check and have not made arrangements to change your program of study to one for which a background check is not required.

Progression Requirements

You must complete an additional background check prior to beginning the externship experience. In addition, externship sites may require you to provide immunization and health records. Kaplan University does not require submission of immunization and health records; however, if an externship site requires such records, you are responsible for providing the required documentation to your chosen site.

Degree Plan

Curriculum

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Open Elective Requirements

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PU 545: DISASTER MANAGEMENT FOR PUBLIC HEALTH PROFESSIONALS 4
PU 610: PUBLIC HEALTH PROGRAM DEVELOPMENT 4
PU 615: GRANT AND CONTRACT WRITING 4
PU 620: HEALTH CARE SAFETY 4
PU 630: HEALTH EDUCATION AND COMMUNICATION 4
PU 640: CULTURAL DIVERSITY IN PUBLIC HEALTH 4
PU 645: DATA MANAGEMENT SYSTEMS IN EPIDEMIOLOGY 4
PU 650: INFECTIOUS DISEASE EPIDEMIOLOGY 4
PU 655: CHRONIC DISEASE EPIDEMIOLOGY 4
PU 660: INTERNATIONAL EPIDEMIOLOGY AND GLOBAL HEALTH 4
TOTAL OPEN ELECTIVE REQUIREMENTS 16

TOTAL PROGRAM REQUIREMENTS 60

Locations

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Master of Science in Health Education

Description and Outcomes

The Master of Science in Health Education program helps prepare you to pursue a variety of career opportunities within the health education and promotion industry. The curriculum is designed to provide you with content knowledge and skills in the broad areas of health education. Additionally, you will study concepts, values, research methods, and applications that could help you prepare for leadership positions in health education organizations at the local, state, regional, and national levels.

The curriculum is centered on industry-standard competencies published by the National Commission for Health Education Credentialing (NCHEC) for Certified Health Education Specialists (CHES) and Master Certified Health Education Specialists (MCHES).

Courses teach you to apply principles of health education in order to develop ethical and appropriate individual, group, or community education interventions for a wide range of health issues. If you already work in the health education field, you may use this degree to refine, apply, and improve the analysis, design, implementation, and evaluation of your interventions.

Program Length

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

Program Outcomes

1. Knowledge Base: Exhibit a sound foundational knowledge of the major concepts, theoretical perspectives, and historical trends in health education and health promotion.
2. Application: Employ the concepts, principles, and methods of health education in designing and analyzing health education programs.
4. Global Awareness: Communicate an understanding of multicultural literacy in the fields of health education and wellness promotion.
5. Ethics and Professionalism: Support the professional standards outlined in the Health Education Code of Ethics through leadership and community stewardship.

Policies

Please refer to school-specific policies (http://catalog.kaplanuniversity.edu/school_of_health_scienc e_grad_general_policies.aspx) and the Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_grad uate.aspx) section for general Kaplan University policies.

Degree Plan

Curriculum

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TOTAL CORE REQUIREMENTS 52

TOTAL PROGRAM REQUIREMENTS 52

Locations

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</tbody>
</table>

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

Mission Statement

Our mission is to develop the talents of our students. We provide a flexible, learner-centered education that is responsive to the rapidly changing technology landscape. Our dynamic faculty of industry experts teaches the essential skills, tools, and thought processes to devise solutions that students can apply immediately. We prepare our graduates to think critically, communicate effectively, and engage in lifelong learning.

General Policies

Please refer to the Graduate Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx) section and Policy Information (http://catalog.kaplanuniversity.edu/Policy_University_Information.aspx) for general Kaplan University policies.
Master of Science in Information Technology

Description and Outcomes

If you have a bachelor's degree in information technology, computer science, information systems, management of information systems, or a similar field of study, the Master of Science in Information Technology could help you take the next step in your career.

Specializations

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

Program Length

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

Program Outcomes

1. Theory and Principles: Evaluate the theory, principles, and practices of information systems.
2. Project Management: Employ project management skills to construct plans for information technology projects.
3. Decision Analysis: Assess and analyze data to arrive at logical decisions for solving complex problems.
4. System Analysis and Design: Apply appropriate technologies in the analysis and design of information systems.
5. Ethical Practices: Assess ethical, legal, and social issues within the information technology field.

Policies

Progression Requirements

1. If you do not possess a bachelor's degree in information technology or a comparable field of study, you must take IT 501: Principles of Information Technology your first term in place of an IT elective.
2. You may apply to use transfer credit to replace or substitute for up to three courses by submitting a waiver form to the Dean of the School of Information Technology. A waiver will be granted conditionally, based upon an evaluation of common learning outcomes.
3. You may enroll in no more than one course per term for your first three terms. After completing your third term, you may enroll in two courses per term if your cumulative GPA is 3.5 or higher. Exceptions to this policy require the approval of the Dean of the School of Information Technology or a designee.

Degree Plan

Curriculum

Master of Science in Information Technology-Nonspecialized Track

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
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<tr>
<td>IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL</td>
<td>4</td>
</tr>
<tr>
<td>IT 510: SYSTEM ANALYSIS AND DESIGN</td>
<td>4</td>
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<tr>
<td>IT 511: INFORMATION SYSTEMS PROJECT MANAGEMENT</td>
<td>4</td>
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<tr>
<td>IT 525: DATABASE DESIGN AND DATA MODELING</td>
<td>4</td>
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<tr>
<td>IT 526: SQL QUERY DESIGN</td>
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</tr>
<tr>
<td>IT 530: COMPUTER NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>IT 540: MANAGEMENT OF INFORMATION SECURITY</td>
<td>4</td>
</tr>
<tr>
<td>IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT</td>
<td>4</td>
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<tr>
<td>IT 590: LEGAL AND ETHICAL ISSUES IN IT</td>
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<tr>
<td>IT 599: APPLIED IT MASTER PROJECT</td>
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<tr>
<td>Students entering the program who do not possess a bachelor’s degree in information technology or a comparable field of study must take IT 501: Principles of Information Technology their first term in place of an IT elective.</td>
<td></td>
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</table>

TOTAL PROGRAM REQUIREMENTS | 52 |

Curriculum

Master of Science in Information Technology-Specialized Track

Business Intelligence

<table>
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<tr>
<th>Courses</th>
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</thead>
<tbody>
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<td>Core Requirements</td>
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<td>IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL</td>
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</table>
TOTAL CORE REQUIREMENTS 36

Open Elective Requirements
SPECIALIZATION COURSES 20

TOTAL OPEN ELECTIVE REQUIREMENTS 20

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

Specialization Requirements - Business Intelligence
IT 521: DECISION SUPPORT SYSTEMS 4
IT 522: KNOWLEDGE-BASED MANAGEMENT SYSTEMS 4
IT 523: DATA WAREHOUSING AND DATA MINING 4
IT ELECTIVES 8

TOTAL SPECIALIZATION REQUIREMENTS - BUSINESS INTELLIGENCE 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 56

Curriculum
Master of Science in Information Technology-Specialized Track
Project Management

Courses

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th>Credits</th>
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<tr>
<td>Core Requirements</td>
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<td>TOTAL CORE REQUIREMENTS</td>
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</tr>
</tbody>
</table>

Open Elective Requirements
SPECIALIZATION COURSES 20

TOTAL OPEN ELECTIVE REQUIREMENTS 20

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

Specialization Requirements - Project Management
GM 591: STRATEGIC PROJECT MANAGEMENT 4
GM 592: PROJECT INITIATION, PLANNING, AND EXECUTION 4
GM 593: PROJECT COST AND SCHEDULE MONITORING AND CONTROLLING 4
GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING 4
IT ELECTIVE 4

TOTAL SPECIALIZATION REQUIREMENTS - PROJECT MANAGEMENT 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 56

Locations
<table>
<thead>
<tr>
<th>Location</th>
<th>Instruction Type</th>
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</thead>
<tbody>
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<td>Online</td>
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</table>

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

Description and Outcomes

The objective of the Graduate Certificate in Information Security program is to prepare you with the critical knowledge and technical skills to pursue career advancement in the information security field. The certificate program is designed to provide knowledge of key information technology areas including network security tools, computer security, penetration testing, ethical hacking, and cryptography. You will explore various types of software, such as network security tools, hacking tools, and cryptographic tools, and study to gain proficiency in these programs.

This certificate program could also help you prepare for the Certified Ethical Hacking certification exam. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Graduate Certificate in Information Security program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Policies

Admissions Requirements

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

Progression Requirements

If you enroll in a School of Information Technology certificate program, will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Certified Ethical Hacking certification exam.

Degree Plan

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IT 540: MANAGEMENT OF INFORMATION SECURITY</td>
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<tr>
<td>IT 541: COMPUTER AND NETWORK SECURITY</td>
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<tr>
<td>IT 542: ETHICAL HACKING AND NETWORK DEFENSE</td>
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<tr>
<td>IT 543: CRYPTOGRAPHY CONCEPTS AND TECHNIQUES</td>
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</table>

TOTAL CORE REQUIREMENTS 16

TOTAL PROGRAM REQUIREMENTS 16

Locations

<table>
<thead>
<tr>
<th>Locations</th>
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Online instruction
Program enrollment through campus locations; online instruction
Program enrollment through campus locations; combines onsite and online instruction

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

Mission

Mission Statement

The mission of the Kaplan University legal 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.

General Policies

Please refer to the Graduate Policy Information (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx) section and Policy Information (http://catalog.kaplanuniversity.edu/Policy_University_Information.aspx) for general Kaplan University policies.
Master of Science in Environmental Policy

Description and Outcomes

The Master of Science in Environmental Policy program integrates courses from legal studies, social science, public policy, and leadership into a cross-disciplinary program designed to prepare you to pursue a spectrum of environmental careers in the public and private sectors.

The program offers you the opportunity to study environmental policy and issues from a perspective that explores the interrelationships of people in their natural world, public and private sector business and industry, economics, policy, and politics. The program is designed to prepare you to be an environmental custodian and to responsibly manage the increasingly complex issues of the environment.

You will examine how societal institutions, governmental agencies, lawmakers, businesses, and other organizations respond to and devise solutions to local, regional, national, and global issues regarding environmental and sustainable practices. You will have the opportunity to study topics such as: environmental management and policymaking, the impact of industrialization on the environment, economics and resource availability, regulation and law, ethics, environmental entrepreneurship, sustainability planning, economics of environmental management and sustainability, and the politics of the environment.

The curriculum is designed to be hands on, project oriented, and problem based to provide you with the opportunity to holistically explore the real challenges and issues from a variety of perspectives and propose unique solutions. The goal of the program is to connect theory with practice, collaborate and conduct investigations with professionals from a broad cross-section of disciplines, and develop collaborative skills to solve real-world problems.

Tracks of Study

The Master of Science in Environmental Policy program offers two capstone options as the program's culminating experience: an applied research project or a comprehensive exam. The applied research track helps you develop a better understanding of applied research methods and their application to environmental policy through two applied research courses: LS 504: Applied Research in Legal Studies and EM 698: Applied Research. At the conclusion of the comprehensive exam track, you must successfully complete a written examination covering the core curriculum courses.

Program Length

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

Program Availability

This program is subject to minimum enrollments. If minimum enrollments are not met, you will be asked to enroll in a subsequent term.

Program Outcomes


2. Environmental Management and Sustainability: Develop and evaluate global and local environmental strategies and policies.

3. Environmental Policy and Law: Evaluate environmental law and policies and the direct and indirect costs of environmental regulation, problems, corrective actions, and cost of nonaction.

4. Environmental Leadership and Global Citizenship: Develop management strategies that incorporate environmental compliance standards and achieve organizational missions with consideration of global citizenship and social responsibility.

5. Environmental Interconnectedness: Analyze complex and multidimensional environmental changes to propose solutions.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Accelerated Master of Science in Environmental Policy Option

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

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

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

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

Degree Plan

Curriculum

Applied Research Track

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EM 500: ENVIRONMENTAL FOUNDATIONS AND PRINCIPLES</td>
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### PROGRAM REQUIREMENTS

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EM 500: ENVIRONMENTAL FOUNDATIONS AND PRINCIPLES</td>
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<tr>
<td>EM 520: ENVIRONMENTAL LAW AND POLICY</td>
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</tr>
<tr>
<td>EM 530: ENVIRONMENTAL RISK ASSESSMENT II</td>
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<tr>
<td>EM 650: ENVIRONMENTAL POLICY ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td>LS 526: ACADEMIC AND PROFESSIONAL WRITING FOR GRADUATE STUDENTS</td>
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</tr>
<tr>
<td>PP 510: LEADERSHIP IN THE PUBLIC SECTOR</td>
<td>5</td>
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<td>EM 698: APPLIED RESEARCH</td>
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<td>TOTAL CORE REQUIREMENTS</td>
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</table>

#### Open Elective Requirements

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<tr>
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<th>Credits</th>
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<tr>
<td><strong>Choose four of the following courses:</strong></td>
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<tr>
<td>EM 610: SUSTAINABILITY—POLICY AND PRACTICE</td>
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<tr>
<td>EM 620: ENVIRONMENTAL PROJECT MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>PP 630: PUBLIC AND PRIVATE PARTNERSHIPS</td>
<td>5</td>
</tr>
<tr>
<td>PP 640: POLITICAL AND ECONOMIC FORCES</td>
<td>5</td>
</tr>
<tr>
<td>SC 525: ENVIRONMENTAL RISK ASSESSMENT I</td>
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<tr>
<td>SC 540: BIOLOGY OF POLLUTION</td>
<td>5</td>
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<tr>
<td>SC 550: CONSERVATION OF NATURAL RESOURCES</td>
<td>5</td>
</tr>
<tr>
<td>SC 560: ENERGY AND OUR GLOBAL CLIMATE</td>
<td>5</td>
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<tr>
<td>SC 570: ECOLOGICAL INTERACTIONS</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL OPEN ELECTIVE REQUIREMENTS</td>
<td>20</td>
</tr>
</tbody>
</table>

Students who choose PP 630: Public and Private Partnerships or PP 640: Political and Economic Forces who do not possess prior learning credit comparable to PP 500: Public Administration and Management must take the course in place of an elective.

#### TOTAL PROGRAM REQUIREMENTS

55

### Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Program Type</th>
</tr>
</thead>
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Master of Science in Legal Studies

Description and Outcomes

The Master of Science in Legal Studies program is designed to provide a solid foundation in legal doctrine and concepts while developing and refining your ability to identify and analyze legal issues. The program highlights the foundations of the American legal system, process and procedure, dispute resolution, legal research and writing, legal reasoning and analysis, ethical decision making, jurisprudence and legal history, and substantive law in selected areas. If you are not interested in practicing law, but want to develop a better understanding of the law as it affects your career or other areas of interest, this may be the program for you. The program in legal studies does not prepare you for the practice of law, and you are not eligible to sit for any state's bar examination based solely on your completion of this program.

Upon graduation, you could pursue career opportunities in law and law-related fields, government, or business, or may use the background knowledge gained through this degree to prepare for further graduate study.

Intensive Study Areas

You may choose to complete one of the following intensive study areas to further develop your knowledge in a particular area of emphasis: education and the legal system, health care delivery, legal system and the media, or state and local government. You can also select courses from across the intensive study areas to create a unique program specific to your individual interests or career aspirations. Courses within the intensive study areas utilize a problem-based inquiry model of learning. You will use real-world social, economic, political, and institutional problems to examine the interface of the law and the underlying legal principles of the issues presented.

Tracks of Study

The Master of Science in Legal Studies program offers two capstone options as the program's culminating experience: an applied research project or a comprehensive exam. The applied research track could help you develop a better understanding of applied research methods and their application to legal studies through two applied research courses: LS 504: Applied Research in Legal Studies and LS 698: Applied Research. At the conclusion of the comprehensive exam track, you must successfully complete a written examination covering the core curriculum courses.

Program Length

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

Program Outcomes

1. Legal Principles: Apply legal principles and concepts to the analysis of complex social, political, and economic issues.
2. Ethics: Reflect on the ethical and moral implications of the law and legal processes.
3. Leadership: Apply principles of leadership to shape change and improve the application and direction of the law and the legal system in relation to institutions or society.
4. Reflective Practice: Utilize the skills of a reflective practitioner to analyze and solve problems within a professional context.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Accelerated Master of Science in Legal Studies Option

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

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

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

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

Degree Plan

Curriculum

Master of Science in Legal Studies-Applied Research Track

General Master of Science in Legal Studies

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LS 509: CONTRACTS AS PRIVATE LAW 5

TOTAL CORE REQUIREMENTS 40

LS 698: Applied Research combines research and writing skills with application in a professional setting. This is a capstone course.

Open Elective Requirements

500/600 LEVEL: LEGAL STUDIES ELECTIVES 15

TOTAL OPEN ELECTIVE REQUIREMENTS 15

TOTAL PROGRAM REQUIREMENTS 55

Curriculum

Master of Science in Legal Studies-Applied Research Track

Education and the Legal System

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Open Elective Requirements

INTENSIVE STUDY AREA REQUIREMENTS / LEGAL STUDIES ELECTIVES 15

TOTAL OPEN ELECTIVE REQUIREMENTS 15

Intensive Study Areas Requirements - Education and the Legal System

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Intensive study area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Curriculum

Master of Science in Legal Studies-Applied Research Track

Health Care Delivery

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LS 698: Applied Research combines research and writing skills with application in a professional setting. This is a capstone course.

Open Elective Requirements

INTENSIVE STUDY AREA REQUIREMENTS / LEGAL STUDIES ELECTIVES 15

TOTAL OPEN ELECTIVE REQUIREMENTS 15

Intensive Study Areas Requirements - Health Care Delivery

<table>
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<tr>
<td>LS 620: HEALTH CARE ORGANIZATIONS AND FINANCE</td>
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<td>LS 621: FEDERALISM AND THE HEALTH CARE DELIVERY SYSTEM</td>
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TOTAL PROGRAM REQUIREMENTS 55

Curriculum

Master of Science in Legal Studies-Applied Research Track

Legal System and the Media

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LS 698: Applied Research combines research and writing skills with application in a professional setting. This is a capstone course.

Open Elective Requirements
INTENSIVE STUDY AREA REQUIREMENTS / LEGAL STUDIES ELECTIVES 15
TOTAL OPEN ELECTIVE REQUIREMENTS 15

Intensive Study Areas Requirements - Legal System and the Media
LS 510: INTELLECTUAL PROPERTY AND DIGITAL ENTERTAINMENT 5
LS 511: MUSIC CONTENT IP—BUILDING BLOCKS OF THE MUSIC BUSINESS 5
LS 512: CURRENT AND FUTURE ISSUES IN MUSIC LAW 5
TOTAL INTENSIVE STUDY AREAS REQUIREMENTS - LEGAL SYSTEM AND THE MEDIA 0

Intensive study area courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Curriculum
Master of Science in Legal Studies-Comprehensive Exam Track
General Master of Science in Legal Studies

Courses Credits

PROGRAM REQUIREMENTS

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TOTAL CORE REQUIREMENTS 35

Open Elective Requirements
500/600 LEVEL: LEGAL STUDIES ELECTIVES 20
TOTAL OPEN ELECTIVE REQUIREMENTS 20

TOTAL PROGRAM REQUIREMENTS 55
## Curriculum
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#### Education and the Legal System

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Locations

Online  
- Augusta  
- Davenport  
- Cedar Falls  
- Cedar Rapids  
- Des Moines  
- Hagerstown  
- Lewiston  
- Lincoln  
- Mason City  
- Omaha  
- South Portland

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Mission

Mission Statement

The Kaplan University nursing programs prepare students to enter the nursing profession at many levels of practice, from basic to advanced, and enable graduates to develop and apply the knowledge, skills, and values gained from their education to serve effectively in whatever nursing roles and settings they choose. The University promotes nursing education focused on providing excellent care, serving as leaders, and being accountable and responsive to the ever-changing global health care climate.

General Policies

Policy information specific to the School of Nursing’s graduate programs is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx). Refer to the program-specific policy pages for additional admissions requirements.

If applying for admission, you must:

1. Complete a criminal background check, as required by applicable federal and/or state regulatory agencies. See the Criminal Background Check Policy below for additional information.
2. Submit documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a license comparable to a U.S. registered nurse license from the nation, province, or region where you are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. The University will verify the authenticity of all submitted foreign nursing licenses.

Requirements for Graduates of Foreign Nursing Programs

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

Progression Requirements

1. No less than 3 months prior to beginning the practicum or clinical course, you must complete and submit a practicum application. Prior to registering for the practicum or clinical course, you must complete and submit all required documents to the School of Nursing. A list of required documents may be obtained from the School of Nursing. You will not be permitted to register for a practicum or clinical course without having submitted the required documents.
2. The grade of "C" is the minimum acceptable grade for graduate courses. You must maintain a minimum cumulative GPA of 3.0. You will be placed on immediate probation if your cumulative GPA falls below 3.0. If you earn a grade lower than "C" in a course, you must immediately retake the course. You may only take a course twice; failure to achieve the required grade will result in dismissal from Kaplan University with the second attempt.

Criminal Background Check Policy

If you are prospective or new student enrolled in a graduate-level program in the School of Nursing, you must complete a criminal background check through Kaplan University's designated provider. You will be withdrawn at the end of the first term if you are unable to pass a background check and have not made arrangements to change your program of study to one for which a background check is not required.

You must submit your information to the designated background check website:

1. By the end of the first term and
2. Prior to registering for the first clinical or practicum course in your degree plan.

You will pay all fees directly to the vendor.

Additional criminal background check information may be required based on your state and/or clinical setting's requirements. Depending on your program pace, length of program, and clinical setting requirements, you may have to complete an additional background check.

The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse. If you reside in Iowa, you must authorize the University to obtain this information.

You will not be notified if you pass the background check. In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean of the School of Nursing will notify you of one of the following:

1. Denial of admission to the program
2. Dismissal from the program
3. Admitted to or continuation of the program

You will not be admitted to or permitted to continue in a School of Nursing program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that would prevent you from being accepted into a clinical setting.

If additional criminal background check information or authorizations are necessary, you will be notified by the Office of the Dean of the School of Nursing.

If you are seeking readmission to a nursing program, you will be required to complete a criminal background check prior to readmission into the program.

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

Graduation Requirements

In addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx), you must successfully complete the practicum requirements for your selected specialization. You will be graded for both the didactic and practicum components of this course. Failure of
either the didactic or practicum components will result in failure of the course.
Doctor of Nursing Practice

Description and Outcomes

The Doctor of Nursing Practice is designed to prepare nursing leaders to practice at the highest level of professional nursing practice.

At this time, the Doctor of Nursing Practice program is available only in the select states. Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Doctor_of_Nursing_Practice_Policies.aspx) section for details.

Specializations

You will choose from three specializations: executive leader, adult-gerontology nurse practitioner, or family nurse practitioner.

The nurse executive uses current scientific findings, evidence-based guidelines, and advanced levels of analysis and decision making to design, deliver, and assess health care that improves the health outcomes of individuals, families, and populations. This includes the management of complex systems, negotiation of one's role within the health care system, administration of nursing and health care organizations, and the development, implementation, and evaluation of health policy and programs. Upon graduation, you could prepare to function in systems-focused roles (e.g. administrative, public health, and policy roles).

The adult-gerontology nurse practitioner focuses on advanced clinical practice that influences health care outcomes for individuals (focusing on adults and the elderly), families, and populations. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development, implementation, and evaluation of health policy and programs. Upon graduation, you could prepare to function in direct care roles, indirect care or systems-focused roles (e.g. administrative, public health, and policy roles), or a blend of these roles.

The family nurse practitioner focuses on advanced clinical practice that influences health care outcomes for individuals and families at all stages of the life cycle, and addresses care for individuals, families, and populations. This includes providing direct care for individual patients, management of care for individuals, families and populations, administration of nursing and health care organizations, and the development, implementation, and evaluation of health policy and programs. Upon graduation, you could prepare to function in direct care roles, indirect care or systems-focused roles (e.g. administrative, public health, and policy roles), or a blend of these roles.

Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Doctor_of_Nursing_Practice_Policies.aspx) section for important program disclosure information.

Practicum and Clinical Practice Experiences

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

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

Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Doctor_of_Nursing_Practice_Policies.aspx) section and the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/school_of_nursing_grad_grad_general_policies.aspx) for further details.

Degree Plans

If you successfully completed the Master of Science in Nursing—DNP Path, you will complete the standard Doctor of Nursing Practice degree plan. You are also eligible for this degree plan if you previously completed a Master of Science in Nursing at another accredited institution. The standard degree plan consists of a minimum of 50 or 69 quarter credit hours, depending on your choice of specialization.

If you successfully completed a Master of Science in Nursing, but with a specialization that differs from your chosen doctoral-level specialization, you are eligible for the Post-Master of Science in Nursing degree plan. You will complete the specialization requirements before you begin the major requirements for the Doctor of Nursing Practice. The Post-Master of Science in Nursing degree plan consists of a minimum of 99, 105, or 115 quarter credit hours, depending on your choice of specialization.

Program Length

The Doctor of Nursing Practice program consists of a minimum of 50, 69, 99, 105, or 115 quarter credit hours, depending on your choice of specialization and prior degree. Upon successful completion of the program, you will be awarded a doctorate degree.

Program Outcomes

2. Leadership: Provide leadership to foster interprofessional collaboration.

Adult-Gerontology Nurse Practitioner Outcomes

1. Independent Practice: Practice independently by assessing, diagnosing, treating, and managing the health care of adult and elderly patients.
2. Practice Inquiry: Evaluate health outcomes of the individual, families, populations, clinical units, systems, and community levels with clinical investigative skills.
3. Technology and Information Literacy: Translate technical and scientific health information appropriate for user need.
5. Health Delivery System: Manage risks to individuals, families, populations, and health care systems.

Executive Leader Outcomes

1. Independent Practice: Practice independently within
parameters established by national accrediting bodies and state boards of nursing.

2. Scientific Foundation: Translate research and other forms of knowledge to improve practice.

3. Practice Inquiry: Implement leadership strategies in the application of new knowledge into practice.

4. Technology and Information Literacy: Utilize technology in gathering information to aid in the decision-making process.

5. Policy and Ethics: Analyze complex ethical, legal, and social factors in practice settings and policy development.


**Family Nurse Practitioner Outcomes**

1. Independent Practice: Practice independently by assessing, diagnosing, treating, and managing the health care of patients throughout the lifespan.

2. Practice Inquiry: Evaluate health outcomes of the individual, families, populations, clinical units, systems, and community levels with clinical investigative skills.

3. Technology and Information Literacy: Translate technical and scientific health information appropriate for user need.


5. Health Delivery System: Manage risks to individuals, families, populations, and health care systems.

**Policies**

Policy information specific to the Doctor of Nursing Practice program is noted below.

**Admissions Requirements**

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

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

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

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

**Requirements for Graduates of a Bachelor's Degree Program**

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

**Requirements for Graduates of a Master's Degree Program**

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

1. Complete an informational interview with an Admissions Advisor.

2. Successfully complete an interview with School of Nursing faculty.

3. If you previously completed nurse practitioner courses and are applying for admission to the adult-gerontology nurse practitioner or family nurse practitioner track, submit transcripts indicating the total number of student clinical hours completed or a letter from the prior institution verifying the total number of hours completed. If you graduated from a nurse practitioner program, earned certification, and are currently practicing as a nurse practitioner, you must submit proof of certification prior to your interview with faculty.

4. Submit the following documents at least 4 weeks prior to the desired start date:
   
   a. An unofficial transcript indicating completion of a master's degree with an upper-level major in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. If accepted to the program, you must provide the University with an official copy of the transcript prior to the end of the first term. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

   b. An unofficial transcript indicating completion of a graduate-level statistics course and a nursing research course with a grade of "B" or better. If you have not completed these courses as part of your master's degree in nursing, if admitted to the program, you may take MN 503: Advanced Statistics for the Health Sciences and MN 504: Inquiry and Evidence-Based Practice in the first term.

   c. A current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse. If you choose the adult-gerontology nurse practitioner or family nurse practitioner specialization, the 1,000 clinical hours must be within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.

   d. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.

   e. A personal statement of no more than 350 words.

**Progression Requirements**

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will
result in failure of the entire course.

2. You must complete your clinical practice or practicum experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice or practicum experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice or practicum experience.

3. Prior to registering for the first clinical or practicum course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical or practicum course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.
      Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical or practicum course.

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

5. In extenuating circumstances, if you are unable to complete required coursework during the 10-week term, you may be eligible for an incomplete. You would have until the end of the following term to turn in work and satisfy the requirements of an incomplete.

6. You must successfully complete IRB training prior to receiving approval for the development of your Clinical Leadership project.

7. You may be eligible to apply transfer credit toward up to three courses in the Doctor of Nursing Practice degree plan. Additional credit may be applied at the discretion of the School of Nursing.

**Graduation Requirements**

In addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx), you must successfully complete all clinical nursing courses with a minimum grade of “C” for the didactic portion of the courses and a grade of “S” (satisfactory) for the clinical portion of the courses. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

**Certification, State Board, and National Board Exams**

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

If you intend to complete the Doctor of Nursing Practice’s adult-gerontology nurse practitioner or family nurse practitioner track, you must verify the specific requirements for licensing as an advanced practice registered nurse with your state Board of Nursing. Upon completion of the executive leader track, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced Certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center, or may be eligible for the American Organization of Nurse Executives Certified in Executive Nursing Practice certification.

**Degree Plan**

**Curriculum**

**Doctor of Nursing Practice**

**Adult-Gerontology Nurse Practitioner Track**

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<tr>
<td>DN 810: DNP CLINICAL SCHOLARSHIP IMPLEMENTATION</td>
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<tr>
<td>DN 820: DNP CLINICAL LEADERSHIP CAPSTONE PROJECT—EVALUATION AND DISSEMINATION</td>
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<tr>
<td>MN 570: APPLIED EPIDEMIOLOGY</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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**Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations**

In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.
### Curriculum

**Doctor of Nursing Practice**

**Family Nurse Practitioner Track**

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**Program Development Requirements**

**Core Requirements**

**Specialization Requirements - Adult-Gerontology Nurse Practitioner Track**

- MN 550: ROLE OF THE NURSE PRACTITIONER IN PRIMARY CARE 5
- MN 551: ADVANCED PATHOPHYSIOLOGY ACROSS THE LIFE SPAN 5
- MN 552: ADVANCED HEALTH ASSESSMENT 5
- MN 553: ADVANCED PHARMACOLOGY ACROSS THE LIFE SPAN 5
- MN 554: PRIMARY CARE ACROSS THE ADULT AGE CONTINUUM I 5
- MN 555: PRIMARY CARE ACROSS THE ADULT AGE CONTINUUM II 5
- MN 556: PRIMARY CARE ACROSS THE ADULT AGE CONTINUUM III 5
- MN 560: ADVANCED PRACTICE NURSE CLINICAL I 5
- MN 561: ADVANCED PRACTICE NURSE CLINICAL II 5
- MN 570: APPLIED EPIDEMIOLOGY 5
- MN 599: ADVANCED PRACTICE NURSE CLINICAL III 5
- MN 600: EVIDENCE-BASED PRACTICE PROJECT 5

**TOTAL SPECIALIZATION REQUIREMENTS - ADULT-GERONTOLOGY NURSE PRACTITIONER TRACK** 60

**TOTAL PROGRAM REQUIREMENTS** 105

### Curriculum

**Doctor of Nursing Practice**

**Executive Leader Track**

<table>
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<td>DN 735: SYNTHESIS PROJECT IMPLEMENTATION</td>
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<td>DN 825: DNP RESIDENCY II—SYSTEMS-FOCUSED ROLE</td>
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<tr>
<td>MN 620: ETHICAL LEADERSHIP IN HEALTH CARE</td>
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<td>MN 630: ADVANCED NURSING LEADERSHIP CONCEPTS</td>
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<tr>
<td>MN 640: EXECUTIVE LEADERSHIP AND MANAGEMENT PRACTICUM I</td>
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### Curriculum

**Doctor of Nursing Practice—Post-Master of Science in Nursing**

**Family Nurse Practitioner Track**

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### Curriculum

**Doctor of Nursing Practice—Post-Master of Science in Nursing**

**Adult-Gerontology Nurse Practitioner Track**

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Curriculum

Doctor of Nursing Practice—Post-Master of Science in Nursing

Executive Leader Track

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Total Specialization Requirements - Executive Leader Track

70

Total Program Requirements

115

Locations

Online instruction

Program enrollment through campus locations; online instruction

Program enrollment through campus locations; combines onsite and online instruction

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

Description and Outcomes

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

The program of study includes completion of the core curriculum, specialization courses, and an evidence-based project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention, and biostatistics. You will submit an evidence-based project proposal as the program's culminating experience, which is designed to serve as evidence of successful integration of the curriculum's diverse content areas.

Specializations

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

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

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

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

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

Practicum and Clinical Practice Experiences

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

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

Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Nursing_Policies.aspx) and the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/school_of_nursing_grad_general_policies.aspx) for further details.

Program Length

The Master of Science in Nursing program consists of a minimum of 65, 80, 90, or 100 quarter credit hours, depending on your choice of specialization. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

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

Adult-Gerontology Nurse Practitioner Outcomes
1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.

2. Collaborate with the individual and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.

3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.

4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology nurse practitioner role.

5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.

6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Executive Leader Outcomes


2. Collaborative Practice: Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.

3. Creating and Managing Nursing Care Systems: Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

Family Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.

2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.

3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.

4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.

5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.

6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Informatics Outcomes


2. Education: Appraise emerging and converging technologies to enhance nursing and patient education.

3. Research: Evaluate information systems in support of evidence-based practice and clinical applications.

4. Administrative: Critique leadership roles and competencies in the planning, implementation, and evaluation of information systems and patient care technologies.

Nurse Educator Outcomes

1. Instructional Method Design: Create a variety of successful instructional methods to meet the needs of targeted learner populations.


3. Clinical Expertise: Apply clinical expertise when conducting educational experiences.

Policies

Policy information specific to the Master of Science in Nursing program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

At this time, you may not enroll in the Master of Science in Nursing if you are a resident of Tennessee or Washington. However, the courses must be completed before enrollment is concurrent with MN 501: Advanced Nursing Roles.

If applying for admission, you must submit the following:

1. An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

2. A transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. If you have not completed these courses as part of your bachelor's degree in nursing, they may be taken concurrently with MN 501: Advanced Nursing Roles. However, the courses must be completed before enrollment in MN 502: Theoretical Foundations of Advanced Nursing. If you choose to take the required statistics course at the University, you will have all course-level prerequisites waived.
Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

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

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

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

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

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

Progression Requirements

1. You can enroll in no more than three courses per term, unless approved by the Dean of the School of Nursing.
2. You may not use transfer credit to replace MN 501: Advanced Nursing Roles, unless you are a graduate of Kaplan University's Bachelor of Science in Nursing—RN-to-BSN program.
   In addition, you may not use transfer credit to replace any courses in the informatics, executive leader, or nurse educator specializations unless you have approval from the Dean of the School of Nursing. If none of these exceptions apply, these courses must be completed at the University.
   If you are enrolled in the adult-gerontology nurse practitioner specialization or family nurse practitioner specialization, you may apply transfer credit toward the following specialization courses only:
   - MN 550: Role of the Nurse Practitioner in Primary Care
   - MN 551: Advanced Pathophysiology Across the Life Span
   - MN 552: Advanced Health Assessment
   - MN 553: Advanced Pharmacology Across the Life Span

Executive Leader, Nurse Educator, and Informatics Specializations

You will complete a practicum course and MN 600: Evidence-Based Project Proposal as part of the requirements for the specialization.

You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.

3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

   Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable to register for the clinical course.
   d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

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

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and

   arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
enrollment in MN 600A. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

**Graduation Requirements**

**Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations**

In addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx), you must successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the courses and a grade of "S" (satisfactory) for the clinical portion of the courses. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

**Certification, State Board, and National Board Exams**

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

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

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

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

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

**Degree Plan**

**Curriculum**

**Adult-Gerontology Nurse Practitioner**

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
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<td>Core Requirements</td>
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<tr>
<td>MN 501: ADVANCED NURSING ROLES</td>
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<td>MN 505: HEALTH PROMOTION AND DISEASE PREVENTION IN A DIVERSE COMMUNITY</td>
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<td>MN 506: ETHICAL AND LEGAL PERSPECTIVES OF THE HEALTH CARE SYSTEM</td>
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<tr>
<td>MN 550: ROLE OF THE NURSE PRACTITIONER IN PRIMARY CARE</td>
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<td>MN 599: ADVANCED PRACTICE NURSE CLINICAL III</td>
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Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**

**90**

**Curriculum**

**Executive Leader**

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</table>
**Curriculum**

**Nurse Educator**

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**Specialization Requirements - Nurse Educator**

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<tr>
<td>MN 509: CURRICULUM DESIGN</td>
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**Total Specialization Requirements - Nurse Educator** 0

Specialization courses are completed within the open electives requirement of the degree plan.

**Total Program Requirements** 80

**Locations**

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<td>Omaha</td>
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<tr>
<td>South Portland</td>
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Master of Science in Nursing—DNP Path

Description and Outcomes

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

The program of study includes completion of the core curriculum, specialization courses, and an evidence-based project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention, and biostatistics. You will submit an evidence-based project proposal as the program's culminating experience, which is designed to serve as evidence of successful integration of the curriculum's diverse content areas.

At this time, the Master of Science in Nursing—DNP Path program is available only in the select states. Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Nursing-DNP_Path_Policies.aspx) section for details.

Specializations

You will choose from three specializations designed to provide further knowledge in your chosen specialty and your specific advanced role: executive leader, family nurse practitioner, or adult-gerontology nurse practitioner. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Nursing-DNP_Path_Policies.aspx) section for important program disclosure information.

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

The family and adult-gerontology nurse practitioner specializations are designed to educate you on the topics of how to best provide primary care as a member of an interdisciplinary team and improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice.

Practicum and Clinical Practice Experiences

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

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

Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Master_of_Science_in_Nursing-DNP_Path_Policies.aspx) section and the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/school_of_nursing_grad_grad_general_policies.aspx) for further details.

Doctor of Nursing Practice

Enrollment in this degree plan is limited to those who apply to the Doctor of Nursing Practice program and possess a bachelor's degree with an upper-level major in nursing as their highest nursing degree. Successful completion of the Master of Science in Nursing—DNP Path is required to move on to the Doctor of Nursing Practice.

Program Length

The Master of Science in Nursing—DNP Path program consists of a minimum of 65, 90, or 100 quarter credit hours, depending on your choice of specialization. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

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

Adult-Gerontology Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.

4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology nurse practitioner role.

5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.

6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Executive Leader Outcomes


2. Collaborative Practice: Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.

3. Creating and Managing Nursing Care Systems: Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

Family Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.

2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.

3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.

4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.

5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.

6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Policy information specific to the Master of Science in Nursing—DNP Path program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

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

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

If applying for admission, you must:

1. Complete an informational interview with an Admissions Advisor.

2. Successfully complete an interview with School of Nursing faculty.

3. Submit the following documents at least 4 weeks prior to the desired start date:

   a. An unofficial transcript indicating completion of a bachelor's degree with an upper-level major in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. If accepted to the program, you must provide the University with an official copy of the transcript prior to the end of the first term. Refer to the First-Term Responsibilities (http://catalog.kaplanuniversity.edu/First-Term_Responsibilities.aspx) section for additional information.

   b. An unofficial transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. If you have not completed these courses as part of your bachelor's degree in nursing, if admitted to the program, you may take them in the first term.

   c. A current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse. If you choose the adult-gerontology nurse practitioner or family nurse practitioner specialization, the 1,000 clinical hours must be within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.

   d. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.

   e. A personal statement of no more than 350 words.

Progression Requirements

1. You must adhere to the progression requirements applicable to your current plan of study.

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

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

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

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

**Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations**

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.

2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.

3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

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

   d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

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

**Executive Leader Specialization**

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

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

**Graduation Requirements**

**Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations**

In addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx), you must successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the courses and a grade of "S" (satisfactory) for the clinical portion of the courses. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

**Certification, State Board, and National Board Exams**

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

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

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

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

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

Degree Plan

Curriculum

Adult-Gerontology Nurse Practitioner

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PROGRAM REQUIREMENTS</td>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>MN 501: ADVANCED NURSING ROLES</td>
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<td>MN 503: ADVANCED STATISTICS FOR THE HEALTH SCIENCES</td>
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<td>MN 504: INQUIRY AND EVIDENCE-BASED PRACTICE</td>
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<td>MN 505: HEALTH PROMOTION AND DISEASE PREVENTION IN A DIVERSE COMMUNITY</td>
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<td>MN 506: ETHICAL AND LEGAL PERSPECTIVES OF THE HEALTH CARE SYSTEM</td>
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<td>MN 507: HEALTH POLICY, FINANCING, AND ORGANIZATION OF HEALTH CARE DELIVERY SYSTEMS</td>
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Open Elective Requirements

SPECIALIZATION COURSES | 55

TOTAL OPEN ELECTIVE REQUIREMENTS | 55

Specialization Requirements - Adult-Gerontology Nurse Practitioner

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<td>MN 551: ADVANCED PATHOPHYSIOLOGY ACROSS THE LIFE SPAN</td>
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<td>MN 552: ADVANCED HEALTH ASSESSMENT</td>
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<td>MN 553: ADVANCED PHARMACOLOGY ACROSS THE LIFE SPAN</td>
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TOTAL SPECIALIZATION REQUIREMENTS - ADULT-GERONTOLOGY NURSE PRACTITIONER | 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS | 90

Curriculum

Executive Leader

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Open Elective Requirements

SPECIALIZATION COURSES | 30

TOTAL OPEN ELECTIVE REQUIREMENTS | 30

Specialization Requirements - Executive Leader

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<tr>
<td>MN 513: HEALTH CARE FINANCE, STRATEGIC PLANNING, AND BUDGETING</td>
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<tr>
<td>MN 514: HUMAN RESOURCES MANAGEMENT</td>
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<td>MN 515: INNOVATION IN HEALTH CARE INFORMATION TECHNOLOGY—ADMINISTRATIVE AND ADVANCED PRACTICE PRIORITIES</td>
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<td>MN 520: EXECUTIVE LEADER PRACTICUM</td>
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<td>MN 600: EVIDENCE-BASED PRACTICE PROJECT</td>
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Specialization courses are completed within the open electives requirement of the degree plan.
### TOTAL PROGRAM REQUIREMENTS

**Curriculum**

**Family Nurse Practitioner**

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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<td><strong>Open Elective Requirements</strong></td>
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<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td><strong>Specialization Requirements - Family Nurse Practitioner</strong></td>
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<tr>
<td>MN 550: ROLE OF THE NURSE PRACTITIONER IN PRIMARY CARE</td>
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<td><strong>TOTAL SPECIALIZATION REQUIREMENTS - FAMILY NURSE PRACTITIONER</strong></td>
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Specialization courses are completed within the open electives requirement of the degree plan.

**TOTAL PROGRAM REQUIREMENTS**

100

### Locations

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<td><img src="https://example.com" alt="Program Enrollment" /></td>
<td>Program enrollment through campus locations; online instruction</td>
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<tr>
<td><img src="https://example.com" alt="Program Enrollment" /></td>
<td>Program enrollment through campus locations; combines onsite and online instruction</td>
</tr>
</tbody>
</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
Program Outcomes
At this time, the Adult-Gerontology Nurse Practitioner Certificate program is available only in the select states. Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Adult-Gerontology_Nurse_Practitioner_Certificate_Policies.aspx) section for details.

If you are a registered nurse interested in expanding your knowledge as it relates to the role of the adult-gerontology nurse practitioner, consider the Adult-Gerontology Nurse Practitioner Certificate program. This certificate program is designed to educate you on the topics of how to promote and provide primary care as a member of an interdisciplinary team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver preventive care, and to participate in the development of appropriate policy and evidence-based practice.

You will submit an evidence-based project proposal as the program's culminating experience, which is designed to serve as evidence of successful integration of the curriculum's diverse content areas. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Adult-Gerontology_Nurse_Practitioner_Certificate_Policies.aspx) section for important program disclosure information.

Clinical Practice Experience
You will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice sessions occur in a facility or clinical site you select in consultation with the faculty and the Practicum Coordinator.

Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Adult-Gerontology_Nurse_Practitioner_Certificate_Policies.aspx) section and the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/school_of_nursing_grad_grad_general_policies.aspx) for further details.

Program Length
The Adult-Gerontology Nurse Practitioner Certificate program consists of a minimum of 55 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

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

Policies
Policy information specific to the Adult-Gerontology Nurse Practitioner Certificate program is noted below.

Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

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

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

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

Progression Requirements
1. You must achieve a minimum grade of “S” (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to
beginning the first clinical course, including applicable immunization records and drug screening results.

b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.

c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

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

d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

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

Graduation Requirements

In addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Policy_Information_graduate.aspx), you must successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the courses and a grade of "S" (satisfactory) for the clinical portion of the courses. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

Certification, State Board, and National Board Exams

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

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

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

Degree Plan

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<td>TOTAL PROGRAM REQUIREMENTS</td>
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Locations

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<td>Program enrollment through campus locations; combines onsite and online instruction</td>
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Executive Leader Graduate Certificate

Description and Outcomes

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

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

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

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

Practicum Experience

Refer to the Progression Requirements section and the Criminal Background Check Policy for additional information.

Program Length

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

Program Outcomes

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

Policies

Policy information specific to the Executive Leader Graduate Certificate program is noted below.

Admissions Requirements

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

At this time, you may not enroll in the Executive Leader Graduate Certificate program if you are a resident of Tennessee or Washington.

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

Progression Requirements

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

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

Graduation Requirements

In addition to Kaplan University's general requirements, you must successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the courses. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

Certification, State Board, and National Board Exams

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

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

Degree Plan

Curriculum
PROGRAM REQUIREMENTS

Core Requirements

<table>
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<tr>
<th>Course</th>
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<td>MN 512: LEADERSHIP, ORGANIZATIONAL THEORY, AND BEHAVIOR</td>
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<tr>
<td>MN 513: HEALTH CARE FINANCE, STRATEGIC PLANNING, AND BUDGETING</td>
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<td>MN 514: HUMAN RESOURCES MANAGEMENT</td>
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<td>MN 515: INNOVATION IN HEALTH CARE INFORMATION TECHNOLOGY—ADMINISTRATIVE AND ADVANCED PRACTICE PRIORITIES</td>
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<td>MN 520: EXECUTIVE LEADER PRACTICUM</td>
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TOTAL CORE REQUIREMENTS  30

TOTAL PROGRAM REQUIREMENTS  30

Locations

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Family Nurse Practitioner Certificate

Description and Outcomes

At this time, the Family Nurse Practitioner Certificate program is available only in select states. Refer to the Admissions Requirements (http://catalog.kaplanuniversity.edu/Family_Nurse_Practitioner_Certificate_Policies.aspx) section for details.

If you are a registered nurse interested in expanding your knowledge as it relates to the role of the family nurse practitioner, consider the Family Nurse Practitioner Certificate program. This certificate program is designed to educate you on the topics of how to best deliver care as a member of an interdisciplinary team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver preventive care, and to participate in the development of appropriate policy and evidence-based practice.

You will submit of an evidence-based project proposal as the program's culminating experience, which is designed to serve as evidence of successful integration of the curriculum’s diverse content areas.

Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Family_Nurse_Practitioner_Certificate_Policies.aspx) section for important program disclosure information.

Clinical Practice Experience

You will complete a clinical practice experience designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site you select in consultation with the faculty and the Practicum Coordinator.

Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Family_Nurse_Practitioner_Certificate_Policies.aspx) section and the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/school_of_nursing_grad_grad_general_policies.aspx) for further details.

Program Length

The Family Nurse Practitioner Certificate program consists of a minimum of 65 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

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

Policies

Policy information specific to the Family Nurse Practitioner Certificate program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

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

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

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

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

Progression Requirements

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including
applicable immunization records and drug screening results.

b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.

c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

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

d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

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

Certification, State Board, and National Board Exams

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

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

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

Degree Plan

Curriculum

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<th>Courses</th>
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<td>PROGRAM REQUIREMENTS</td>
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Locations

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Nurse Educator Graduate Certificate

Description and Outcomes

If you are a registered nurse interested in expanding your knowledge of nursing education, consider the Nurse Educator Graduate Certificate program. This certificate program allows you to build on your master's degree in nursing by completing nine courses focused on nursing education, including practicum and capstone courses.

The Nurse Educator Graduate Certificate program is designed to prepare you to pursue teaching positions in schools of nursing and continuing education, staff development, clinical education, and patient and community education programs.

The certificate program's curriculum is designed to provide specialized knowledge in the area of nursing education and could help you prepare to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination. Refer to the Certification, State Board, and National Board Exams section and the Criminal Background Check Policy for further details.

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

Practicum Experience

Refer to the Progression Requirements section for additional information.

Program Length

The Nurse Educator Graduate Certificate program consists of a minimum of 45 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

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

Policies

Admissions Requirements

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

At this time, you may not enroll in the Nurse Educator Graduate Certificate program if you are a resident of Tennessee or Washington.

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

Progression Requirements

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

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

Extensions are only granted for circumstances that would bar you from completing the required hours within the normal course schedule. If you are granted an extension, you will enroll in MN 600A. MN 600A is taken after MN 600 and is for the specific purpose of providing a means for practicum hour completion.

Approval of the Dean or the Department Chair is required for enrollment in MN 600A. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

Degree Plan

Curriculum

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<td>MN 510: IMPLEMENTING TECHNOLOGY—ENHANCED LEARNING IN NURSING EDUCATION</td>
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<td>MN 511: ASSESSMENT AND EVALUATION</td>
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MN 553: ADVANCED PHARMACOLOGY ACROSS THE LIFE SPAN 5
MN 600: EVIDENCE-BASED PRACTICE PROJECT 5

TOTAL CORE REQUIREMENTS 45

TOTAL PROGRAM REQUIREMENTS 45

Locations

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

Description and Outcomes

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

The certificate program's curriculum is designed to provide specialized knowledge in the area of nursing informatics and could help you prepare to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination. Refer to the Certification, State Board, and National Board Exams (http://catalog.kaplanuniversity.edu/Nurse_Informatics_Graduate_Certificate_Policies.aspx) section for important program disclosure information.

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

Practicum Experience

Refer to the Progression Requirements (http://catalog.kaplanuniversity.edu/Nurse_Informatics_Graduate_Certificate_Policies.aspx) section and the Criminal Background Check Policy (http://catalog.kaplanuniversity.edu/school_of_nursing_grad_grad_general_policies.aspx) for further details.

Program Length

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

Program Outcomes

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

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

At this time, you may not enroll in the Nurse Informatics Graduate Certificate program if you are a resident of Tennessee or Washington.

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

Progression Requirements

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

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

Certification, State Board, and National Board Exams

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

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

Degree Plan

Curriculum

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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
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<tr>
<td>MN 531: INNOVATIONS IN EDUCATIONAL AND RESEARCH TECHNOLOGIES</td>
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<td>MN 532: INTEGRATION OF INFORMATICS INTO THE HEALTH CARE ENVIRONMENT</td>
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<td>MN 533: HEALTH SYSTEMS PROJECT MANAGEMENT</td>
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<td>MN 534: NURSE INFORMATICS SPECIALIST PRACTICUM</td>
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<td>MN 600: EVIDENCE-BASED PRACTICE PROJECT</td>
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<td>Locations</td>
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School of Public Safety

Mission

Mission Statement

The mission of the Kaplan University public safety 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. The programs are designed to prepare 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.

General Policies

Notice to Students

If you have been convicted of a serious misdemeanor, a misdemeanor involving domestic violence, or a felony, you will likely experience limitations and/or restrictions on employment opportunities in a variety of public safety fields where background checks are required including, but not limited to, police officer, corrections officer, guard occupations, firefighter, emergency medical service personnel, homeland security personnel, and emergency management personnel.

Effective January 9, 2013, all students must complete a background check prior to enrollment. You will be withdrawn at the end of the first term if you are unable to pass a background check and have not made arrangements to change your program of study to one for which a background check is not required.

It is your responsibility to inquire about current employment, certification, licensing, registration, and externship requirements prior to enrolling in a School of Public Safety program.

Progression Requirements

You can enroll in no more than one course per term for the first two terms without permission from the Dean of the School of Public Safety. Beginning with the third term, you can enroll in no more than three courses per term.
Master of Science in Criminal Justice

Description and Outcomes

The Master of Science in Criminal Justice program is designed to help you satisfy your intellectual curiosity, build knowledge, and prepare to successfully undertake leadership and other professional positions in today's complex criminal justice environment.

Tracks of Study

The Master of Science in Criminal Justice program provides you with an opportunity to pursue an applied research or comprehensive exam track of study. At the conclusion of the program, your acquisition of competencies is assessed via your coursework and either successful completion of a comprehensive examination or submission of an applied research project. In so doing, the program enables you to become better prepared to meet the dynamic challenges of the field today and in the future.

Specializations

You will have the option of selecting a specialization in addition to the core curriculum requirements. Specializations include corrections, global issues in criminal justice, law, and leadership and executive management. All courses designated as specialization courses may be applied toward elective credit if you elect not to pursue a specialization.

Program Length

The Master of Science in Criminal Justice program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, you 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 macro-level 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.

Policies

Admissions Requirements

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

Thesis Track

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

Accelerated Master of Science in Criminal Justice Option

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

Comprehensive Exam Track

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

Applied Research Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

If you are a graduate of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety

Progression Requirements

Policy information specific to the Master of Science in Criminal Justice is noted below.

General

1. You must follow the below sequence of courses for the first three terms. You may request to test out CJ 526: Academic and Professional Communications in Public Safety by completing the Challenge Exam prior to the end of the first term of study. Refer to the Types of Credit section for additional information.
2. You may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean of the School of Public Safety. A waiver is issued based upon an evaluation of common learning outcomes. The following courses must be completed at Kaplan University:

- CJ 525: Applied Research in Criminal Justice
- CJ 598: Applied Research Project
- CJ 602: Comprehensive Examination

3. You must declare your choice of thesis, applied research, or comprehensive exam track by the end of your second term.

### Comprehensive Exam Track

You must successfully complete CJ 602: Comprehensive Examination, a written course covering the core curriculum and specialization courses. You will take the examination after successful completion of all academic program requirements.

The examination is graded as "satisfactory" or "unsatisfactory" and will be evaluated by a terminally degreed criminal justice instructor. If there is an unsatisfactory decision, a second terminally degreed criminal justice instructor will be asked to evaluate the examination, and this evaluation will serve as the final decision.

Should you fail the examination, you will receive remediation from criminal justice graduate instructors in preparation for the final attempt at the examination. If you fail the examination a second time, you will be academically dismissed from the program.

### Thesis Track

You will be required to develop and submit, in writing, a formal proposal for research in criminal justice to your chosen thesis committee, which is made up of a chairperson and two additional members, all of whom must be terminally degreed criminal justice faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the University's criminal justice program or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the School of Public Safety.

Subsequent to the proposal, you will submit the final draft of your research project to the thesis committee for review and orally present your results during a scheduled thesis defense hearing. The research report shall be prepared according to the University's guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

You will take CJ 600: Research and Thesis I and CJ 601: Research and Thesis II. 10-week courses designed to allow you to begin the first steps of your thesis design and complete your thesis. Should you feel you are not able to complete the prescribed requirements for either course in 10 weeks, you must contact your Education Advisor in order to gain an extension in the course. An extension is granted by enrolling in CJ 600A or CJ 601A, and enrollment in these courses will only be granted at the discretion of the Dean of the School of Public Safety and the Chair of the student's thesis committee.

If an extension is granted, the University will not charge tuition for CJ 600A or CJ 601A, but you will be required to pay the normal technology fee.

If you are unable to complete CJ 600 or CJ 601, you will be permitted to enter comprehensive exam track.

### Degree Plan

### Curriculum

#### Master of Science in Criminal Justice - Comprehensive Exam Track

**No Specialization**

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TOTAL SPECIALIZATION REQUIREMENTS - CORRECTIONS 0

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CURRICULUM

Master of Science in Criminal Justice - Comprehensive Exam Track

Global Issues in Criminal Justice

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TOTAL SPECIALIZATION REQUIREMENTS - GLOBAL ISSUES IN CRIMINAL JUSTICE 0

Specialization courses are completed within the open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

Curriculum

Master of Science in Criminal Justice - Comprehensive Exam Track

Law

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TOTAL SPECIALIZATION REQUIREMENTS - LAW 0

Total open electives requirement of the degree plan.

TOTAL PROGRAM REQUIREMENTS 55

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Master of Science in Criminal Justice - Comprehensive Exam Track

Leadership and Executive Management

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## Curriculum

### Master of Science in Criminal Justice - Applied Research Track

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### Master of Science in Criminal Justice - Applied Research Track

#### Global Issues in Criminal Justice

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### Curriculum

### Master of Science in Criminal Justice - Applied Research Track

#### Global Issues in Criminal Justice

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<td>CJ 508: EVIDENTIARY ISSUES IN CRIMINAL CASES</td>
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<td>CJ 509: COMPARATIVE CRIMINAL JUSTICE SYSTEMS</td>
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<td>CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS</td>
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Master of Science in Homeland Security and Emergency Management

Description and Outcomes

The Master of Science in Homeland Security and Emergency Management program integrates courses from criminal justice, social science, public policy, leadership, and business into a cross-disciplinary program designed to prepare you to pursue a spectrum of careers in the public and private sectors.

The program offers you the opportunity to study homeland security and emergency management policy and issues from a perspective that explores the interrelationships of public and private sector businesses and industries, economics, policy, politics, culture, ideology, psychology, and human dynamics. The program is designed to equip you with the skills and competencies relevant to leaders in the public and private sectors to meet the needs of the highly demanding, dynamic, and complex fields of homeland security and emergency management.

You will examine how societal institutions, governmental agencies, lawmakers, businesses, and other organizations plan and determine viable and sustainable solutions to local, regional, national, and global issues of security and emergency management. You will have the opportunity to study topics such as: technology, economics and resource availability, regulation and law, ethics, entrepreneurship, the politics of security, the dynamics of emergency management, security and policy making, homeland defense, and interagency cooperation.

The curriculum is designed to be hands on, project oriented, and problem based to provide you with the opportunity to explore the real challenges and issues holistically from a variety of perspectives and propose unique solutions. The goal of the program is to connect theory with practice, collaborate and conduct research with professionals from a broad cross-section of disciplines, and develop collaborative skills to solve real-world problems.

Program Length

The Master of Science in Homeland Security and Emergency Management program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Public Value: Apply knowledge of practice in homeland security and emergency management to make effective decisions that create public value in diverse and dynamic situations.
2. Ethical Decision Making: Evaluate the social and ethical implications of decisions made to protect people and property.
3. Innovation: Innovate to address complex and multidimensional homeland security and emergency management global challenges to propose solutions.
4. Knowledge Base: Evaluate and apply theoretical foundations, current knowledge, and legal doctrine in homeland security and emergency management.
5. Diversity: Assess cultural, individual, and role differences of constituents and stakeholders.
6. Leadership: Apply principles of leadership to shape change and improve homeland security and emergency management policy and practices.
7. Research Methods: Critically evaluate current qualitative and quantitative research on current knowledge and developing trends in the profession.
8. Organizational Behavior and Management: Apply organizational behavior and management theories to day-to-day operations within the profession.

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx).

Accelerated Master of Science in Homeland Security and Emergency Management Option

If you are a graduate of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy, are granted admission to the Master of Science in Homeland Security and Emergency Management program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals

If you are a graduate of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety

Progression Requirements

You must follow the below sequence of courses for the first three terms. You may request to test out CJ 526: Academic and Professional Communications in Public Safety by completing the Challenge Exam prior to the end of the first term of study. Refer to the Types of Credit (http://catalog.kaplanuniversity.edu/Types_of_Credit.aspx) section for additional information.

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety
### Degree Plan

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Choose one of the following courses:  

- CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS | 5 |
- CJ 513: CRITICAL ISSUES IN TERRORISM | 5 |
- PP 500: PUBLIC ADMINISTRATION AND MANAGEMENT | 5 |
- PP 520: FINANCE AND THE ADMINISTRATION OF PUBLIC FUNDS | 5 |

Choose two of the following courses:  

- HM 502: RISK, VULNERABILITY, AND CAPABILITY ASSESSMENT METHODS | 5 |
- HM 503: PLANNING AND OPERATIONS IN CRISIS AND EMERGENCY MANAGEMENT | 5 |
- HM 505: PLANNING FOR WMD AND MASS CASUALTY CRISIS | 5 |

| **TOTAL OPEN ELECTIVE REQUIREMENTS** | **15** |

**TOTAL PROGRAM REQUIREMENTS** | **55**

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Course Descriptions

Arts and Sciences

Public Administration (PP)

PP 500: PUBLIC ADMINISTRATION AND MANAGEMENT
The course explores the theory and development of the field of public administration and the function of management. It will cover a wide range of topics further explored in the Master of Public Administration program. These topics may include federalism and intergovernmental relations, ethics and administrative leadership, personnel, and resource management. Students will study management processes in the context of a political environment and policy implementation.
Quarter Credit Hours: 5
Prerequisite: None

PP 504: RESEARCH AND WRITING IN PUBLIC ADMINISTRATION
Strong research and writing skills are necessary in the field of public administration. This course is designed to prepare public administration students for the demands of academic and professional writing in their coursework, professional career, and for their final capstone project. Students will be introduced to applied research within the field of public administration; will create a problem definition; compose a background and legislative record; and will create a policy brief for a defined problem related to the field of public administration.
Quarter Credit Hours: 5
Prerequisite: PP 500

PP 510: LEADERSHIP IN THE PUBLIC SECTOR
Students will study leadership within the public sector and the application of ethical and leadership principles to decision making, actions, and interactions within public administration. Topics covered may include: organizational behavior, interest-based negotiation, leading networks, mediation, and leadership style.
Quarter Credit Hours: 5
Prerequisite: PP 500 or enrollment in the Master of Science in Homeland Security and Emergency Management, Master of Science in Environmental Policy, or Master of Science in Fire and Emergency Services program

PP 520: FINANCE AND THE ADMINISTRATION OF PUBLIC FUNDS
This course examines the methods, processes, and challenges in the administration and budgeting of public funds. Students will examine the budgeting of public revenues, revenue generation, forecasting, cost control, and fiscal management. The importance of managing control issues and transparency will be addressed.
Quarter Credit Hours: 5
Prerequisite: PP 500 or enrollment in the Master of Science in Homeland Security and Emergency Management program

PP 530: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR
Students will examine the political and institutional environment of public human resource management. Topics will include the analyses of theories and practices in terms of organizational effectiveness, and ongoing operational issues and how they are shaped and constrained by political considerations. Outsourcing, NGOs, and private/public partnerships will also be explored in resource strategy.
Quarter Credit Hours: 5
Prerequisite: PP 500

PP 600: ADMINISTRATIVE LAW
This course examines the fundamental legal concepts regarding administrative law and the administrative process, and how administrative agencies exercise policy and actions. Students will examine the intergovernmental relations and the political and practical constraints that influence administrative policy.
Quarter Credit Hours: 5
Prerequisite: PP 500 or enrollment in the Master of Science in Fire and Emergency Services

PP 602: COMPREHENSIVE EXAM CAPSTONE
As a final step in the Master of Public Administration, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the program. This exam is designed to carefully assess a student’s overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.
Quarter Credit Hours: 5
Prerequisite: Last term

PP 610: BALANCING THE BUDGET—BUDGETARY PROCESS
Students will study the fundamental concepts and practices of budgeting and financial management. The budget process and preparation, cost analysis, and budget reform will be covered in detail. Crisis management and balancing the budget are also addressed.
Quarter Credit Hours: 5
Prerequisite: PP 500

PP 611: GRANT WRITING
This course addresses the advanced skills necessary to create successful grant proposals to public and private funding sources. Students will critically examine RFP criteria, prepare grant budgets, create sustainability plans and project timelines, and incorporate evaluation metrics in their proposals. Content will cover grant research, proposal structure, financial planning, and the completion of a full proposal. Student will have the opportunity to prepare a full grant application to satisfy an RFP.
Quarter Credit Hours: 5
Prerequisite: PP 520; CJ 500 for students enrolled in the Master of Science in Criminal Justice; EM 500 for students enrolled in the Master of Science in Environmental Policy

PP 612: PROGRAM EVALUATION
In this course, students will learn how to evaluate the models and principles of program evaluation including the analysis of data collection techniques and research principles to conduct a needs analysis. Tools used in program evaluation, including the logic model and the results-based accountability model, will be covered to teach
students how to define objectives, benchmarks, and indicators of a program evaluation plan. Additionally, students will develop a program evaluation plan and learn how to analyze the strengths of a plan, as well as the political and ethical implications, and will develop the ability to interpret data and make program recommendations and action steps based on an evaluation plan.

Quarter Credit Hours: 5
Prerequisite: CJ 500, EM 500, FS 500, LS 500, or PP 500

PP 620: PUBLIC POLICY AND HEALTH ADMINISTRATION
This course examines important and current health care policies facing health care administration in the United States. Students will identify the strategic questions facing delivery and financing of health services including policy, funding, management, and delivery.

Quarter Credit Hours: 5
Prerequisite: PP 500

PP 630: PUBLIC AND PRIVATE PARTNERSHIPS
This course examines the relationship of business and government agencies in producing public services. Students will analyze policies and implementation in partnership and privatization models including outsourcing, contracting, and competition. The use of voluntary organizations will also be explored.

Quarter Credit Hours: 5
Prerequisite: PP 500

PP 640: POLITICAL AND ECONOMIC FORCES
Students will explore the impact and interaction of political and economic forces that affect public administration in domestic and international governmental and nonprofit sectors. Students will use economic reasoning to better explain this interaction between political entities and economic forces including governments’ behavioral effects on markets, the role of competition in the provision of public goods, resource allocation, market failure, and government failure.

Quarter Credit Hours: 5
Prerequisite: PP 500

PP 650: PUBLIC POLICY ANALYSIS
The course focuses on the analysis of public policy and approaches to problem solving. Students will study qualitative and quantitative methods of policy analysis that aid public policy and program analysts in informing the decision-making process. Examining policies at scales from local to global will enable students to apply tools and concepts across a wide range of issues.

Quarter Credit Hours: 5
Prerequisite: PP 500 or enrollment in the Master of Science in Fire and Emergency Services

PP 693: PUBLIC POLICY AND ADMINISTRATION INTERNSHIP
This course will provide graduate students in the School of Arts and Sciences’ Master of Public Administration with practical experience in a professional field. During the 10-week term, 150 hours of service are required. This course is an opportunity to combine academic theory with new, career-related experience in legal studies, public administration, environmental policy, or a closely related field. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.

Quarter Credit Hours: 5
Prerequisite: Permission from the Dean, a GPA of 3.75, and completion of at least 25 graduate quarter credit hours

PP 698: APPLIED RESEARCH
Students experience the art and science of research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will design a research plan for their own applied research project.

Quarter Credit Hours: 5
Prerequisite: Last term or permission from the Dean

Psychology (PS)

PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY
This course provides a foundation for the graduate student in psychology. Students will review psychology as a science and a profession. Students will use critical and analytical thinking, reading, and writing skills as they evaluate the major concepts, theoretical perspectives, conflicts, and applications of psychology today.

Quarter Credit Hours: 5
Prerequisite: None

PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY
This course explores professional codes of ethics and standards related to research and the practice of psychology. Emphasis will be placed on application of the American Psychological Association Code of Ethics and standards in the field. Students will analyze and evaluate ethical and legal decision-making practices and operations within professional organizations. Cultural and social factors and the implications for scholar-practitioners are also explored.

Quarter Credit Hours: 5
Prerequisite: None

PS 504: ADVANCED RESEARCH METHODS
This course provides an in-depth look at the conceptual underpinnings and methodologies of psychological research. Students will explore qualitative and quantitative research methods, learn about data analysis, and apply concepts to design hypothetical research studies. Topics include the scientific method, issues in experimental psychology, evaluation of internal and external validity, ethical considerations, and responsibilities in writing and reporting research findings. Students will also learn how to become critical evaluators of research.

Quarter Credit Hours: 5
Prerequisite: None

PS 505: TESTING, MEASUREMENT, AND ASSESSMENT
This course examines the theoretical and conceptual framework of psychological testing, measurement, and assessment. Students learn about psychological test construction and psychometrics, and survey specific assessments and tools related to intelligence, education, personality, and clinical situations. Students also explore the uses and limitations of psychological testing and assessment, as well as ethical issues involved in the administration and interpretation of psychological testing and assessment results.
PS 506: LIFE SPAN DEVELOPMENT
This course examines human development through the life span from birth to adulthood, concluding with issues surrounding death and dying. The student will use case studies to examine biological, social, and cognitive changes at each stage of life and their relevance to clinical, educational, and social problems. Students also evaluate the major psychosocial issues and conflicts that arise, and identify individual and social needs at each stage of development.
Quarter Credit Hours: 5
Prerequisite: None

PS 507: ETHICS FOR BEHAVIOR ANALYSTS
This course explores professional codes of ethics and standards related to the research and practice of behavior analysis in the field of psychology. Emphasis will be placed on the application of both the American Psychological Association (APA) Code of Ethics, and the Behavior Analyst Certification Board® (BACB®) Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct. Students will analyze and evaluate moral and legal issues, as well as any personal biases that may impact the ethical decision-making process.
Quarter Credit Hours: 5
Prerequisite: None

PS 510: QUALITATIVE ANALYSIS
This course provides an overview of some of the major concepts and issues in qualitative research as it applies to the field of psychology. Learners will examine various methodological issues, data collection methods, interpretation and coding strategies, and conceptual and ethical issues involved in qualitative research. Learners are assisted in thinking critically about these conceptual issues, as well as the validity and reliability of these research methodologies.
Quarter Credit Hours: 5
Prerequisite: None

PS 511: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING
This course provides an overview of dependency counseling strategies using a biopsychological approach to help identify, change, and maintain dependency-free behaviors. Students will use their understanding of the biopsychological model in order to explore how addiction begins and intensifies as a complicated interaction between chemical and behavioral changes occurs during addiction. Students will practice identifying diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and proposing appropriate interventions through evaluating and writing case studies.
Quarter Credit Hours: 5
Prerequisite: None

PS 512: RESEARCH DESIGN IN APPLIED BEHAVIOR ANALYSIS
This course will introduce students to the different mixed-method approaches to research used within the field of Applied Behavior Analysis. Students will learn how to use this knowledge to select an appropriate research method when given a real-world situation. Students will also be introduced to the practical, legal, ethical, and sociocultural issues that are unique to research design within the field of Applied Behavior Analysis.
Quarter Credit Hours: 5
Prerequisite: None

PS 515: LEARNING AND BEHAVIOR
This course provides an overview of some of the major concepts and issues in learning theory. Students will examine the scientific study of how learning is acquired, maintained, and adapted. Emphasis is placed on behavioral, social, cognitive, affective, and motivational factors in human learning. Students are assisted in interpreting available empirical research and in thinking critically about the ethical application of that research.
Quarter Credit Hours: 5
Prerequisite: None

PS 516: PSYCHOPHARMACOLOGY
This course surveys basic psychopharmacological concepts, the effects of various psychotropic drugs on the brain, and the actions of hormones released during addiction episodes. In the first part of the course, students focus on basic principles of psychopharmacology and drug-receptor interactions and dose-response relationships. In the second part of the course, students examine how specific drug families affect different parts of the brain causing interference with normal functioning. Students will use their understanding of basic psychopharmacology to propose appropriate diagnoses and interventions for hypothetical clients, and to evaluate current research studies.
Quarter Credit Hours: 5
Prerequisite: PS 511

PS 517: ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS
This course covers advanced principles, theories, and concepts of Applied Behavior Analysis. The assessment and development of behavioral interventions are covered, along with real-life examples, case studies, and current research in this area of psychology.
Quarter Credit Hours: 5
Prerequisite: None

PS 520: NEUROPSYCHOLOGY
This course provides an introduction to major concepts and issues in the field of neuropsychology, including methodological and research issues. Students will explore the major components of neuroanatomy and the assessment and diagnosis of neuropsychological syndromes. Students will also examine ethical, legal, and forensic issues in the research and application of neuropsychology.
Quarter Credit Hours: 5
Prerequisite: None

PS 521: GROUP COUNSELING
This course focuses on the theory and practice of group counseling and its application to the chemical dependency counseling field. Concepts include stages of group development, theories of group counseling, including the interactional group model, strategies for group motivation, and group process. Students will engage in group simulation exercises wherein they will take on roles of different group archetypes in order to evaluate group situational reactions, evaluate current research studies, write a group session plan, and propose strategies for solving common group problems that arise during the course of treatment. The application of group counseling theory and practice to culturally diverse groups is addressed.
Quarter Credit Hours: 5
Prerequisite: None
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Quarter Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 522</td>
<td>BEHAVIORAL MEASURES AND INTERPRETATION OF DATA</td>
<td></td>
<td>5</td>
<td>This course will provide students with a foundational knowledge of measurement and analysis in Applied Behavior Analysis (ABA). Students will learn how to identify and measure target behaviors, as well as evaluate the accuracy of the data presented within current research studies and real-life examples. Finally, students will learn how to communicate the results of a research study in a clear, efficient, and parsimonious manner.</td>
</tr>
<tr>
<td>PS 525</td>
<td>FOUNDATIONS OF PSYCHOPATHOLOGY</td>
<td>None</td>
<td>5</td>
<td>This course explores the major concepts, issues, and the theory of psychopathology, as behavior that is considered normal and that is considered pathological are reviewed. Topics include emotional, personality, psychotic, and development disorders; current research methodologies; and ethical/legal issues in clinical practice. Students will be introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-RT) system, which is used as a format for classification of disorders and choice of treatments for both child and adult mental disorders. Assessment strategies and limitations of diagnostic systems will also be examined.</td>
</tr>
<tr>
<td>PS 526</td>
<td>ADVANCED ADDICTION COUNSELING</td>
<td>None</td>
<td>5</td>
<td>This course provides an in-depth examination of dependency and addiction dynamics. Students will use their knowledge of counseling theories common to dependency counseling, such as cognitive behavioral therapy, to evaluate case studies, diagnose dependency, and propose appropriate treatments. Ethical dilemmas that occasionally arise in the counselor/client relationship will be analyzed and discussed. Additionally, students will evaluate case studies that contain ethical, legal, and sociocultural issues using the code of ethics of addiction counseling.</td>
</tr>
<tr>
<td>PS 527</td>
<td>IMPLEMENTING BEHAVIORAL CHANGE</td>
<td>None</td>
<td>5</td>
<td>This course covers the fundamentals of implementing a behavior change program in Applied Behavioral Analysis. Students will gain skill and practice in how to design an effective behavior change program through the use of real-life case study examples. The different factors involved in maintaining and promoting the generalization of behavioral change in real-world settings will be explored.</td>
</tr>
<tr>
<td>PS 530</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>PS 520</td>
<td>5</td>
<td>This course surveys the major concepts and issues in cognitive psychology. Topics include the scientific study of mind and mental functions including attention, memory, perception, problem solving, language, imagery and categorization, and human consciousness. Students will interpret available empirical research and use critical thinking to apply that research.</td>
</tr>
<tr>
<td>PS 531</td>
<td>CO-OCCURRING DISORDERS AND TREATMENTS</td>
<td>None</td>
<td>5</td>
<td>This course will prepare students to work with clients diagnosed with an addiction and mental health disorder. Students will survey some of the special problems related to having addiction and various types of mental health disorders. Different treatment models will be discussed and students will practice using their knowledge of co-occurring theory to analyze research and case studies.</td>
</tr>
<tr>
<td>PS 532</td>
<td>CLINICAL APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS</td>
<td>None</td>
<td>5</td>
<td>This course provides an overview of the various theoretical models of behavior change, along with more current research on evidence-based best practices in Applied Behavior Analysis. Students will incorporate the practical, ethical, legal, socioemotional, and cultural needs of a client into an effective behavior change plan.</td>
</tr>
<tr>
<td>PS 535</td>
<td>ADDICTIONS PRACTICUM</td>
<td>None</td>
<td>5</td>
<td>The practicum experience in addictions is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.</td>
</tr>
<tr>
<td>PS 540</td>
<td>INDUSTRIAL/ORGANIZATIONAL THEORY AND DEVELOPMENT</td>
<td>None</td>
<td>5</td>
<td>This course focuses on the structure, function, processes, and other organizational -level constructs that impact the behavior of individuals and groups in organizations. Emphasis is on classical and contemporary theories of organizations, organizational structure, organizational design, technology, and the process of organizational policy formation and implementation. The course explores theory and research into surveying and facilitating change in individuals, groups, and organizations to improve effectiveness, efficiency, satisfaction, work life quality, and retention.</td>
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<tr>
<td>PS 541</td>
<td>ORGANIZATIONAL MANAGEMENT AND BEHAVIOR</td>
<td>None</td>
<td>5</td>
<td>This course examines the theoretical foundations of organizational management and behavior, and explores how organizations function. Topics include decision making and group processes in organizations; conflict management and resolution; nature and design of effective organizations; power, influence, and internal politics; and program and organizational development and evaluation.</td>
</tr>
<tr>
<td>PS 542</td>
<td>WORKPLACE MOTIVATION AND ATTITUDES</td>
<td>None</td>
<td>5</td>
<td>This course examines the individual/team and the workplace environment, paying particular attention to direction, strength, and</td>
</tr>
</tbody>
</table>
Quarter Credit Hours: 5
Prerequisite: None

PS 543: ORGANIZATIONAL LEADERSHIP—MANAGEMENT, TRAINING, AND EVALUATION

This course focuses on the development of skills for supervising, training, and evaluating employees. The course explores theory and practice in job and task analysis along with performance appraisal including legal aspects, techniques available, current research, cognitive aspects, and reliability and validity issues. Emphasis is on methods of measuring and evaluating individuals as they perform organizational tasks and actions with individuals emerging from such appraisals, including coaching. The knowledge base includes a thorough understanding of rating scale construction and use, as well as understanding of the relative advantages of different rating sources (e.g., supervisory vs. peer).

Quarter Credit Hours: 5
Prerequisite: None

PS 544: HUMAN RESOURCES MANAGEMENT

This course examines psychological principles related to human resources management in both physical and virtual work environments. Topics include aspects of the hiring process, including employee selection and performance appraisal; affirmative action, labor laws, harassment, and equal-opportunity decision making; design and evaluation of training programs; training methods and leadership/management development; the work environment; compensation, benefits, and rate increases; and disciplinary action.

Quarter Credit Hours: 5
Prerequisite: None

PS 545: INDUSTRIAL/ORGANIZATIONAL PRACTICUM

The practicum experience in industrial organizational psychology is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.

Quarter Credit Hours: 5
Prerequisite: None

PS 555: APPLIED BEHAVIOR ANALYSIS PRACTICUM

The practicum experience in applied behavior analysis is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.

Quarter Credit Hours: 5
Prerequisite: None

PS 600: COMPREHENSIVE EXAM

This course is required for nonthesis-track students and is comprised of an exam that assesses the student's mastery of the core curriculum courses, specialization courses, and overall competency of program outcomes.

Quarter Credit Hours: 5
Prerequisite: Successful completion of all comprehensive exam-track courses

PS 601: MASTER'S RESEARCH AND THESIS I

This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student's chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.

Quarter Credit Hours: 5
Prerequisite: Successful completion of all thesis-track courses except PS 602

PS 601A: MASTER'S RESEARCH AND THESIS II

This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student's chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.

Quarter Credit Hours: 5
Prerequisite: None

PS 602: MASTER'S RESEARCH AND THESIS II

The goal of this course is the completion of the Master of Science in Psychology thesis. Students complete their research, submit the completed thesis to their committee members for review, and orally present their statement of the problem, research design and methods, findings, conclusions, and recommendations during a scheduled thesis defense hearing. The thesis shall be prepared according to APA guidelines and according to Kaplan University guidelines. The final, approved product shall be submitted to appropriate personnel for binding and acquisition. If appropriate, the thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.

Quarter Credit Hours: 5
Prerequisite: PS 601
Quarter Credit Hours: 0
Prerequisite: None

**Business**

**Accounting (AC)**

**AC 501: FINANCIAL ACCOUNTING AND REPORTING**
This course provides a comprehensive, international perspective on accounting and financial reporting systems. Financial accounting and reporting issues are viewed from both theoretical and practical perspectives. Topics include, but are not limited to, the factors that managers and executives must consider as they confront complex and important financial accounting and reporting issues including traditional issues, such as revenue recognition, valuation allowances, and leases, and contemporary issues, such as pensions, stock options, and financial derivatives.
Quarter Credit Hours: 4
Prerequisite: None

**AC 502: REGULATION**
This course will advance the student's knowledge of business law as it applies to accounting. Students will be introduced to the major legal requirements that will be encountered by the professional accountant. Topics include, but are not limited to, the Uniform Commercial Code, contracts, and the legal liability and responsibilities of agencies and accountants.
Quarter Credit Hours: 4
Prerequisite: None

**AC 503: ADVANCED AUDITING**
This course addresses the examination of financial statements and systems from the viewpoint of an independent auditor. Emphasis is on the application of auditing techniques and the professional standards that direct audit performance and reporting. Topics include, but are not limited to, external audit services, audit reports, auditor and management responsibilities, professional standards of external auditors, and how information technologies enhance internal control and procedures used to audit through a computerized system.
Quarter Credit Hours: 4
Prerequisite: None

**AC 504: ETHICAL ISSUES IN BUSINESS AND ACCOUNTING**
This course examines moral development and ethical choices within the framework of business and accounting. Psychological, social, and other theories used to predict human choices are introduced and applied to the current practice and environments of public and corporate accounting. The dilemmas commonly encountered by accounting professionals and their accepted solutions are examined.
Quarter Credit Hours: 4
Prerequisite: None

**AC 505: ADVANCED MANAGERIAL/COST ACCOUNTING**
This course focuses on the role of cost accounting as a tool for managerial decision making and the application of these skills to the overall operation of a business. Topics include, but are not limited to: budgeting, cost volume-profit analysis, job order costing, absorption costing, differential analysis, and capital budgeting.
Quarter Credit Hours: 4
Prerequisite: None

**AC 507: CORPORATE TAX DECISIONS AND STRATEGIES**
This course will emphasize the effect of the federal income tax on business, the federal income tax structure, and the concept of taxable income as it relates to business. Business transactions are influenced by the rules of taxation. Examples of particular interest include, but are not limited to: buying and selling business assets, mortgages, liquidating or reorganizing a business, and transactions between a business and an employee.
Quarter Credit Hours: 4
Prerequisite: None

**AC 550: ACCOUNTING INFORMATION SYSTEMS**
This course is focused on the development, design, and implementation of accounting information systems with an emphasis on internal control. Students will examine how to develop new information systems or modify existing systems. Identifying and using controls to uncover security strengths and weaknesses will be a major emphasis.
Quarter Credit Hours: 4
Prerequisite: None

**AC 551: ACCOUNTING RESEARCH**
This course focuses on research methods used to assess the impact of accounting information on business and business decision making. In this survey of research on accounting theory, students learn how to assess empirical studies and initiate and develop research projects through research paper discussions and replicating and extending existing research studies. This course is devoted to the analysis of current financial reporting issues.
Quarter Credit Hours: 4
Prerequisite: None

**AC 552: BUSINESS REORGANIZATIONS AND RESTRUCTURING**
This course is designed to provide a general understanding of financial restructuring and reorganization techniques. Topics include, but are not limited to, corporate governance, the legal framework, accounting and taxation, and valuation methods and practices. Also addressed are takeover and restructuring strategies, including hostile takeovers and defenses, LBOs, international bankruptcy reorganization, and IPOs.
Quarter Credit Hours: 4
Prerequisite: None

**AC 553: DEVELOPMENT AND EVALUATION OF INTERNAL CONTROLS**
This course discusses the development of internal control policies and evaluation techniques, including review, testing, duty assignments, and preparation methods. Flowcharting is also explored, including issues concerning advantages and disadvantages, internal controls, work and transaction flow, manual methods, and flowcharting software. Students will identify and discuss the key components of the Sarbanes-Oxley regulations, survey a framework for the evaluation of entity-wide controls, and review a process for documenting and testing controls and assessing the control environment.
Quarter Credit Hours: 4
AC 554: ENTERPRISE RISK ANALYSIS AND PLANNING
This course explores the evolving nature of risk, expectations about its management, and the pressure it has placed on previous working practices. Risk management has traditionally been segmented and carried out in silos. Enterprise risk management (ERM) is a response to the sense of inadequacy caused by using a silo-based approach to manage increasingly interdependent risks. Students will gain an understanding of the interdependencies between risks and how risks in one business area may increase the impact of risks in another business area.
Quarter Credit Hours: 4
Prerequisite: None

AC 555: FRAUD EXAMINATION
This course provides an overview of fraud examination, which includes the introduction of techniques for obtaining documentary evidence, interviewing witnesses and potential suspects, writing investigative reports, testifying to findings, and forensic document examination. Students will learn to apply prevention, detection, and investigative strategies to determine why and how occupational fraud is committed. Students will analyze human behaviors such as greed, deception, and cheating.
Quarter Credit Hours: 4
Prerequisite: None

AC 556: GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING
This course examines the financial and managerial accounting concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units, educational institutions, and charitable organizations. Topics include, but are not limited to, budgeting, financial reporting, and governmental auditing standards.
Quarter Credit Hours: 4
Prerequisite: None

AC 557: INTERNAL CONTROL ASSESSMENT AND DESIGN
This course prepares students to design and assess the internal control system or process. Students will become familiar with risk assessment and management, and compliance with the Sarbanes-Oxley Act and COSO. Control concepts introduced will include control types, the cost/benefit of control, control responsibilities, the plan-do-check-act concepts, and the control responsibilities and standards issued by the FASB, SEC, New York Stock Exchange, AICPA, and other similar organizations.
Quarter Credit Hours: 4
Prerequisite: None

AC 558: INTERNATIONAL ACCOUNTING STANDARDS AND GLOBAL FINANCIAL REPORTING
This course focuses on the relationship between international accounting and global business and investment decisions. The influences of cultural, political, and economic variation within the practice of international business are examined. Topics include, but are not limited to, managerial decision making, the evaluation of foreign financial statement information, and the impact of culture and political practices on capital formation.

AC 559: INTERNATIONAL TAX PLANNING AND ISSUES
This course focuses on U.S. income tax on foreign-earned income and the taxation methods of other countries. The effect of U.S. taxation on international transactions and its impact on multinational businesses will be examined and discussed. The tax laws of other countries will be surveyed with emphasis on the treatment of capital gains, dividends, and depreciation. Various tax treaties will be identified and discussed.
Quarter Credit Hours: 4
Prerequisite: None

AC 560: TAX RESEARCH AND THE IRS
This course introduces students to the concepts, processes, and information sources relevant to tax research. The Internal Revenue Code, treasury regulations, and federal and state tax cases are examined. Topics include, but are not limited to, interpretations of the tax code, ethical considerations, sources for research, and appropriate presentation of results.
Quarter Credit Hours: 4
Prerequisite: None

AC 561: TAXATION OF ESTATES AND TRUSTS
This course is a study of the federal estate and gift taxes, and the impact of income tax. Topics will include an introduction to interstate succession, the drafting and enforcement of wills, living trusts, gifts, marital property, and the avoidance of probate. The course covers the preparation of fiduciary income tax returns with an emphasis on unique tax issues such as income of a descendent, distributable net income, and fiduciary accounting.
Quarter Credit Hours: 4
Prerequisite: None

Graduate Business (GB)

GB 500: BUSINESS PERSPECTIVES
This course is the cornerstone experience for the MBA student. Students will analyze the fundamental processes that comprise a business system, building a conceptual understanding of how businesses prosper. Students will examine business functions, resources, and processes in order to appreciate their synergy and interrelatedness. Students will apply methodical approaches to evaluate choices in complex business situations. Finally, students will assess and plan to develop their own capability relative to business leadership.
Quarter Credit Hours: 4
Prerequisite: GB 512 and GB 513

GB 512: BUSINESS COMMUNICATIONS
Business Communications focuses on effective communication strategies for various stakeholders using oral and written formats for different purposes, including one-on-one communication and engagement with larger audiences.
Quarter Credit Hours: 4
Prerequisite: None

GB 513: BUSINESS ANALYTICS
This course provides an analytical foundation for MBA students. Students will learn to adopt a quantitative approach to problem solving, while becoming familiar with the analytical context in which business decisions are made. Analytics is the extensive use of data, statistical and quantitative analysis, explanatory and predictive models, and fact-based management to drive decisions and actions. Topics covered will include a review of basic algebra, mathematical functions, mean and standard deviation calculations, histograms, pie charts and line plots, distributions, sampling, and the basics of hypothesis testing and regression analysis. Microsoft Excel will be used extensively in the course.
Quarter Credit Hours: 4
Prerequisite: None

GB 514: FOUNDATIONS OF ENTREPRENEURSHIP—FASTTRAC™

In this course, students will learn the process of starting and building a successful business. Using the FastTrac® NewVenture™ framework, students will explore entrepreneurial attributes while discovering the practical knowledge, strategies, and skills needed to create a viable business plan. Students will learn how to create a plan that attracts the financial and leadership support of internal and external stakeholders needed to achieve success.
Quarter Credit Hours: 2
Prerequisite: GB 515 (Corequisite)

GB 515: FASTTRAC® NEWVENTURE™ LAB

In this course, students will embark on the entrepreneurial process. They will use idea-generating strategies and explore resources for entrepreneurial success for the startup business. Using the FastTrac® NewVenture™ framework, students will develop and refine a business concept, take it through a rigorous planning process, and outline the critical steps for a successful business launch. Students will also learn how to identify and reach their target markets, set realistic financial goals, and build effective organizations. Students will explore the practical knowledge, strategy, and skills needed to plan for the legal issues, marketing, and management involved in a new business, product, or service launch.
Quarter Credit Hours: 2
Prerequisite: None

GB 518: FINANCIAL ACCOUNTING PRINCIPLES AND ANALYSIS

This course covers the basics of how accounting systems are used to assess economic events and produce financial statements for internal and external users. The course also delves into the analysis, synthesis, and evaluation of accounting information and how to use accounting information for strategic decision making.
Quarter Credit Hours: 4
Prerequisite: GB 500

GB 519: MEASUREMENT AND DECISION MAKING

This course provides students with the foundations of measurement and decision making in organizations. Students will examine the role of accounting and operating information in directing the activities of organizations. They will assess the importance of various types of information in planning and controlling activities and making effective decisions. They will also analyze and evaluate situations using a wide variety of decision-making approaches and techniques.
Quarter Credit Hours: 4
Prerequisite: GB 518 or AC 501

GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT

Students will examine human resource management from a strategic perspective. They will analyze theories and practices in terms of organizational effectiveness when competing in a global business environment. They will investigate ongoing operational human resource issues, such as compensation, organizational development, benefits, recruitment, training, and leading employees to high performance. Current issues that challenge human resource practitioners will be explored, such as downsizing, implied contracts between employer and employee, managing knowledge workers, and the issues of the changing legal environment.
Quarter Credit Hours: 4
Prerequisite: GB 512

GB 530: 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.
Quarter Credit Hours: 4
Prerequisite: GB 519

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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 533: SALESFORCE MANAGEMENT

This course provides an analysis and evaluation of theories and practices involved in the building and managing of effective sales forces. 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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 534: CONSUMER BEHAVIOR

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.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 540: ECONOMICS FOR GLOBAL DECISION MAKERS

This course covers micro- and macroeconomic principles with an emphasis on decision making and strategic applications. Microeconomic topics include scarcity, supply and demand, elasticity, utility, profit maximization, cost structures, economic systems, labor markets, and entrepreneurship. Macroeconomic topics include international trade, national income accounting, exchange rates, money and banking, economic growth, and fiscal policy.

Quarter Credit Hours: 4
Prerequisite: None

GB 541: EMPLOYMENT LAW

We depend upon the law as well as ethics and common sense to help us make good decisions about issues surrounding employment that are routinely decided in workplaces every day. These issues can have devastating financial and productivity consequences if mishandled by the employer. Yet it seems as if few employers or their managers are equipped to handle them well. Employment law helps to regulate the workplace environment by protecting employees from discrimination and harassment, and providing a safer, fairer workplace where the rules provide for certain rights and responsibilities for both employees and employers alike. Those who choose to work in the business arena must understand basic legal concepts, plus have working knowledge of regulatory and compliance issues in order to effectively manage a business. In this course, students will analyze and evaluate legal concepts and learn to identify potentially troublesome employment-related legal and ethical issues in order to avoid liability as well as to develop an understanding of how to manage employees to maximize productivity.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 542: TRAINING AND DEVELOPMENT

Students will examine how organizations can incorporate employee training and development concepts and theories into their human resources strategy and will analyze the relationship between human resource development (HRD) and human resource management (HRM). Students will also explore the internal and external factors that affect employee behavior. Other topics covered include: maximizing employee learning, conducting a training needs assessment, writing training objectives, designing and delivering effective training programs, evaluating training effectiveness, employee orientation, workplace competencies, coaching, performance management systems, and online and computer-based learning technologies. In addition to covering HRD concepts and theories, the course considers organizational development (OD) concepts and the role of the HRD professional in creating intervention strategies to improve organizational effectiveness. HRD and OD challenges stemming from changing demographics and a more diverse, global workforce are identified and the strategic challenges presented to organizations of a changing workforce are explored.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 545: STRATEGIC REWARD SYSTEMS

This course examines how an organization can leverage their reward systems to sustain, motivate, and retain its desired workforce to help achieve business objectives. The course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Students will be exposed to major reward issues in the context of current theory, research, and real-business practices.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 546: RECRUITMENT AND SELECTION

This course provides a solid foundation in the fundamentals of attracting, hiring, and assessing talent. It takes a closer look at the “war for talent” in the competitive marketplace today, and provides the impetus for more proactive and timely recruitment practices, effective and legally conscious selection methods, and valid assessment techniques. This course highlights the importance of refining talent-acquisition strategies as organizations and HR practitioners seek to improve the pipeline of new hire and job promotion candidates. By the end of the course, students will be familiar with multiple recruitment, selection, and assessment models and will synthesize these approaches from a talent management perspective.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 550: 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.

Quarter Credit Hours: 4
Prerequisite: GB 540

GB 560: DESIGNING, IMPROVING, AND IMPLEMENTING PROCESSES

This course provides students with the skills and theories required to develop, improve, and manage business processes. The focus is on the impact of those activities in the organization that cut across functional and organizational boundaries, with a concentration on performance and impact. Students will apply process management, project management, and change management tools and techniques to create processes and implement continuous process improvement.

Quarter Credit Hours: 4
Prerequisite: GB 550

GB 562: SMALL BUSINESS ADMINISTRATION

In this course, students will learn about the four functions of management as they apply to the small business environment. They will learn the strategies and processes that small businesses employ to manage for success in today’s environment. Nonprofit and for-profit small businesses will be examined. Students will apply strategies and practices through a virtual practicum to a startup business. Decision making and adaptability in the small business environment will be stressed.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses
GB 564: CORPORATE VENTURING
This course examines theory and practices that explain how some organizations are effective in creating new businesses and fostering innovation. The course focuses on the concept of corporate venturing, which is the process through which organizations turn a good idea into a viable business. Students will be exposed to concepts of how to encourage entrepreneurship, identify venture opportunities, locate these potential new businesses within the firm, select the right managers, and set up the proper planning processes.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 565: THE ENTREPRENEURIAL LAB
In this course, students will simulate the entrepreneurial group process. They will use idea-generating strategies and explore resources for entrepreneurial success for the startup business or a new idea or venture for an existing business. Students will explore the practical knowledge, strategy, and skills needed to plan for the legal issues, marketing, and the four functions of management involved in a new business, product, or service launch. Students will practice, in a team environment, all the initial steps involved in the entrepreneurial process to achieve success.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 570: MANAGING THE VALUE CHAIN
This course provides students with a focus on a globally integrated value chain. Students will investigate sourcing, negotiation, contracting, vendor management, logistics, inventory management, customer relationship management, and the use of decision support systems.
Quarter Credit Hours: 4
Prerequisite: GB 560

GB 580: STRATEGIC MANAGEMENT
In this course, students will explore factors that contribute to long-term business success. Students will create a strategic plan for a business by applying strategic management methods, including environmental scanning, competitive analysis, and organization assessment. Students will examine the leadership skills required to formulate, implement, and evaluate business strategy. Strategic decisions will integrate ethical, social, and global considerations.
Quarter Credit Hours: 4
Prerequisite: GB 570

GB 590: ETHICS IN BUSINESS AND SOCIETY
The purpose of this course is to build ethical leadership skills by providing an analysis of orientations and models for ethical decision making with an emphasis on application to current issues in today’s global business and society. Students have the opportunity to reflect on their own values and ethos and analyze models of ethical leadership and moral principles to which they can commit and apply within their professions.
Quarter Credit Hours: 4
Prerequisite: GB 580

GB 600: LEADERSHIP STRATEGIES FOR A CHANGING WORLD
This course introduces students to the nature and purpose of leadership in organizations. Students evaluate various leadership approaches and methodologies in terms of organizational effectiveness and efficiency in dynamic corporate environments. In addition, students investigate ethics and social responsibility, diversity, and team management. Students will apply emotional intelligence in self-awareness, personal development, and communication.
Quarter Credit Hours: 4
Prerequisite: None

GB 601: MBA CAPSTONE
This course provides the culmination for the MBA program, enabling students to demonstrate leadership competencies and apply their knowledge of business systems. Through individual research, team assignments, and completion of a business simulation, students will apply their problem-solving and analytical skills in dynamic environments to develop a business plan for an international venture. Students will evaluate global business problems integrating ethical considerations for a response that considers multiple stakeholders. They will continue to plan for their post-MBA professional development by incorporating the results of their work into their portfolio.
Quarter Credit Hours: 4
Prerequisite: Capstone must be taken in final term or have approval of the Dean

Graduate Finance (GF)

GF 500: CORPORATE FINANCE
This course is designed to provide a framework for understanding and analyzing the asset, liability, and capital structure of corporations. Students will examine valuation and capital budgeting techniques and risk evaluation, and build a strong understanding of how and why corporations make specific financial decisions.
Quarter Credit Hours: 4
Prerequisite: GF 500

GF 510: RISK ANALYSIS AND MANAGEMENT
This course focuses on the financial instruments used for financial risk management, including forwards, futures, options, and swaps. An emphasis is placed on the identification of financial risks and designing an optimal risk management program.
Quarter Credit Hours: 4
Prerequisite: GF 500

GF 520: INVESTMENT AND SECURITIES
In this course, students will analyze and utilize financial statements and valuation models to assess the value of a firm. The identification of reliable estimates of fundamental corporate earning power and earning risks and valuation is a focus of the course.
Quarter Credit Hours: 4
Prerequisite: GF 520

GF 530: INVESTMENT AND SECURITIES
ANALYSIS
In this course, students will examine the principles, theories, and methods of investing. Topics include common stocks, options, mutual funds, fixed convertibles, and warrants.
Quarter Credit Hours: 4
Prerequisite: GF 530

GF 550: RETIREMENT PLANNING AND EMPLOYEE BENEFITS
This course explores retirement planning and employee benefits. Students will evaluate the provisions and rules associated with various plans and governmental regulations pertaining to benefits. Topics include retirement needs analysis, compensation plans, and other employee benefits.
Quarter Credit Hours: 4
Prerequisite: GF 540

GF 560: FIXED-INCOME AND FUTURES INVESTING
This course explores the structure, uses, and strategies associated with financial futures markets. Valuation, hedging, speculative activity, and other futures-related risk management issues are covered. The varieties of fixed-income securities and their default risk are also examined, in addition to the valuation of fixed-income securities and their use in investment and risk management.
Quarter Credit Hours: 4
Prerequisite: GF 540

GF 570: PORTFOLIO MANAGEMENT
This course blends portfolio theory with practical issues that students will encounter in their careers as financial professionals. Topics include identifying investor objectives and constraints, recognizing risk and return characteristics of investment vehicles, developing strategic asset allocations among equity, fixed-income, and risk-free assets, and utilizing derivative securities to manage portfolio risk and maximize portfolio returns. Also covered is the evaluation of portfolio and manager performance relative to investment objectives and appropriate benchmarks.
Quarter Credit Hours: 4
Prerequisite: GF 540

GF 580: ETHICS FOR FINANCIAL PROFESSIONALS
This course introduces the ethical standards and practices applicable to the finance industry. Students will investigate ethical problems encountered in financial environments and evaluate the effects of various decisions have on stakeholders.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 581: FINANCIAL STRATEGIES FOR A GLOBAL ENVIRONMENT
This course focuses on the financial strategies used in a global environment. The relationship between international accounting and global business and investment strategies are discussed. Topics include recent developments in financial strategy, international trade, and economic decision making.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 582: STATISTICAL METHODS FOR DECISION MAKING
This course covers the theory and application of statistics for decision making when solving financial business problems. Topics include regression analysis and optimization modeling. Students will perform statistical analyses to offer solutions to financial-related problems and issues.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 590: PERSONAL FINANCIAL PLANNING
This course provides an in-depth overview of personal financial planning. Students will learn how to prepare personal financial statements. Topics include time value of money, cash flow and debt management, education planning, risk management, retirement planning, financial planning ethics, and an overview of practice management concepts.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 591: INDIVIDUAL INSURANCE PLANNING
This course introduces students to risk management and insurance decisions in personal financial planning. Topics include insurance for life, health, disability, property, and liability risks, as well as annuities, group insurance, and long-term care.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 592: INCOME TAX PLANNING AND STRATEGIES
This course covers income tax planning and strategies used to formulate financial decisions. Students will explore the impact of taxes on family financial decisions. Topics include tax strategies and economic and management principles.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 593: ESTATE PLANNING
This course focuses on estate planning and the efficient conservation and transfer of wealth, consistent with the client’s goals. Students will examine the legal, tax, financial, and nonfinancial aspects of estate planning. Topics include trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes.
Quarter Credit Hours: 4
Prerequisite: Must be taken in final term or have approval of the Dean

Graduate Management (GM)

GM 500: MANAGEMENT THEORIES AND PRACTICES I
This course is the first in a series of two courses that provide a foundation for understanding key management principles in the Master of Science in Management program. Students will analyze and evaluate key management principles and learn how managers use resources to attain organizational goals through the functions of planning, organizing, leading, and controlling. In this course, students concentrate on the management functions of planning and organizing. Planning involves defining goals for future performance and devising ways to attain these goals, whereas organizing involves assigning and
grouping tasks and allocating resources. It is worthy to note that the second course in this series, GM 501: Management Theories and Practices II, will concentrate on the managerial functions of leading and controlling.

Quarter Credit Hours: 4
Prerequisite: GB 512

**GM 501: MANAGEMENT THEORIES AND PRACTICES II**

This course is the second of two that focus on key management principles. In this course, students concentrate on the management functions of leading and controlling. Leadership involves influencing and motivating employees to achieve organizational objectives, whereas controlling involves monitoring employee activities and performance that affect standards and performance. GM 501 offers specific learning activities to strengthen critical thinking and professional writing skills that students can apply to real-world problems in the workplace.

Quarter Credit Hours: 4
Prerequisite: GM 500

**GM 502: LEADERSHIP THEORY AND PRACTICE I**

This course examines classic and contemporary leadership theories and practices and explores how each theoretical approach can be applied in real-world organizations and scenarios. The theories and practices studied will enhance the student’s understanding of motivational theories, developing teams, both traditional and virtual-based, and development of their hidden leadership potential.

Quarter Credit Hours: 4
Prerequisite: GM 501

**GM 503: LEADERSHIP THEORY AND PRACTICE II**

This course builds upon the foundation set in GM 502: Leadership Theory and Practice I, by continuing to examine both classical and contemporary leadership theories and practices. Special emphasis will be placed on understanding transformational leadership, team leadership, leadership ethics, and leading in culturally diverse environments.

Quarter Credit Hours: 4
Prerequisite: GM 502

**GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE**

This course applies a systems approach to examining the design and execution of business strategies to achieve a competitive advantage. The organization is viewed as a total system that can be managed to achieve continuing high performance in today’s dynamic and global marketplace. Strategies for managing enduring change are evaluated.

Quarter Credit Hours: 4
Prerequisite: GM 503

**GM 505: ACTION RESEARCH AND CONSULTING SKILLS**

This course focuses on action research and the development of critical skills required not only for consultants, but also for any manager desiring to strengthen his or her interpersonal effectiveness as a successful change agent. An introduction to the consulting process, and the consulting skills associated with entry, contracting, meeting management, defining issues and gathering data, diagnosing problems, formulating solutions, and creating and implementing action plans will also be examined.

Quarter Credit Hours: 4
Prerequisite: GM 504

**GM 506: STRATEGIC FINANCIAL ANALYSIS**

The purpose of this course is to facilitate the nonfinancial manager’s ability to develop a framework for understanding a company’s true value and financial performance. The course will equip the student with the skills necessary to communicate with peers in the accomplishment of shared objectives. Students will learn how to interpret financial statements and use that information in the formulation and implementation of business strategies.

Quarter Credit Hours: 4
Prerequisite: GM 505

**GM 541: FOUNDATIONS OF ORGANIZATION DEVELOPMENT**

This course provides an overview of the field of organization development, while providing an opportunity for students to apply organizational development principles and best practices, emphasizing intervention theory, to current business problems. The organizational development strategies used in the field to address rapid changes and ethical challenges will also be examined.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**GM 543: ORGANIZATION DIAGNOSIS AND DESIGN**

The course conducts an examination of diagnostic models and methods used to help align an organization’s strategies, structures, and processes to support each other and to fit appropriately into the environmental context. Emphasis is placed on total system change strategies and the integration of intervention methods for structural, human systems, cultural, and technological changes in order to enhance organizational design.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**GM 585: MENTORING AND COACHING**

This course introduces students to the nature and purpose of coaching and mentoring in organizations. Students will learn key principles, tools, and techniques to develop their skills as a coach and mentor. The course uses case analyses to provide students with opportunities to identify the effect of coaching and mentoring on organizational effectiveness. Through scenario analysis, students will apply coaching and mentoring approaches to learn how to effectively lead individuals and teams.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**GM 586: TRANSFORMATIONAL LEADERSHIP**

This course examines transformational leadership theory and includes an exploration of the four "I"s of transformational leadership-idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Students will evaluate the use of transformational leadership from the lens of follower development, cross-functional teams, and strategies for change, and apply that knowledge through recommendations to improve organizational effectiveness. Through self-analysis and the use of a Self-Directed Learning Plan, students will have the opportunity to develop their transformational leadership potential regardless of their
career stage.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 591: STRATEGIC PROJECT MANAGEMENT
This course covers project management from a strategic perspective. The course emphasizes the life cycle project phases and processes advocated by the Project Management Institute (PMI) and defined in the Project Management Body of Knowledge (PMBOK). It stresses the planning, executing, and controlling phases of a project life cycle. The course also covers how these phases relate to the initiation and closing phases, and further examines the impact of various project management techniques on schedule, budget, and performance constraints.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 592: PROJECT INITIATION, PLANNING, AND EXECUTION
This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. The student will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics in this course include: setting project goals and objectives; preparing a project plan; conducting feasibility studies; measurement tools, including the most current and best software tools; strategies for effective human resource allocation; and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 593: PROJECT COST AND SCHEDULE MONITORING AND CONTROLLING
This course provides an analysis of the principles, tools, and techniques for controlling project cost and schedule. The student will use tools, software, and techniques to establish a project baseline and control cost and schedule. Topics in this course include preparing PERT/CPM networks, estimating time and resources, creating the project baseline, controlling the baseline, crashing the network, optimization and heuristics techniques for resource allocation, earned value management, and statistical control tools.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses and GM 592

GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING
This course provides an integrated approach to risk, quality, and procurement. This course demonstrates how to incorporate quality throughout the project. The student explores use of contract types in managing risk and quality. Topics in this course cover all phases of contracting, including procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract close-out. The student will then explore methods of analyzing make-or-buy decisions, as well as legal and ethical considerations in contracting and procurement. Students will construct an element of their Self-Directed Learning Plan from this course, as well as add materials from the course to their Presentation Portfolio.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 599: APPLIED RESEARCH PROJECT
This serves as the capstone course to the Master of Science in Management program, which allows the student to integrate theories with practical application. This course utilizes the conceptual foundations and skills acquired in earlier courses as a basis for an in-depth examination of an organizational issue or problem of significance that is of special interest to the student. The student will collaborate with organizational stakeholders to identify a problem and design a research project.
Quarter Credit Hours: 4
Prerequisite: Capstone must be taken in final term or have approval of the Dean

Education

Education (ED)

ED 502: TRANSFORMING TEACHING PRACTICE
This course explores the knowledge, skills, and dispositions associated with the highest standards of teaching practice and guides students 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.
Quarter Credit Hours: 4
Prerequisite: None

ED 503: EDUCATIONAL PSYCHOLOGY
This course introduces students to prominent research-based theories of learning and examines the impact of these theories on students, learning and motivation, teaching, and assessment. Students critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.
Quarter Credit Hours: 4
Prerequisite: None

ED 506: EDUCATIONAL PSYCHOLOGY
This course introduces students to prominent research-based theories of learning and examines the impact of these theories on students, learning and motivation, teaching, and assessment. Students critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.
Quarter Credit Hours: 5
Prerequisite: None

ED 511: TEACHING METHODS THROUGH DIFFERENTIATED INSTRUCTION
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.
Quarter Credit Hours: 4
Prerequisite: None

ED 512: ACTION RESEARCH I
In this course, degree candidates will critically analyze readings and
examples of action research, apply ideas from the action research paradigm to their own teaching and learning, and gain insight into methods of conducting action research. Candidates will also identify an educational issue and find, review, analyze, and synthesize prior research on an approved topic that pertains to that issue. Candidates will construct a literature review and draft methods sections of the culminating action research project. This course will conclude with an examination of various data analysis techniques and the preparation of an action research plan, which candidates will use as a guide to conduct teacher inquiry in their classrooms or other settings.

Quarter Credit Hours: 5
Prerequisite: None

**ED 513: CHILD AND ADOLESCENT DEVELOPMENT**

This course examines the course of normal child and adolescent development. Emphasis is placed on strategies for applying development theory to classroom management and educational practice, and understanding how development influences academic achievement. Students will learn how to apply knowledge of child and adolescent development to their teaching practice as a way to identify various student behaviors and create classroom management strategies that address those behaviors.

Quarter Credit Hours: 4
Prerequisite: None

**ED 517: CHILD AND ADOLESCENT DEVELOPMENT**

This course examines the course of normal child and adolescent development. Emphasis is placed on strategies for applying development theory to classroom management and educational practice, and understanding how development influences academic achievement. Students will learn how to apply knowledge of child and adolescent development to their teaching practice as a way to identify various student behaviors and create classroom management strategies that address those behaviors.

Quarter Credit Hours: 5
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’ competencies in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students. Students will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.

Quarter Credit Hours: 4
Prerequisite: None

**ED 522: CLASSROOM MANAGEMENT**

Educators will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas on which to base their own philosophy and practice. Through a case-based approach, students will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. Students will examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.

Quarter Credit Hours: 5
Prerequisite: None

**ED 523: RESEARCH ON EFFECTIVE TEACHING**

This course acquaints students with the broad body of research on effective teaching, with an emphasis on applying research findings to students’ own classroom instruction. Students will review and synthesize the theoretical and methodological contributions of current research on a selected topic related to K–12 teaching practice.

Quarter Credit Hours: 4
Prerequisite: None

**ED 526: READING IN THE CONTENT AREAS**

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers’ competencies in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students. Students will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.

Quarter Credit Hours: 5
Prerequisite: None

**ED 531: 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.

Quarter Credit Hours: 4
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 the evaluation of best practices in the context of local and national standards-based education. Focus will be on real-world integration of course content. Students are encouraged to personalize curricular approaches and share strategies and effective techniques in order to better understand connections between grade levels and subjects.

Quarter Credit Hours: 5
Prerequisite: None

**ED 533: PERSPECTIVES ON DIVERSITY**

This course explores the various issues of student diversity and challenges students to examine and define their own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.

Quarter Credit Hours: 4
Prerequisite: None

**ED 536: 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.
ED 541: METHODS OF TEACHING SECONDARY ENGLISH LANGUAGE ARTS
This course focuses on methods of teaching the English language arts (ELA) including oral language, writing, reading, and literature. Students will learn about national and state content standards, effective instructional practices, the role technology plays in ELA instruction, and research-based assessment strategies in the field. Students will apply what they learn to create lesson plans and document how they will assess students’ growth in literacy.
Quarter Credit Hours: 5
Prerequisite: None

ED 542: METHODS OF TEACHING SECONDARY MATHEMATICS
This course examines current research-based practices on effective math teaching and learning that are aligned to national and state standards. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. The course presents information on technology resources for teaching mathematics. Finally, students will discuss the process of becoming an effective mathematics educator.
Quarter Credit Hours: 4
Prerequisite: None

ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN
This course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings, including students with disabilities, gifted/talented students, and students with limited English proficiency. The course examines a range of learning, emotional, and physiological disabilities, the history of attitudes towards those disabilities, and the federal mandates governing them. Social issues related to students with special needs will also be explored. Additionally, the course addresses individualized education programs and the role of the teacher in implementing them.
Quarter Credit Hours: 4
Prerequisite: None

ED 546: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN
This course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings, including students with disabilities, gifted/talented students, and students with limited English proficiency. The course examines a range of learning, emotional, and physiological disabilities, the history of attitudes towards those disabilities, and the federal mandates governing them. Social issues related to students with special needs will also be explored. Additionally, the course addresses individualized education programs and the role of the teacher in implementing them.
Quarter Credit Hours: 5
Prerequisite: None

ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS
This course examines current research-based practices on effective math teaching and learning that are aligned to national and state standards. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. The course presents information on technology resources for teaching mathematics. Finally, students will discuss the process of becoming an effective mathematics educator.
Quarter Credit Hours: 4
Prerequisite: None

ED 552: EDUCATIONAL LEADERSHIP
In this course, students are introduced to the concept of instructional leaders and explore strategies for managing change in educational settings, including best practices for collaborative decision-making in schools. Students critically examine their current knowledge base, skill sets, and leadership abilities with the goal of improvement and increased self-awareness and reflection. Students explore the importance of the instructional leader in school cultures, the instructional leader’s impact on student learning, and how they can help facilitate effective change in school culture and student achievement.
Quarter Credit Hours: 5
Prerequisite: None

ED 553: HISTORY AND PHILOSOPHY OF EDUCATION
This course introduces philosophical viewpoints that can affect new teachers' priorities and strategy choices in their practice. This course will also provide a historical perspective of how public education has become a democratic right in the United States. Candidates will compare and contrast philosophical theories that have driven pedagogy over the past two centuries. Candidates will also evaluate current research in their quest to develop as reflective and creative practitioners in the twenty-first century classroom.
Quarter Credit Hours: 4
Prerequisite: None

ED 555: LEARNING THEORIES
This course is an in-depth review of theoretical principles, concepts, and research findings on learning and education, with an emphasis on application to educational practices. Learning strategies for child, adolescent, and adult learners are reviewed. Students will explore additional concepts of learning including motivation and intelligence theories, learning styles, and technology-mediated learning. Case studies, problem-solving strategies, collaborative learning, emergent technologies, and distance-learning techniques are discussed and modeled throughout the course.
Quarter Credit Hours: 5
Prerequisite: None

ED 556: METHODS OF TEACHING SECONDARY SCIENCE
This course surveys a broad range of concepts related to teaching various scientific disciplines (e.g., biology, chemistry, and physics) to diverse learners. The course emphasizes a standards-based approach that highlights connections among current research in natural science, real-world phenomena, and classroom instruction. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. Students will also explore what it means to become an effective science educator.
Quarter Credit Hours: 4
Prerequisite: None

ED 562: STUDENT ASSESSMENT
This course provides students with a broad knowledge base of theory and best practices in the field of student assessment. Topics include the analysis of standard assessment objectives and tools, and their relationship to student achievement and teacher growth. The course will survey the use of formal and informal assessments, norm-referenced and criterion-referenced assessments, and formative and summative assessments. Additionally, students will examine methods of using assessment data to improve instruction and student achievement, as well as to improve teacher professional self-reflection. Students will learn how to design assessments appropriate to the instructional objectives of a school, student population, and content area. Students will also examine grade calculating and reporting software.
ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES

In this course, students will explore and develop effective strategies for teaching the core disciplines of social studies (e.g., anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology) at the secondary level. Students will incorporate best practices based on educational research, with an emphasis on helping students develop twenty-first century skills related to the core disciplines of social studies. Special attention will be given to national and state standards, state initiatives, assessment, and the use of appropriate resources, including technology, for effective social studies instruction.

Quarter Credit Hours: 5
Prerequisite: None

ED 572: ACTION RESEARCH II

Action Research II is an exploration of appropriate research and methods of teacher inquiry to answer questions about teaching practices and instructional problems within the classroom. This course includes further examination of quantitative and qualitative studies and evaluation of related research designs and methods. Students will create an action research plan that reflects attention to a broad range of approaches to and tools for teacher inquiry.

Quarter Credit Hours: 4
Prerequisite: None

ED 581: SECONDARY CLASSROOM MANAGEMENT

This course focuses on training teachers to organize their classroom to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom-management strategies developed by leading educators, including Harry K. and Rosemary Wong. Students will go through online instruction and in-depth reflection, and will demonstrate mastery of course material by designing a personal classroom management action plan that will be easily implemented in their classroom.

Quarter Credit Hours: 4
Prerequisite: None

ED 586: METHODS OF TEACHING A FOREIGN LANGUAGE

This course focuses on principles, strategies, national and state standards, lesson planning, and assessment in foreign language instruction. The course will guide students through the theoretical and research-based foundations of language acquisition. Students will get the opportunity to translate some of these theoretical principles into classroom practice. The course will highlight the teacher’s role as facilitator and enable teachers to harness technology so that language instruction can be presented as authentic, functional communication that fully engages students.

Quarter Credit Hours: 4
Prerequisite: None

ED 587: SECONDARY CLASSROOM MANAGEMENT

This course focuses on training teachers to organize their classroom to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom-management strategies developed by leading educators, including Harry K. and Rosemary Wong. Students will go through online instruction and in-depth reflection, and will demonstrate mastery of course material by designing a personal classroom management action plan that will be easily implemented in their classroom.

Quarter Credit Hours: 5
Prerequisite: None

ED 591: METHODS OF TEACHING VISUAL AND PERFORMING ARTS

This course will focus on theories, methods, and practices in visual and performing arts education. Students will gain experience in creating lessons that meet national and state standards, evaluating and choosing authentic assessment strategies, and learning how to reach diverse learners in their specialty areas. Students will incorporate best practices based on educational research and learn about the role technology can play in instruction. Students will learn about differentiating instruction, cooperative learning, collaborating with peers, and authentic activities. A chance to consider a reflective teaching practice will be provided.

Quarter Credit Hours: 4
Prerequisite: None

ED 596: STUDENT TEACHING/INTERNSHIP I

Student Teaching/Internship I is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates begin to develop their skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of their practice with their field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. They also participate in teachers’ meetings, work with a variety of school staff members, and communicate with parents and caregivers. This course will be graded pass/fail.

Quarter Credit Hours: 5
Prerequisite: None

ED 596A: STUDENT TEACHING/INTERNSHIP I

Student Teaching/Internship I is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates begin to develop their skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of their practice with their field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. They also participate in teachers’ meetings, work with a variety of school staff members, and communicate with parents and caregivers. This course will be graded pass/fail.

Quarter Credit Hours: 0
Prerequisite: None

ED 596B: STUDENT TEACHING/INTERNSHIP I

The Student Teaching/Internship I course is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates begin to develop their skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional
discussion of their practice with their field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. They also participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers.

Quarter Credit Hours: 0
Prerequisite: ED 596

ED 597: STUDENT TEACHING/INTERNSHIP II
Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates engage regularly in reflective, professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies. This course will be graded pass/fail.

Quarter Credit Hours: 5
Prerequisite: ED 596

ED 597A: STUDENT TEACHING/INTERNSHIP II
Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates engage regularly in reflective, professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

Quarter Credit Hours: 0
Prerequisite: None

ED 597B: STUDENT TEACHING/INTERNSHIP II
Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates engage regularly in reflective, professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

Quarter Credit Hours: 0
Prerequisite: ED 597

Educational Leadership (ER)

ER 502: THE PRINCIPALSHIP
This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will inform decision making that influences practice and the effects on students and teachers. Students will review research on leading change in schools, training for tomorrow's principalship, budgeting issues, discipline, students with exceptionalities and who are from diverse backgrounds, technology, professional conduct, teacher evaluation, and establishment of effective professional learning communities. Students will review case studies about schools that made significant improvements under effective leadership.

Quarter Credit Hours: 5
Prerequisite: None

ER 504: MANAGEMENT OF RESOURCES
This course will examine the economics of education, funding sources, and regulations regarding the use of such funds. Students will determine major budget pressures facing schools and identify ways they are meeting daily demands to provide quality education. The role of federal and state lawmakers in funding decisions will be explored. Students will consider the implications of poorly funded education and the impact on society. They will also address administering school resources including funding.

Quarter Credit Hours: 4
Prerequisite: None

ER 506: LEGAL ISSUES IN EDUCATION
Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government’s funding of education. Topics include constitutional rights, such as Title VII, the First Amendment, and the Fourteenth Amendment, and current events regarding the law and education. Students will analyze resources designed to help educators navigate legal issues.

Quarter Credit Hours: 4
Prerequisite: None

ER 508: SUPERVISION AND INSTRUCTIONAL LEADERSHIP
The course addresses major factors that affect school leadership and how leadership can influence teacher effectiveness. Students will examine the role of leadership in building and sustaining a school vision, creating effective teacher teams, sharing leadership, leading learning communities, making data-driven decisions, and monitoring curriculum and instruction. Students will explore models of effective leadership based on best practices. In addition, students will analyze the research on instructional leadership and the methods principals use to exhibit and harness leadership that enable schools to meet their goals.

Quarter Credit Hours: 4
Prerequisite: None

Educational Technology (ET)

ET 501: USING TECHNOLOGY—FUNDAMENTALS OF INTEGRATION
Degree candidates are introduced to effective strategies for integrating technology into classroom instruction. Candidates use learning theory and best practices to evaluate sample lesson plans and also to develop activities that integrate educational technology. Specific emphasis is given to aligning activities with relevant national standards.

Quarter Credit Hours: 4
Prerequisite: None

ET 502: USING TECHNOLOGY—PRACTICAL APPLICATIONS
This course provides students with opportunities to explore a variety of web-based tools and basic computer software applications, and evaluate their applicability in the K–12 classroom. Students will gain technology skills and explore ways to integrate these tools into teaching and learning. Students will develop learning strategies that align with professional standards.
Quarter Credit Hours: 4
Prerequisite: None

ET 503: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS
This course provides students with opportunities to explore a variety of instructional technologies including: web-based tools, software, games, simulations, tutorials, and nonprojected visuals. Through readings, class discussions, and hands-on experiences using technologies, students will gain the knowledge and skills needed to integrate technology in lesson planning that meets the needs of diverse learners.
Quarter Credit Hours: 4
Prerequisite: None

ET 513: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS
This course provides students with opportunities to explore a variety of instructional technologies including: web-based tools, software, games, simulations, tutorials, and nonprojected visuals. Through readings, class discussions, and hands-on experiences using technologies, students will gain the knowledge and skills needed to integrate technology in lesson planning that meets the needs of diverse learners.
Quarter Credit Hours: 5
Prerequisite: None

Higher Education (HE)

HE 510: FOUNDATIONS OF HIGHER EDUCATION
This course presents an overview of the historical development of tertiary educational institutions in the United States. There is a particular focus on the constantly evolving functions of its various sectors (e.g., universities, colleges, and community colleges) through examination and discussion of the evolution of tertiary institutions from their medieval European origins as Studia Generalia to the contemporary social functions, organizational structures, funding, and guiding principles and values of America's approximately 3,000 tertiary institutions.
Quarter Credit Hours: 5
Prerequisite: None

HE 511: DEPARTMENTAL AND DIVISIONAL LEADERSHIP
This course provides students with a foundation in leadership theory and practices applicable to academic departments and other divisional units within higher education. This course is designed to help prepare students to successfully function in academic, middle-management positions such as department chair, division chair, assistant dean, dean, and other similar leadership roles.
Quarter Credit Hours: 5
Prerequisite: None

HE 513: INSTITUTIONAL RESEARCH AND STRATEGIC PLANNING
In this course, students explore the role of institutional research and its relationship with other administrative and strategic processes within institutions of higher education. Students are introduced to the institutional research profession and common functions of institutional research offices. Students also examine effective techniques for collecting and reporting data in higher education and consider how data is used for decision making and strategic planning.
Quarter Credit Hours: 5
Prerequisite: None

HE 515: EDUCATIONAL PROGRAM ASSESSMENT
This course explores theories and processes of measuring student learning in postsecondary educational settings to evaluate the effectiveness of academic programs. Specifically, this course focuses on involving stakeholders in a culture of assessment, clearly defining learning goals, developing learning assessment plans, and using assessment data to improve teaching and learning.
Quarter Credit Hours: 5
Prerequisite: None

HE 520: HIGHER EDUCATION LAWS AND REGULATIONS
This course explores the legal environment of postsecondary educational institutions in the United States through an examination of legal structures, principles, and analysis. Specifically, this course will focus on the competing interests, rights, and responsibilities of state and federal governments, institutions, faculty, staff, students, and external stakeholders in various higher education settings.
Quarter Credit Hours: 5
Prerequisite: None

HE 521: TEACHING ADULT LEARNERS
This course provides participants with the information necessary to comprehend, assess, and evaluate the foundational aspects of andragogy, which includes historical influences, theories and models, contemporary and international perspectives, the use of technology, teaching in a variety of higher education settings, and the development of and reflections on teaching and learning in adulthood.
Quarter Credit Hours: 5
Prerequisite: None

HE 523: CURRICULUM DESIGN AND IMPLEMENTATION
This course presents an overview of various strategies, techniques, and methods to design and implement curricula in postsecondary institutions. The course emphasizes calls for reform, need for academic plans, curricular consideration of academic disciplines and fields, influences of learners, instruction, and administration.
Quarter Credit Hours: 5
Prerequisite: None

HE 525: STUDENT LEARNING ASSESSMENT METHODS
This course presents historical developments, theoretical perspectives, and fundamental approaches to student learning. Students learn to apply various contemporary methods used to assess learning outcomes effectively in classrooms throughout the various
HE 527: ASSESSING STUDENT LEARNING ONLINE
This course provides an introduction to the theoretical perspectives and real-world practices of evaluating student learning in an online learning context. Students learn to apply a variety of methods used to assess learning outcomes effectively, with special attention paid to the unique nature of the online learning context.
Quarter Credit Hours: 5
Prerequisite: None

HE 530: HIGHER EDUCATION ORGANIZATION AND GOVERNANCE
This course presents an overview of the organizational governance of educational institutions in the United States in an international context through examination and discussion of models of institutional governance, academic organization, and higher education constituencies, and their respective roles and responsibilities.
Quarter Credit Hours: 5
Prerequisite: None

HE 537: HUMAN RESOURCE DEVELOPMENT
This course is designed to address innovative practices and leadership in human resource development (HRD). Specifically, the course addresses issues such as: individual and career development; organizational development and change management; analysis, instructional design, and performance engineering; HRD leadership; team learning; performance management; and HRD evaluation.
Quarter Credit Hours: 5
Prerequisite: None

HE 540: MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION
This course explores the educational participation of diverse groups in higher education. Students will gain a further understanding of issues of race, ethnicity, gender, sexual orientation, class, age, and disability affecting students in colleges and universities, including how these issues impact curriculum. Students will evaluate how institutions address issues of multiculturalism and diversity as well as their own attitudes, beliefs, and practices.
Quarter Credit Hours: 5
Prerequisite: None

HE 543: ASSESSMENT OF ONLINE LEARNING PROGRAMS
This course presents a comprehensive overview of the quality online program, as outlined by accreditation procedures and standards. Students will learn the systems approach of assessment to evaluate programs and the organization, and consider approaches to establishing a culture of assessment to support online learning. Additionally, the course addresses the development of online curriculum and the alignment of outcomes with assessment instruments.
Quarter Credit Hours: 5
Prerequisite: None

HE 545: TEACHING AND LEARNING ONLINE
This course provides an overview of the technological innovations, pedagogical developments, and strategies for quality online education through an examination of the theory and processes of designing, delivering, and assessing online learning.
Quarter Credit Hours: 5
Prerequisite: None

HE 547: EFFECTIVE ONLINE INSTRUCTION-DESIGN AND PRACTICE
This course explores the factors that make online learning courses successful as well as what lessons can be learned from less successful online strategies. The course examines how the findings of online learning research, a deep understanding of local context, and the intelligent use of technology tools can work together to allow the development and delivery of top-flight online courses. Practical, applicable skills are stressed in this practice-oriented course.
Quarter Credit Hours: 5
Prerequisite: HE 525 or HE 527 recommended

HE 550: HIGHER EDUCATION FINANCE
This course focuses on institutional finance and analysis of the factors contributing to institutional productivity. Students will examine different approaches to funding higher education, the state appropriations process, accreditation, and federal issues such as financial aid. Students will also examine the institutional budget process and different approaches to budgeting, the importance of financial leadership and transparency, the concepts of “reengineering” and Total Quality Management (TQM) as applied in higher education, and the effects of technology on productivity.
Quarter Credit Hours: 5
Prerequisite: None

HE 551: STUDENT AFFAIRS FOUNDATION AND PHILOSOPHY
This course presents student development theories, including cognitive and psychosocial, as well as other theories that provide a foundation for development of a comprehensive student services program.
Quarter Credit Hours: 5
Prerequisite: None

HE 553: CURRENT ISSUES IN STUDENT AFFAIRS IN HIGHER EDUCATION
In this course, students will examine current issues in higher education in student affairs, including service learning, learning communities, suicide and mental health issues, crisis management, and other relevant topics. Students will assess methodologies for dealing with issues, legal considerations, and possible alternative strategies.
Quarter Credit Hours: 5
Prerequisite: None

HE 555: STUDENT AFFAIRS ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS
The course focuses on college student demographics and the impact of the delivery of student affairs administration in the virtual and ground environments, as well as some underlying theories. Additionally, students will explore program assessment/evaluation models.
HE 557: INTRODUCTION TO ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

This course presents an overview of past and contemporary approaches to assessment and evaluation theory as they apply to higher education and nonschool organizations. Students will become familiar with basic terminology, research design protocols, the implementation of assessment and evaluation initiatives, and decision making in the context of mission, values, goals, and objectives. 

Quarter Credit Hours: 5

Prerequisite: None

HE 559: QUANTITATIVE METHODS AND INSTRUMENTS FOR ASSESSMENT

This course presents an in-depth overview of typical quantitative research designs, methods, data collection tools, and data analysis and reporting used in assessment and evaluation. It focuses on the research process related to assessment and evaluation and the basic skills required to plan, conduct, analyze, report, and evaluate research with a quantitative design. Detailed procedures associated with quantitative research, including experimental, quasi-experimental, survey, and correlational designs, are examined. Practical limitations of quantitative designs in assessment and evaluation and the role of quantitative research in mixed-method approaches are considered.

Quarter Credit Hours: 5

Prerequisite: None

HE 560: RESEARCH METHODS IN HIGHER EDUCATION

This course is designed to provide students with an understanding of the research process and the ethical context within which research is conducted. The course focuses on the nature of social science inquiry by examining the connections between theory and practice for qualitative and quantitative investigations. Further, it deals with the basic skills needed to conduct and interpret qualitative and quantitative research on topics relevant to higher education, with application to international settings.

Quarter Credit Hours: 5

Prerequisite: None

HE 585: STUDENT SERVICES PRACTICUM I

This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. This course has the same learning outcomes as HE 585; the split signifies that the students will take part in two distinct practicum experiences. The synthesis paper completed in this course is a capstone project designed for students to demonstrate the learning that they have gained throughout the program.

Quarter Credit Hours: 5

Prerequisite: Permission of the Dean

HE 586A: STUDENT SERVICES PRACTICUM II

This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. This course has the same learning outcomes as HE 585; the split signifies that the students will take part in two distinct practicum experiences. The synthesis paper completed in this course is a capstone project designed for students to demonstrate the learning that they have gained throughout the program.

Quarter Credit Hours: 0

Prerequisite: Approval from the Dean or a designee

HE 590: STUDENT AFFAIRS INTERNSHIP I-A

This course is designed for students to demonstrate the learning that they have gained throughout the program. Students will take part in two distinct practicum experiences. The same learning outcomes as HE 585; the split signifies that the students will take part in two distinct practicum experiences. The synthesis paper completed in this course is a capstone project designed for students to demonstrate the learning that they have gained throughout the program.

Quarter Credit Hours: 4

Prerequisite: None

HE 591: STUDENT AFFAIRS INTERNSHIP I-B

This course is designed for students to demonstrate the learning that they have gained throughout the program. Students will take part in two distinct practicum experiences. The same learning outcomes as HE 585; the split signifies that the students will take part in two distinct practicum experiences. The synthesis paper completed in this course is a capstone project designed for students to demonstrate the learning that they have gained throughout the program.

Quarter Credit Hours: 4

Prerequisite: HE 590
HE 592: STUDENT AFFAIRS INTERNSHIP II-A
This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. Student Affairs Internship II-A and II-B allow students to complete their second practicum experience of 150 hours. This internship meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA). The synthesis paper completed in this course is a capstone project, designed for students to demonstrate the learning that they have gained throughout the program.
Quarter Credit Hours: 4
Prerequisite: None

HE 593: STUDENT AFFAIRS INTERNSHIP II-B
This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. Student Affairs Internship II-A and II-B allow students to complete their second practicum experience of 150 hours. This internship meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA). The synthesis paper completed in this course is a capstone project, designed for students to demonstrate the learning that they have gained throughout the program.
Quarter Credit Hours: 4
Prerequisite: HE 592

HE 601: MASTER'S THESIS PROPOSAL
This course requires students to develop and submit a written, formal proposal for research in higher education studies. Submission is made to the student's chosen thesis committee, made up of a chairperson and two additional members. The student, under the guidance of faculty, will specify a research question, provide a justification for the selection of the research topic, conduct a pertinent literature review, and write an appropriate research design and methodology, including data collection methods. If appropriate, the research proposal must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). The completed proposal will include sections of the final thesis.
Quarter Credit Hours: 5
Prerequisite: HE 592

HE 601A: MASTER'S THESIS DEFENSE
The student will submit the completed thesis to his/her committee members for review and revision, and oral defense. After final revisions, the student's thesis is submitted to all committee members and a defense seminar is scheduled, at which time the student orally presents his/her statement of the problem, research design and methods, findings, conclusions, and recommendations. The thesis must be prepared according to APA guidelines. Upon approval, the thesis shall be submitted for binding and acquisition. The thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB).
Quarter Credit Hours: 0
Prerequisite: HE 601

HE 602: MASTER'S THESIS DEFENSE
The student will submit the completed thesis to his/her committee members for review and revision, and oral defense. After final revisions, the student's thesis is submitted to all committee members and a defense seminar is scheduled, at which time the student orally presents his/her statement of the problem, research design and methods, findings, conclusions, and recommendations. The thesis must be prepared according to APA guidelines. Upon approval, the thesis shall be submitted for binding and acquisition. The thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB).
Quarter Credit Hours: 0
Prerequisite: Approval from the Dean or a designee

Instructional Technology (IX)

IX 500: FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY
This course focuses on the field of instructional technology, placing the field within the context of its history, current practices, and future directions. It provides the conceptual framework for other courses within the degree program.
Quarter Credit Hours: 5
Prerequisite: None

IX 510: INSTRUCTIONAL DESIGN
This course presents the philosophical and theoretical foundation of instructional design. Students explore instructional design process models commonly used by practitioners. They will apply the stages of a process model to create design documents in the education and training contexts. The model will address instructional analysis, assessing learning from instruction, media characteristics and selection, managing instruction, formative and summative evaluation, and the motivational design of instruction.
Quarter Credit Hours: 5
Prerequisite: None

IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING
This course presents the knowledge and skills necessary to identify training and/or instructional problems and potential solutions.
Students explore the advantages and disadvantages of multiple techniques for performing a needs assessment. Students develop skills and collect resources related to the selection and use of analysis methods. They will conduct a needs analysis and submit a report in an education or training context. Students also consider evaluation taxonomies and models, tools and techniques, and develop an evaluation strategy for an instructional program.

Quarter Credit Hours: 5
Prerequisite: None

**IX 535: DEVELOPING INSTRUCTIONAL MATERIALS**

This course provides the knowledge and skills required to develop instructional materials for an instructor-led training scenario as approved by the instructor. This training scenario will provide the context and focus for the materials. Each student will create a series of print-based instructional materials for this scenario considering best practices and design and development guidelines.

Quarter Credit Hours: 5
Prerequisite: None

**IX 536: DESIGN AND DEVELOPMENT TOOLS**

In this application-based course, students will discuss trends and issues of eLearning content development and explore similarities and differences among eLearning authoring tools and methods. They will learn how to develop original content with a variety of authoring tools and software applications and to repurpose existing material with reusable learning objects (RLOs) and content repositories. Interface layout standards, accessibility and SCORM/AICC compliance, and collaborative environments are explored. They will consider technical and development requirements for eLearning delivered through multiple learning channels including online and mobile platforms. Students will create a design document and instructional module in this course.

Quarter Credit Hours: 5
Prerequisite: None

**IX 540: RESEARCH METHODS FOR EDUCATION AND INSTRUCTIONAL TECHNOLOGY**

This practitioner-oriented course is designed for students to explore different methodologies, designs, and tools used in educational research. Students will examine ethical standards for conducting research and write an applied research proposal on an approved topic in the field of education or instructional design and technology. Other learning activities include examining data analysis techniques, completing the institutional review board certification, and critically analyzing readings and examples of research related to K–12, higher education, military, corporate, and nonprofit organizations.

Quarter Credit Hours: 5
Prerequisite: None

**IX 542: MULTIMEDIA DEVELOPMENT AND IMPLEMENTATION**

This course provides an introduction to digital media production. Students will acquire fundamental knowledge and skills in designing and producing digital media. Students will evaluate appropriate uses of digital media. The course introduces the tools of digital video production and sharing as students create online instructional materials using digital media.

Quarter Credit Hours: 5
Prerequisite: None

**IX 550: PROJECT MANAGEMENT AND IMPLEMENTATION IN EDUCATION AND TRAINING**

This course presents approaches to project management for education and training projects. Students explore concepts of project management and leadership, tools, procedures, and methodologies. They focus on creating, monitoring, and reporting project plans from the proposal to the implementation stages. They consider project constraints including time, cost, resource allocation, and scope. Concepts of change management are also explored and applied to implementation strategies used in education and training environments.

Quarter Credit Hours: 5
Prerequisite: None

**IX 560: INSTRUCTIONAL TECHNOLOGIES INFRASTRUCTURE**

This course provides an introduction to computer networking and establishes a basic understanding of the infrastructure required to incorporate technology into the K–12 environment. Students will learn the basics of computer networks and technology infrastructure. They will also learn how infrastructure supports classroom design for learning with technology tools. Students will identify the skills necessary to design, install, maintain, and troubleshoot the technology and analyze the roles necessary to maintain effective infrastructure. In addition, students will learn how to assess institutional technology needs and plan for future growth.

Quarter Credit Hours: 6
Prerequisite: None

**IX 562: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS-K-12**

In this practitioner-oriented course, students will explore existing and emerging multimedia technologies used in K–12 classrooms through peer and individual assignments. They will evaluate existing instructional resources available with classroom textbooks in open source content and learning object repositories. They will design and create an instructional lesson appropriate for the K–12 setting while adhering to federal, state, and local mandates regarding media development.

Quarter Credit Hours: 6
Prerequisite: None

**IX 564: DESIGN OF LEARNING ENVIRONMENTS**

This course presents activities related to the design of a learning application. Students explore advantages and disadvantages of multiple learning environments and content delivery technologies. They will develop a plan for an individualized learning project that includes a template for design of a specific environment. Course topics include education and communication theory, course and content delivery methods, asynchronous and synchronous technologies, multimedia design, usability testing, and integration of multimedia objects within instructional programs and systems.

Quarter Credit Hours: 6
Prerequisite: None

**IX 570: DESIGN OF ONLINE INSTRUCTION IN K-12 ENVIRONMENTS**

In this application-based course, students will explore similarities and differences between Web-based learning and on-ground learning in K-12 classrooms. They will learn how to repurpose existing material...
and chunk content into online modules while organizing and managing reusable learning objects. They will design assessment items suitable for the online environment and learn about issues related to assessing students from a distance. They will create design documents and content for an online course. Students will participate in peer-review evaluations and provide constructive feedback based on principles of online instructional design.

Quarter Credit Hours: 5
Prerequisite: None

Teaching Literacy (LT)

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.
Quarter Credit Hours: 4
Prerequisite: None

LT 505: 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.
Quarter Credit Hours: 5
Prerequisite: None

LT 507: READING AND WRITING ACROSS THE CURRICULUM
This course covers methods of teaching reading and writing across the K–12 curriculum. The focus is project-based teaching that incorporates strategies for prewriting; developing writing skills; developing reading skills, which include analysis, problem solving, and critical thinking; and integrating technology into instruction. Students will align lessons with National Council of Teachers of English (NCTE) and state standards. Teachers will learn the process of designing and implementing instruction that develops their students' growth in functional and digital literacy.
Quarter Credit Hours: 5
Prerequisite: None

LT 516: READING AND WRITING ACROSS THE CURRICULUM
This course covers methods of teaching reading and writing across the K–12 curriculum. The focus is project-based teaching that incorporates strategies for prewriting; developing writing skills; developing reading skills, which include analysis, problem solving, and critical thinking; and integrating technology into instruction. Students will align lessons with National Council of Teachers of English (NCTE) and state standards. Teachers will learn the process of designing and implementing instruction that develops their students' growth in functional and digital literacy.
Quarter Credit Hours: 4
Prerequisite: None

LT 520: APPROACHES TO LITERACY
This course provides an overview of literacy instruction for the English/language arts classroom. The course covers historical trends and theoretical models for literacy instruction; the alignment of instruction with state and national standards and assessment; new digital literacies and the use of technology; and best practices in comprehensive literacy instruction. The course culminates in a comprehensive final research project that investigates an aspect of literacy instruction.
Quarter Credit Hours: 4
Prerequisite: None

LT 525: APPROACHES TO LITERACY
This course provides an overview of literacy instruction for the English/language arts classroom. The course covers historical trends and theoretical models for literacy instruction; the alignment of instruction with state and national standards and assessment; new digital literacies and the use of technology; and best practices in comprehensive literacy instruction. The course culminates in a comprehensive final research project that investigates an aspect of literacy instruction.
Quarter Credit Hours: 5
Prerequisite: None

Teaching Mathematics (MH)

MH 511: PRINCIPLES, PEDAGOGY, AND STANDARDS FOR MATHEMATICS
This course focuses on the development of teachers prepared to offer mathematics instruction for high school students. The focus is on instructional strategies that help students gain the mathematics skills they will need for personal, academic, and professional life. The course gives teachers the opportunity to explore emerging knowledge and tools and new ways for communicating and teaching mathematics. Teachers will study foundational principles for school mathematics: equity, curriculum, teaching, learning, assessment, and technology. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.
Quarter Credit Hours: 4
Prerequisite: None

MH 530: NUMBERS AND OPERATIONS
This course is a study and application of strategies, techniques, materials, technology, and current research used in the teaching of mathematics at the middle school and high school levels. Learners will review and apply the National Council of Teachers of Mathematics (NCTM) standards and principles involved in teaching mathematics at the middle school and high school levels. Learners will develop an awareness of the constructivist theory, professional resources, materials, technology, and information available for educators, and prepare unit and lesson plans with related assessment procedures on a mathematical topic.
Quarter Credit Hours: 4
Prerequisite: None

MH 531: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA
This course provides an in-depth examination of the content and instructional strategies that help middle school and high school students develop mathematical proficiency and an understanding of algebraic concepts and functions. The course examines best practices for helping students explore and represent problem situations using
tables, equations, graphs, and technology. Course topics provide a sequential understanding of algebraic understanding and student achievement from middle school through high school as aligned with the National Council of Teachers of Mathematics (NCTM) standards.

Quarter Credit Hours: 4
Prerequisite: None

Teaching Science (SE)

SE 521: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE CLASS (GRADES 6–12)
This course will provide an active instructional environment that fosters the development of teachers effectively prepared to offer inquiry-based science instruction for middle and high school students. The course focuses on instructional strategies that help students gain an understanding of the perspectives and practices scientists use when they approach the natural world through scientific inquiry. The course addresses practices for planning, facilitating, and assessing learning activities that encourage students to actively engage in their own scientific inquiries. The course emphasizes congruence with national and state standards for science teaching, scientific literacy, and student achievement.

Quarter Credit Hours: 4
Prerequisite: None

SE 522: SCIENCE AS INQUIRY (GRADES 6–12)
This course is an exploration of a new vision of science education being advocated in the National Science Education Standards. This vision states that students should acquire knowledge of unifying concepts and processes of science, and be able to use scientific reasoning and critical thinking, to apply their knowledge as independent inquirers about the natural world. The course will develop teachers' comprehension of these new expectations for science education, and ways to translate them into instructional practice. In particular, the course will focus on ways teachers can make science investigations meaningful, encourage students to reflect on the concepts that guide the inquiry, and teach skills students need to analyze evidence and data. The course emphasizes congruence with national and state standards for science inquiry.

Quarter Credit Hours: 4
Prerequisite: None

SE 523: HISTORICAL AND SOCIAL PERSPECTIVES ON SCIENCE AND TECHNOLOGY (GRADES 6–12)
This course provides a comprehensive study of the ways teachers can integrate historical and contemporary contexts of science into the secondary science curriculum. Teachers will explore ways to create engaging learning experiences on topics such as personal and community health, population growth, natural resources, environmental quality, natural and human-induced hazards, and science and technology in local, national, and global challenges. The course emphasizes congruence with national and state standards for science teaching.

Quarter Credit Hours: 4
Prerequisite: None

Teaching Special Needs (SN)

SN 501: TEACHING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS

This course explores strategies for meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined including curriculum accommodations and modification in the content areas, instructional approaches, and behavioral supports in the general education classroom setting.

Quarter Credit Hours: 4
Prerequisite: None

SN 502: 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.

Quarter Credit Hours: 4
Prerequisite: None

SN 503: TEACHING STUDENTS WITH BEHAVIOR DISORDERS

This course provides an overview of emotional and behavioral disorders (EBD) that have an impact on academic achievement in educational settings. Students will learn about the types of disorders and how to create an effective and supportive classroom environment. Students will review the federal, state, and local requirements for diagnosis and interventions in public and private educational environments, as well as alternative educational placements. The importance of working as a collaborative team for students with EBD will be emphasized.

Quarter Credit Hours: 4
Prerequisite: None

SN 505: TEACHING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS

This course explores strategies for meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined including curriculum accommodations and modification in the content areas, instructional approaches, and behavioral supports in the general education classroom setting.

Quarter Credit Hours: 5
Prerequisite: None

General Education

Foundations (KU)

KU 500: 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.

Quarter Credit Hours: 0
Prerequisite: None

KU 501: 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.

Quarter Credit Hours: 0
Prerequisite: None

Science (SC)

**SC 525: ENVIRONMENTAL RISK ASSESSMENT I**

This course is technically oriented to examine the components of human health and ecological risk assessments. Students learn how to complete each step including risk assessment, risk management, and risk communication through the analysis of case studies. Students will also gain knowledge of relating risk assessment methodologies, procedures, and results to environmental policies. By the end of this course students will be able to complete a risk assessment, recognize risk management options, and identify political factors that can influence their selection.

Quarter Credit Hours: 5
Prerequisite: None

**SC 526: ENVIRONMENTAL SCIENCE LAB**

This graduate-level lab provides practical applications via science lab activities with interactive modules. Each unit has both a discussion board and written component following a module detailing an experiment or other activity. The course provides students with hands-on experience with important scientific aspects of environmental studies including air quality, ecological concerns, waste-management issues, and energy consumption and conservation.

Quarter Credit Hours: 5
Prerequisite: None

**SC 540: BIOLOGY OF POLLUTION**

Biology of Pollution will assess the interactions between environmental pollutants and the biotic systems they affect. Specific situations where pollutants have affected various biota, such as plants, birds, and mammals, will be analyzed and strategies will be formulated on how to approach these situations. The effects of pollution on both aquatic and terrestrial populations, communities, and ecosystems will be assessed.

Quarter Credit Hours: 5
Prerequisite: None

**SC 550: CONSERVATION OF NATURAL RESOURCES**

This course will examine concepts of natural resources and conservation, and explore how economics, ethics, and ecology can be applied to natural resource management, both in the United States and globally. Students are challenged to apply concepts learned to address the managing of natural resources in a number of regional and global contexts. Management issues relating to freshwater, agriculture, energy, wildlife, ecosystems, and ocean resources will be examined. Throughout this course, emphasis is placed on developing viable solutions to our current natural resource challenges.

Quarter Credit Hours: 5
Prerequisite: None

**SC 560: ENERGY AND OUR GLOBAL CLIMATE**

Energy and Our Global Climate will provide students with a working knowledge of existing carbon-based energy sources and more sustainable alternative energies. The intimate relationship between energy use and climate change will be examined in depth. Environmental impacts will be discussed and options to mitigate said impacts will be developed.

Quarter Credit Hours: 5
Prerequisite: None

**SC 570: ECOLOGICAL INTERACTIONS**

This course will provide students with an overview of ecology and a focus on the dynamics of ecological interactions. Concepts will begin with the idea of an ecological niche and branch out to the fundamentals of mutualism, commensalism, competition, and predation. Emphasis will be placed on concept application through the incorporation of scientific literature. As students become familiar with the literature, they will learn to evaluate assigned readings for validity in the scientific forum and synthesize class concepts. Learning to evaluate and critique current literature is essential for graduate students in all fields.

Quarter Credit Hours: 5
Prerequisite: None

Health Sciences

Health Care Administration (HA)

**HA 510: ORGANIZATIONAL DEVELOPMENT FOR HEALTH CARE**

This course explores organizational behavior, theory, and development as they apply to the health care industry. Topics include, but are not limited to, classic and modern theory, individual behavior and motivation, group dynamics, conflict management, decision making, culture values, and organizational dysfunction. Physician leadership development and change management are also explored.

Quarter Credit Hours: 4
Prerequisite: None

**HA 515: LEADERSHIP IN HEALTH CARE**

This course explores organizational theory and behavior essential for successful leadership and management in the health care industry. Emphasis will be placed on communication techniques, self-analysis, and strategies for best practices in order to effectively implement key leadership and management concepts in dynamic health care environments. Key values that guide a leader's personal and professional behavior and influence overall effectiveness will be explored, as well as their impact on overall leadership styles.

Quarter Credit Hours: 4
Prerequisite: None

**HA 520: HEALTH CARE FINANCIAL MANAGEMENT**

This course introduces the terminology, theory, concepts and techniques used in the finance functions in health care organizations. Students gain an understanding of the important role of finance in health care organizations and learn various techniques to develop, manage, and control finances. Students interpret financial statements, prepare analyses with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, financial forecasts, and business plan preparation. Students will be expected to expand their utilization of spreadsheet applications.

Quarter Credit Hours: 4
HA 525: HEALTH LAW
This course provides analysis of law, the legal system, and current legal problems as they relate to the financing and delivery of health care services. This course covers interrelated legal topics pertinent to health care organizations including contracts, medical malpractice, legal and ethical obligations to provide health care, privileging, medical decision making, tax exemption, antitrust, fraud, and health information management. Students are encouraged to discuss how the law supports or hinders current efforts to improve health care delivery systems.
Quarter Credit Hours: 4
Prerequisite: None

HA 530: HUMAN RESOURCES FOR HEALTH CARE MANAGERS
This course provides an analysis and evaluation of how human resource management is applied in different health care settings. The course focuses on the major elements of human resource management, as well as the ways in which it can be used in the strategic planning of the organization. Students investigate ongoing human resources practice and issues from a health care perspective such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, compensation, legal and regulatory issues, and strategic planning.
Quarter Credit Hours: 4
Prerequisite: None

HA 535: HEALTH CARE STATISTICS
This course focuses on the analysis, interpretation, and presentation of health care statistical data. It includes an overview of measurement methods, descriptive statistics, confidence intervals and hypothesis testing, sample size and power calculations, analysis of variance and multiple comparisons, correlation and regression, multiple regression and statistical control of confounding, logistic regression, and survival analysis.
Quarter Credit Hours: 4
Prerequisite: HA 520

HA 540: HEALTH CARE OPERATIONS AND QUALITY ASSESSMENT
This course provides an interdisciplinary perspective on operations and quality management in health care, taking into account the disciplines of organizational behavior and health management research. Special attention is given to causal tools and approaches that are fundamental to total quality management and continuous quality improvement.
Quarter Credit Hours: 4
Prerequisite: None

HA 545: HEALTH POLICY
This course provides students with an in-depth analysis of health care policy development in the United States of America. Students focus on health care policy formation and evaluation by investigating public policy and politics. Students consider a variety of elements that factor into health policy development such as economics, political science, management, communications, and public health.
Quarter Credit Hours: 4
Prerequisite: None

HA 560: COMMUNITY HEALTH ASSESSMENT
This course provides students with the skills needed to enhance (assess) the health of a community. Students focus on health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention.
Quarter Credit Hours: 4
Prerequisite: None

HA 565: HEALTH INFORMATION MANAGEMENT AND ASSESSMENT
This course provides a comprehensive examination of the principles and practices of the management of health information. The course covers three principal areas of health information management: Health Information Portability and Accountability Act (HIPAA), electronic health information management (e-HIM), and informatics.
Quarter Credit Hours: 4
Prerequisite: None

HA 570: HEALTH CARE ETHICS
This course provides an examination of both the theory and the principles of ethics within the health care industry. The course covers national standards for the protection of individual's health information as applied to health plans, health care clearinghouses, and health care providers. Students also learn other health industry regulations that protect employees, patients, and providers. The integration of ethics as the foundation for long-term as well as day-to-day operations of an entity is emphasized.
Quarter Credit Hours: 4
Prerequisite: HA 525

HA 575: HEALTH CARE MARKETING
This course provides an analysis and evaluation of the principles and concepts of marketing as they apply to health care organizations. The course covers essential elements of marketing as well as direct applications of marketing tools and strategies in the dynamic health care environment.
Quarter Credit Hours: 4
Prerequisite: None

HA 599: MASTER'S CAPSTONE IN HEALTH CARE ADMINISTRATION
The capstone course is the culminating experience for the Master of Health Care Administration. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired through their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health care administration.
Quarter Credit Hours: 4
Prerequisite: Completion of all courses in the program

Health Education (HD)
HD 505: INTRODUCTION TO HEALTH EDUCATION
In this course, students are introduced to the field of health education, including an overview of the primary roles and responsibilities of the health educator, which include needs assessment, planning, implementing, evaluating research, and administering and advocating health education. The competencies of a health educator will be studied, including assisting individuals and communities to adopt
healthy behaviors, collect and analyze data to identify community needs, and evaluate health education programs. Students will also learn how to serve as a resource person to individuals, other professionals, and the community. Students will also review the administration of fiscal resources for health education programs.

Quarter Credit Hours: 4
Prerequisite: None

**HD 510: CURRENT HEALTH ISSUES FOR HEALTH EDUCATORS**

In this survey course, students study specific critical health topics including specific health conditions, disease prevention, older adults, fitness, complementary and alternative medicine, and more. Students will evaluate current health research and publications and relate the research to health education programs and interventions. Proven strategies and benefits of health education are emphasized.

Quarter Credit Hours: 4
Prerequisite: None

**HD 530: HEALTH, ENVIRONMENT, AND SUSTAINABILITY FOR HEALTH PROFESSIONALS**

This course provides the health education student with an understanding of the methods of human consumption, standards of living, personal health practices, and other key factors that influence the health of individuals and communities. The student will explore how food production, water use, climate change, population growth, and energy resources affect sustainability, the environment, and community health. Needs assessment, planning, promoting, advocating, and evaluating health education in these topics will be reinforced.

Quarter Credit Hours: 4
Prerequisite: None

**HD 540: CURRENT TRENDS IN EXERCISE AND FITNESS FOR THE HEALTH EDUCATOR**

In this course, students will critically appraise current emerging exercise and fitness practices that influence health and health education. Students will develop fitness goals and objectives for individuals and health education programs based on theory-based exercise strategies. Additional topics include fitness assessment, exercise prescription, program evaluation, and guidelines for exercise participation. Exercise prescription and modification for special populations will also be examined including older adults, individuals with disabilities, and prevalent health conditions.

Quarter Credit Hours: 4
Prerequisite: None

**HD 599: MASTER’S CAPSTONE IN HEALTH EDUCATION**

This capstone course is the culminating experience for the Master of Science in Health Education. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout the coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health education.

Quarter Credit Hours: 4
Prerequisite: Completion of all courses in the program

**HD 625: HEALTH EDUCATION DESIGN,**

**IMPLEMENTATION, AND ADMINISTRATION**

This course acquaints students with the components and essential design elements of comprehensive health education programming. Utilizing the seven areas of responsibilities for the health education specialist, students create programs for community, school, and private settings, learning to identify key constituents and the diversity of funding sources, both public and private. Instruments for measuring outcomes are analyzed for both short- and long-term programs, as well as the essential administrative tasks, functions, and responsibilities required for successful results by the health educator.

Quarter Credit Hours: 4
Prerequisite: None

**Health Information Technology (HI)**

**HI 501: HEALTH INFORMATICS**

Health informatics deals with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine. This course introduces the history and development of health informatics. It focuses on such issues as the structure, function, and transfer of information, sociotechnical aspects of health computing, and human-computer interaction. Students will also explore medical decision making, natural language processing, and knowledge discovery in the clinical setting.

Quarter Credit Hours: 4
Prerequisite: None

**HI 510: HEALTH INFORMATION SYSTEMS**

This course is concerned with such issues as information systems analysis, design, implementation, and management. Students will explore health IT standards, health information exchanges, and systems thinking and theory. This course also covers the evaluation of processes and systems that ensure compliance with regulatory, governmental, legal, accreditation, and certification requirements for health information technologies.

Quarter Credit Hours: 4
Prerequisite: None

**HI 530: CLINICAL TERMINOLOGIES AND MEDICAL VOCABULARIES**

This course focuses on the use of health care terminologies, vocabularies, and classification systems. Students will identify their appropriate uses and sources, and apply them within health information systems to promote effective communications and data integrity.

Quarter Credit Hours: 4
Prerequisite: None

**HI 540: PROJECT MANAGEMENT OF HEALTH INFORMATION SYSTEMS**

This course explores the technical aspects of health information systems management including issues of systems design and development as well as system support and maintenance. Students will analyze and describe necessary steps in the cycle such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Other topics include terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

Quarter Credit Hours: 4
HI 550: ORGANIZATIONAL DEVELOPMENT AND MANAGEMENT FOR HEALTH INFORMATION

This course explores organizational behavior, theory, and development as they apply to health information management. Topics include, but are not limited to, performance management plans, strategic forecasting, and public policy.
Quarter Credit Hours: 4
Prerequisite: None

HI 560: HEALTH CARE DATA ANALYSIS

This course provides an in-depth overview of health care data analysis and design methodologies. Students examine techniques to develop systems more efficiently using the system development life cycle.
Quarter Credit Hours: 4
Prerequisite: None

HI 570: LEGAL AND ETHICAL ISSUES IN HEALTH INFORMATION

This course covers data security, privacy, and confidentiality of health information as it relates to information technology and management. Topics include risk management, information security, and data validation and integrity. Students will also examine disaster recovery plans for data and service delivery.
Quarter Credit Hours: 4
Prerequisite: None

HI 580: INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT

This course is concerned with such issues as computer networks, database and systems administration, security, and programming. Topics include virtual network applications and storage, system integration tools, principles of data representation, and systems testing and evaluation.
Quarter Credit Hours: 4
Prerequisite: None

HI 590: MASTER'S CAPSTONE IN HEALTH INFORMATICS

The capstone course is the culminating experience for the Master of Health Informatics. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired through their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health information management.
Quarter Credit Hours: 4
Prerequisite: Completion of all core and major courses in the Master of Health Information Management

Nutrition Science (NS)

NS 600: ADVANCED NUTRITIONAL ASSESSMENT AND EDUCATION FOR HEALTH EDUCATORS

This course includes methods and tools for nutritional analysis and nutritional recommendations in health education. Nutrition across the life cycle will be examined and students will learn how to educate individuals and communities about current nutritional research and practices. Students will develop a Web-based nutrition health education project to demonstrate the communication of key nutrition information to targeted audiences.
Quarter Credit Hours: 4
Prerequisite: None

Public Health (PU)

PU 500: FOUNDATIONS IN PUBLIC HEALTH

This course examines the field of public health from a holistic perspective. Students are introduced to the fundamental tools and skills needed to be a successful public health practitioner. Students will complete an in-depth assessment of a current public health issue and hone analytical skills necessary for the Master of Public Health program.
Quarter Credit Hours: 4
Prerequisite: None

PU 505: HEALTH BEHAVIOR

This course provides a conceptual grounding in theoretical approaches to health and health behavior, emphasizing the use of psychosocial theories and models of health behavior for effective public health practice and research. Students apply the theories and models of health behavior to real-world scenarios encountered in public health. The course focuses on the various factors that influence health behavior, the impact on health and disease of populations, and the implications for health programming.
Quarter Credit Hours: 4
Prerequisite: None

PU 510: PRINCIPLES OF BIOSTATISTICS I

Public health professionals collect and analyze data in order to solve health-based problems. Biostatistics is the application of such quantitative methods. In this course, students will study the general concepts and techniques in biostatistics including measurement, frequency distributions, central tendency, variability, and probability. Statistical inference, hypothesis testing, and confidence intervals will be introduced.
Quarter Credit Hours: 4
Prerequisite: PU 500

PU 511: PRINCIPLES OF BIOSTATISTICS II

This course is an extension of Principles of Biostatistics I. In this course students will continue building skills in biostatistics, focusing
on quantitative and categorical response variables. Topics covered include the t-test, ANOVA, sample size estimation, correlation, regression, inference about a proportion, and contingency tables.

Quarter Credit Hours: 4
Prerequisite: PU 510

**PU 515: PRINCIPLES OF BIOSTATISTICS**

Public health professionals collect and analyze data in order to solve health-based problems. Biostatistics is the application of such quantitative methods. In this course, students will study the use of probability, descriptive statistics, inferential statistics, and nonparametric tests as they pertain to health research. Students will study the fundamental concepts of biostatistics as it applies to peer-reviewed, public health publications.

Quarter Credit Hours: 4
Prerequisite: None

**PU 520: PRINCIPLES OF EPIDEMIOLOGY**

This course introduces the epidemiologic methods, concepts, and issues that are critical for the assessment, analysis, and interpretation of health-related data. Students study advanced epidemiologic methods used in surveillance, outbreak investigation, screening, and epidemiologic measures, and apply these methods to relevant public health issues.

Quarter Credit Hours: 4
Prerequisite: None

**PU 530: OCCUPATIONAL AND ENVIRONMENTAL HEALTH**

This course presents an overview of the basic concepts of environmental health sciences. The relationships between exposure to workplace contaminants and ergonomics and health are explored. Major areas of focus include industrial hygiene, toxicology studies, environmental microbiology, and clinical occupational medicine. Applicable risk assessment and prevention methods based on monitoring chemical and biologic agents and biomarkers are reviewed and discussed. Current environmental health regulations and the efficacy of enforcement (as public health prevention) by government agencies at the local, state, national, and international levels are also discussed.

Quarter Credit Hours: 4
Prerequisite: None

**PU 535: PUBLIC HEALTH BIOLOGY**

The impact of biological processes in disease, as related to the mechanisms of causation, disease transmission, host risk factors, and host vulnerabilities, is presented. The pathophysiology mechanisms are studied in order to plan control strategies and effective interventions to improve the health of the public.

Quarter Credit Hours: 4
Prerequisite: None

**PU 540: HEALTH POLICY AND ETHICS IN PUBLIC HEALTH**

Fundamental ethical issues in public health research, practice, and policy are the focus of this course. Analysis of the health policy formulation process and the ethical basis of public health policies and programs are included, as well as the impact of health policies on individual and population health.

Quarter Credit Hours: 4
Prerequisite: None

**PU 545: DISASTER MANAGEMENT FOR PUBLIC HEALTH PROFESSIONALS**

This course examines incident preparedness and response from a variety of public health dimensions including: acute and chronic health care delivery, impact on vulnerable populations, delivery of basic human services, epidemiologic response, and effective collaborations in public health preparedness planning. Students learn how to prepare for and address disruptions of public health systems arising from disasters.

Quarter Credit Hours: 4
Prerequisite: None

**PU 550: PUBLIC HEALTH LEADERSHIP AND ADMINISTRATION**

In this course, students will study the delivery, quality, and costs of health care for individuals and populations. Managerial and administrative constructs are introduced. Students will study the structure, process, and outcomes of health services including the costs, financing, organization, outcomes, and accessibility of care. Students will learn to champion solutions to organizational and community challenges while energizing commitment to goals.

Quarter Credit Hours: 4
Prerequisite: PU 520 and PU 505

**PU 610: PUBLIC HEALTH PROGRAM DEVELOPMENT**

Students are introduced to the principles of program development and evaluation in public health. Topics include methods of design, development, implementation, and evaluation of public health programs to improve individual and community health.

Quarter Credit Hours: 4
Prerequisite: None

**PU 615: GRANT AND CONTRACT WRITING**

This course provides a general overview of the grant-seeking process. Students study types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. Students design a grant application using a real-life scenario needs statement, develop a project that will address that need, write clear goals and objectives for that project, develop a budget, and identify an evaluation tool that could be used to measure outcomes for the project. All phases of the contract formulation process are addressed, and students learn how to write a statement of work document for commonly used contracts in public health administration.

Quarter Credit Hours: 4
Prerequisite: None

**PU 620: HEALTH CARE SAFETY**

This course explains how to manage the unique safety requirements of health care organizations within the framework provided by OSHA regulations and voluntary accreditation organizations. Topics include infection control, bloodborne pathogens, patient safety, ergonomics, construction safety, respiratory protection, fire protection, and emergency response. Students apply these studies to real-life scenarios affecting a variety of health care institutions.

Quarter Credit Hours: 4
Prerequisite: None

**PU 630: HEALTH EDUCATION AND COMMUNICATION**
This course focuses on the role of health education and communication in the practice of health education and public health. The coursework will include the principles of successful health education, its basis in health behavioral theories, and methods of health education. The student will design a health education campaign using the modern and traditional methods of communication to deliver culturally appropriate, effective health education of public health importance.

Quarter Credit Hours: 4
Prerequisite: None

**PU 640: CULTURAL DIVERSITY IN PUBLIC HEALTH**

This course provides an in-depth understanding of cultural forces that impact practice of public health. Cultural, sociopolitical, and behavioral factors that impact public health practice in culturally diverse populations are studied. In addition, students learn to evaluate the cultural competence in public health.

Quarter Credit Hours: 4
Prerequisite: None

**PU 645: DATA MANAGEMENT SYSTEMS IN EPIDEMIOLOGY**

This course familiarizes students with basic health data management concepts, principles, and methods. Students learn how to design a simple database for research in health sciences and conduct basic descriptive epidemiological analyses using a data management and analysis program.

Quarter Credit Hours: 4
Prerequisite: None

**PU 650: INFECTIOUS DISEASE EPIDEMIOLOGY**

Students are introduced to the scope and practice of infectious disease epidemiology. Topics include historical aspects, definitions and nomenclature, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Students explore the global aspects of infectious diseases in the modern world.

Quarter Credit Hours: 4
Prerequisite: None

**PU 655: CHRONIC DISEASE EPIDEMIOLOGY**

The role of public health in selected chronic diseases and the application of various epidemiologic methods to epidemiological studies on chronic diseases are studied. This course includes an overview of the burden of chronic diseases and interventions to prevent and control their burden. Students explore the impact of various risk factors for chronic diseases, prevention strategies, and outcomes.

Quarter Credit Hours: 4
Prerequisite: None

**PU 660: INTERNATIONAL EPIDEMIOLOGY AND GLOBAL HEALTH**

This course introduces students to recent trends in global health and current problems of health from an international perspective, and examines the influence of economic, population, and sociopolitical trends on health and living conditions in different countries. Students apply the basics of descriptive and analytical epidemiology to global health and key health indicators used in international epidemiology, and analyze the main transnational factors that influence the transfer of risks to health across the globe.

Quarter Credit Hours: 4
Prerequisite: None

**PU 680: PRACTICAL SKILLS IN PUBLIC HEALTH I**

Students will demonstrate public health knowledge and skills by working within a health organization. Through this onsite learning experience, students will engage with other public health professionals and train for the public health workforce. An onsite preceptor and Kaplan University faculty member will evaluate student performance.

Quarter Credit Hours: 4
Prerequisite: PU 550 and permission from the Clinical Placement Team

**PU 690: PRACTICAL SKILLS IN PUBLIC HEALTH II**

In a continuation of Practical Skills in Public Health I, students will further develop practical skills related to working in the public health workforce. Through this onsite learning experience, students will engage with other public health professionals and train for the public health workforce. An onsite preceptor and Kaplan University faculty member will evaluate student performance. Students will prepare and deliver a professional presentation on their learning experiences within Practical Skills in Public Health I and II.

Quarter Credit Hours: 4
Prerequisite: PU 680 and permission from the Clinical Placement Team

**PU 699: MASTER OF PUBLIC HEALTH CAPSTONE**

The capstone course is the culminating experience for Master of Public Health candidates. Students will build upon their skills and knowledge obtained throughout the Master of Public Health program through the completion of a project. The project entails analyzing, evaluating, and synthesizing public health constructs within a real-world issue or scenario without the use of human research participants. In addition, Master of Public Health candidates will be assessed on their mastery of fundamental public health knowledge through completion of a comprehensive exam.

Quarter Credit Hours: 4
Prerequisite: Completion of all core and elective courses in the Master of Public Health

**Information Technology**

**Information Systems and Technology (IT)**

**IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL**

This course provides students with a foundation in the concepts and paradigms that shape information technology today. Students will distinguish between current competing ideologies to expand their technological knowledge and make informed business decisions. A focus will be placed on Internet technologies, hardware and software components, and networked environments, as well as ethical and social issues in information technology. Students will also be introduced to the Master of Science in Information Technology learning team model, which will be built upon throughout the program.

Quarter Credit Hours: 4
Prerequisite: None

**IT 501: PRINCIPLES OF INFORMATION TECHNOLOGY**

This is an introductory course for students entering the Master of Science in Information Technology program who do not have an undergraduate degree in information technology. Students will learn the foundational principles of information technology as the field relates to business and will examine the changing roles of various information technology specialties. The course also provides an introduction to the relationship of information technology courses to other parts of the Master of Science in Information Technology curriculum. Students will analyze case studies, engage in focused discussions on subjects relevant to information technology, and complete research and written assignments that address information technology support of various business scenarios.

Quarter Credit Hours: 4
Prerequisite: Permission from the Dean

**IT 510: SYSTEM ANALYSIS AND DESIGN**

This course provides an in-depth overview of system analysis and design methodologies. Students examine techniques to develop systems more efficiently using the system development life cycle (SDLC). Students use object-oriented approaches to develop information systems using the Unified Modeling Language (UML).

Quarter Credit Hours: 4
Prerequisite: None

**IT 511: INFORMATION SYSTEMS PROJECT MANAGEMENT**

This course focuses on the key factors in effectively managing information systems projects. Students study project management techniques for information systems projects through detailed case studies and exercises. Students learn how to manage information systems projects through the use of the five project management knowledge areas. Approaches for information systems project management and examples relevant to information systems projects are used throughout the course.

Quarter Credit Hours: 4
Prerequisite: IT 500

**IT 521: DECISION SUPPORT SYSTEMS**

This course provides a detailed overview of decision-making systems, models, and support in business. The course covers many fundamental topics including: analysis and development of decision support systems, business intelligence, knowledge acquisition and representation, knowledge management, intelligent systems over the Internet, and advanced intelligent systems.

Quarter Credit Hours: 4
Prerequisite: None

**IT 523: DATA WAREHOUSING AND DATA MINING**

This course discusses data warehousing and data mining concepts and algorithms. Topics covered in this course include: data mining functionalities, data preparation and preprocessing, data warehousing architectures and implementations, data cube computations, data generalization and conceptualization, pattern recognition, association rules and correlation analysis, classification and prediction techniques, analysis of data clusters, and data mining application to business, text, spatial, and web data.

Quarter Credit Hours: 4
Prerequisite: IT 521

**IT 525: DATABASE DESIGN AND DATA MODELING**

This course discusses the main tasks in designing a database and will use ERD tools in this process. The course covers fundamental design topics including: data modeling, entity-relationship diagrams, enhanced entity-relationship diagrams, the top-down database design methodology, the bottom-up database design methodology, functional dependencies, and the normalization process. The course will also introduce students to advanced topics of database management.

Quarter Credit Hours: 4
Prerequisite: None

**IT 526: SQL QUERY DESIGN**

This course covers the SQL programming language and its use to retrieve and modify data in a relational database. Methods of ensuring data isolation and consistency are explored. Designing queries for optimum performance is emphasized. Query execution plans will be used as a tool for creating appropriate indexes to improve query performance. Students will research the growing importance of "big data."

Quarter Credit Hours: 4
Prerequisite: None

**IT 530: COMPUTER NETWORKS**

This course introduces data communications and networking technologies from the business perspective by heavily utilizing case studies and the decision-making process. Topics consist of network operating systems, local and wide area networks, and voice and wireless networks, as well as security and the Internet. The focus will be on practical applications of these concepts, including support issues, administration, and management.

Quarter Credit Hours: 4
Prerequisite: None

**IT 535: ADVANCED NETWORKING SYSTEMS**

Today's challenges in networking are focused on the design of cost-effective networks and keeping pace with emerging technologies. Topics include analysis and design models, Quality of Service (QoS), high-speed protocols, Voice over IP, and optical networks. This course will include the applied management perspective of advanced networking protocols as it pertains to administration and maintenance of networks.

Quarter Credit Hours: 4
Prerequisite: IT 530

**IT 540: MANAGEMENT OF INFORMATION SECURITY**
IT professionals must focus on a wide range of security-related issues and develop security systems that address constantly changing threats. This course takes the approach that technology components and business functions work in tandem. Topics like asset identification, human factors, compliance with regulations, personnel security, risk assessment, and ethical considerations are covered, as well as computer and network security tools and methods.

Quarter Credit Hours: 4
Prerequisite: IT 530

**IT 541: COMPUTER AND NETWORK SECURITY**

In today's world, protection of data is serious business. This course explains the concepts and techniques involved in keeping computers and networks secure. The course examines fundamentals such as viruses, worms, and other malicious software; authentication and encryption security; file security and shared resources; firewalls and border security; and physical and network topology security.

Quarter Credit Hours: 4
Prerequisite: IT 540

**IT 542: ETHICAL HACKING AND NETWORK DEFENSE**

An ethical hacker is a security expert who attacks a system on behalf of the system's owner. This course focuses on discovering network vulnerabilities that a malicious hacker can exploit. The course explores penetration testing, footprinting and social engineering, scanning and enumeration, operating system weaknesses, and the methods used to hack Web servers and wireless networks. Students complete hands-on projects using state-of-the-art hacking tools and techniques.

Quarter Credit Hours: 4
Prerequisite: IT 541

**IT 543: CRYPTOGRAPHY CONCEPTS AND TECHNIQUES**

Never before has the use of cryptography been so widespread or so necessary. In this course, students will learn how to protect susceptible networks from attack by implementing encryption techniques. Students will examine encryption algorithms, substitution and transposition, block ciphers versus stream ciphers, public-key cryptography, hash functions, digital signatures, and authentication protocols. The course offers hands-on projects using modern cryptographic tools.

Quarter Credit Hours: 4
Prerequisite: None

**IT 550: COMPUTER FORENSICS AND INVESTIGATIONS**

From a network break-in at a remote office to potential national security threats, this course explores the expertise required to conduct forensic investigations. Topics include investigation methods, problem-solving techniques, current forensic analysis tools, digital evidence acquisition and control, and preparation for testimony and prosecution. Student projects assess scenario-based investigations.

Quarter Credit Hours: 4
Prerequisite: IT 542

**IT 559: APPLIED IT MASTER PROJECT**

The Applied IT Master Project demonstrates a synthesis of knowledge gained in the degree plan. In this course, the student will implement an approved IT project. The project should emphasize the student's ability to make use of the knowledge gained in the Master of Science in Information Technology program. The student will investigate a topic, evaluate alternative approaches, and present a proposed solution in a professional manner. The student will reflect upon his or her learning experiences in the Master of Science in Information Technology program and what he or she offers to the industry.

Quarter Credit Hours: 4
Prerequisite: Last term of permission of the Program Chair and/or Dean of the School of Information Systems and Technology

**Legal Studies**

**EM 500: ENVIRONMENTAL FOUNDATIONS AND PRINCIPLES**

This course will explore the history of environmentalism and the issues, ethics, and economics surrounding the foundation of current environmental policy and management. Students will assess how environmental and resource issues have influenced economic development and societal growth, and the interdisciplinary connectedness of science, policy, and advocacy in environmental decision making and management. Both local and global ecosystems will be addressed.

Quarter Credit Hours: 5
Prerequisite: None

**EM 520: ENVIRONMENTAL LAW AND POLICY**

This course examines United States environmental law and policy and its development, implementation, and enforcement. The perspective and impact of the legislative, executive, and judicial branches will be explored as well as their impact on environmental law and policy. Students will discuss the purpose, context, and implications of the most important laws, regulations, and court cases including the National Environmental Policy Act (NEPA), Clean Air Act (CAA), Clean Water Act (CWA), Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). The course will examine important constitutional principles in substantive and regulatory implications of various IT infrastructure strategies, and the complex process enterprises face in integrating new technology with existing infrastructure.
procedural law as well as significant environmental laws and approaches.
Quarter Credit Hours: 5
Prerequisite: EM 500

**EM 530: ENVIRONMENTAL RISK ASSESSMENT II**

This course explores the basic concepts of risk assessment, processes, and procedural methods to evaluate and critique scientific information. Students will explore the growing importance of the analysis of risk in regulatory decision making. Students learn how to balance the costs and benefits of risk reduction and how to account for the uncertainties in risk estimates. Additionally, students are introduced to terminology and concepts necessary in risk communication.
Quarter Credit Hours: 5
Prerequisite: EM 500

**EM 602: COMPREHENSIVE EXAM CAPSTONE**

As a final step in the Master of Science in Environmental Policy, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the program. This exam is designed to carefully assess a student's overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.
Quarter Credit Hours: 5
Prerequisite: Last Term

**EM 610: SUSTAINABILITY—POLICY AND PRACTICE**

This course examines the philosophical and practical principles of green and sustainable design through the exploration of environmental issues, sustainable methods, public policy, and decision making. Students will explore the strategic change in industry behavior away from the old emphasis on legal compliance to adopting an explicit goal of promoting sustainability. Sustainability principles, policies, and programs that encourage and guide current initiatives are analyzed. Students will reflect on the interconnectedness of social, ecological, governmental, economic, and ethical constructs associated with sustainability.
Quarter Credit Hours: 5
Prerequisite: EM 500

**EM 620: ENVIRONMENTAL PROJECT MANAGEMENT**

This course examines the key elements of environmental project management. Emphasis is placed on project management organization, planning, and communication strategies and critical factors such as the uncertainty of project scope and the evolving environmental regulatory environment. Students will learn to develop environmental project plans, establish project organization, define management functions, estimate costs, and determine project effectiveness. Emphasis is placed on the integrated nature of environmental project management.
Quarter Credit Hours: 5
Prerequisite: EM 500; EM 530 highly recommended

**EM 650: ENVIRONMENTAL POLICY ANALYSIS**

This course focuses on the analysis of environmental policy and approaches to problem solving. Students will study different types of criteria that stakeholders utilize in the policy development process, performance measurements, and assessment of environmental policy and program evaluation.
Quarter Credit Hours: 5
Prerequisite: EM 500 and EM 520

**EM 693: ENVIRONMENTAL POLICY AND MANAGEMENT INTERNSHIP**

This course will provide graduate students in the School of Legal Studies’ Master of Science in Environmental Policy with practical experience in a professional field. During the 10-week term, 150 hours of service are required. This course is an opportunity to combine academic theory with new, career-related experience in legal studies, public administration, environmental policy, or a closely related field. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
Quarter Credit Hours: 5
Prerequisite: Permission from the Dean, a GPA of 3.75, and completion of at least 25 graduate quarter credit hours

**EM 698: APPLIED RESEARCH**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will design a research plan for their own applied research project.
Quarter Credit Hours: 5
Prerequisite: LS 504

**Legal Studies (LS)**

**LS 500: LEGAL METHODS AND PROCESS**

This course introduces students to the legal system. The course will examine the organization of the court system, the different types and sources of the law, the roles of professionals in the legal system, and the way the law is created. Students will study the parallel court system in the federal and state system, as well as the development of rulings and procedures of administrative agencies. In addition, the course will explore laws made in a legislative body.
Quarter Credit Hours: 5
Prerequisite: None

**LS 501: ETHICS AND THE PROFESSIONAL**

This course will explore the concept of ethics and its relationship to the professional. The course will examine concepts of normative ethics, professional behavior and moralistic ethics, and the relationship of ethical decision making to institutions and organizations in society. The focus will be on general ethical principles and the determination of fundamental and common values in society that govern societal institutions.
Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 502: LEGAL RESEARCH, ANALYSIS, AND WRITING**

This course focuses on reading, analyzing, and applying the law found in a variety of legal sources including cases, statutes, administrative rulings, and journal articles. Topics will include
methods to analyze cases to determine the facts, issues, analysis, and holdings of a case as well as determining the meaning and purpose of statutes, legislative enactments, and administrative rulings. Students will engage in a variety of legal writing, including case briefs, memoranda, and opinions, and will engage in computerized research and develop skills in writing as well as proper citation of legal materials.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 503: JURISPRUDENCE AND LEGAL HISTORY**

This course will provide students with a view of the sources and historical development of legal principles as well as the philosophical foundations of American legal principles. Students will develop an understanding of significant trends in American legal history as well as current trends in development of law and the philosophy of the law that is the underpinning of many public policy actions.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 504: APPLIED RESEARCH IN LEGAL STUDIES**

In the first of two courses in applied research in legal studies, students will be introduced to applied research within the profession, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. Students will examine the history of applied research and the intersection of applied research and experimental research. This study allows participants to develop an understanding of the processes and how they can impact their own professional setting.

Quarter Credit Hours: 5
Prerequisite: Third to last term

**LS 506: UNDERSTANDING CIVIL RESPONSIBILITY**

This course explores the resolution of private disputes between citizens and institutions in society. The students will study the methods established by society for the measure of appropriate conduct in personal and institutional relationships as well as the remedies provided for the violation of those measures. Students will also study the process provided for the resolution of those disputes and the remedies in place in society.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 507: UNDERSTANDING CRIMINAL RESPONSIBILITY**

This course explores the processes of establishing individual responsibility for violation of individual societal standards of behavior and the remedies for violations of those standards. Students will study the requisite state of mind necessary to prove criminal conduct, the specific types of crimes, punishments for crimes, and defenses. Students will also study the impact of criminal conduct and standards on societal institutions and organizations.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 508: FAMILY AND THE LEGAL SYSTEM**

This course explores a myriad of family law issues in the legal system. These issues include children's rights, shared custody, privacy rights relative to domestic relations, same-sex marriage, and interracial adoptions, among others. This course is vital to any legal studies professional, as it discusses the various concepts and roles that a professional can encounter in the field of family law.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 509: CONTRACTS AS PRIVATE LAW**

This course will deal with the concept of the contract as a tool in a society of individuals to establish private law through agreement. Students will study basic elements of the contract including offer and acceptance, damages, and restitution as well as the relationship of the contract as a foundational aspect of societal institutions and organization and the philosophical underpinnings of the contract as an interface between law and society.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 510: INTELLECTUAL PROPERTY AND DIGITAL ENTERTAINMENT**

This course will explore various intellectual property protections including patent, trademark, copyright, and trade secret; the desirability of providing such monopolistic protections, and their impact upon society. The course will further explore how these protections impact and relate to content creation, distribution, and storage in digital media space. Students will be introduced to ownership, infringement, and licensing issues related to these property rights, and to the interrelationship between these issues and emerging digital media technologies.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 511: MUSIC CONTENT IP—BUILDING BLOCKS OF THE MUSIC BUSINESS**

This course will explore all aspects of the music industry as it relates to revenue-generating and exposure-generating sources for the content creator.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 512: CURRENT AND FUTURE ISSUES IN MUSIC LAW**

This course will explore critical issues/changes as they relate to current or potential future shifts in music content generation, ownership, exposure, revenue, and/or distribution.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 515: LEGAL FOUNDATIONS FOR THE FORMATION OF COLLEGES AND UNIVERSITIES**

This course examines the legal foundations for the establishment of colleges and universities in the United States. Specific inquiries will be directed toward the formation of colleges and universities, the governance of the institutions, the funding sources for the institutions, and the accreditation of the institutions. Several types of institutions will be analyzed including public colleges and universities, private colleges, traditionally black colleges, and two-year colleges. New developments with online and international institutions will also be discussed.

Quarter Credit Hours: 5
Prerequisite: LS 500
LS 516: LEGAL FOUNDATIONS FOR THE ESTABLISHMENT OF COLLEGES AND UNIVERSITIES—FACULTY ISSUES

This course examines faculty issues in higher education. Specific topics include tenure and promotion issues covering liberty, property, contracts, expectations of continued employment, and race issues. In this course, students will examine considerations when firing faculty including termination for cause, seniority and age discrimination, financial exigency, program discontinuance, faculty density, collective bargaining, remedies, and relief. Students will also explore issues related to faculty research and regulation including informed consent and ethics, biotechnology, national security controls, and secrecy. Finally, students will thoroughly examine faculty misconduct and conflicts of interest, intellectual property, and collective bargaining.

Quarter Credit Hours: 5
Prerequisite: LS 500

LS 517: MANAGEMENT OF INSTITUTIONS OF HIGHER EDUCATION

This course will explore college and university student issues. The course will start with the legal relationship between the institutions and students, then it will discuss in loco parentis and due process as it applies to students. Tort theories, contract theories, student admissions, and grades will be examined as well as all kinds of student dismissals, whether they are for academic, disciplinary, or misconduct infractions.

Quarter Credit Hours: 5
Prerequisite: LS 500

LS 526: ACADEMIC AND PROFESSIONAL WRITING FOR GRADUATE STUDENTS

Writing effectively and accurately is a necessary skill in the academic and professional worlds. Academic and Professional Writing for Graduate Students is designed to prepare students for the demands of academic and professional writing in their coursework, professional career, and for their final capstone/research paper. Students will learn to communicate complex and difficult material clearly to a wide variety of expert and nonexpert readers, and write for the kinds of audiences that they will encounter as professionals and who rely on the words on the page to make meaning. This course will introduce students to the basic elements of academic and professional writing at the holistic and sentence level. Students will gain an understanding of audience and purpose, as well as the graduate research, writing, and formatting process. Emphasis is placed on citing and quoting primary materials, organization strategies, and grammar, editing, and usage so that students hone and fine-tune their writing skills.

Quarter Credit Hours: 5
Prerequisite: LS 500

LS 602: COMPREHENSIVE EXAM CAPSTONE

As a final step in the Master of Science in Legal Studies, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the Master of Science in Legal Studies program. This exam is designed to carefully assess a student’s overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.

Quarter Credit Hours: 5
Prerequisite: Last term

LS 520: HEALTH CARE ORGANIZATIONS AND FINANCE

The health care industry is one of the nation's fastest-growing and largest industries. Health care executives, managers, and professionals must possess basic financial competence to govern effectively. This course will introduce students to the foundations of financial literacy to enable them to fulfill their roles.

Quarter Credit Hours: 5
Prerequisite: LS 500

LS 621: FEDERALISM AND THE HEALTH CARE DELIVERY SYSTEM

In this course, students will learn about the role of the federal government and the relationship between the federal and state governments in the delivery of health care services. Students will engage in an intensive study of federal statutes, such as Medicare, Medicaid, Stark, and HIPAA, and through that process will gain an understanding of the shared responsibilities in delivering health care. The instructor and students will select a health delivery issue and work through the legal, political, and health care issues involved in resolving that issue.

Quarter Credit Hours: 5
Prerequisite: LS 500

LS 622: PROFESSIONALS AND HEALTH CARE INSTITUTIONS
In this course, students will study the history of the delivery of health care by physicians and health care institutions and the development of licensing and regulation of physicians and other health care professionals and health care facilities and institutions. Students will also study the relationships between physicians and health care facilities and institutions. Finally, students will study peer-review committees and organizations and medical malpractice litigation.

Quarter Credit Hours: 5
Prerequisite: LS 500

**LS 693: MASTER OF SCIENCE IN LEGAL STUDIES INTERNSHIP**

This course will provide students in the School of Legal Studies with practical experience in a professional field. During the 10-week term, 150 hours of service are required. This course is an opportunity to combine academic theory with new, career-related experience in legal studies, public administration, environmental policy, or a closely related field. Tasks must be delineated in the Learning Contract and demonstrate an advanced application of academic theory in the workplace.

Quarter Credit Hours: 5
Prerequisite: Permission from the Dean

**LS 698: APPLIED RESEARCH**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will design a research plan for their own applied research project.

Quarter Credit Hours: 5
Prerequisite: LS 504

**Nursing**

**Doctoral-Level Nursing (DN)**

**DN 705: INQUIRY AND EVIDENCE-BASED PRACTICE II**

This course builds on the knowledge of application of innovation models into nursing practice, and focuses on the elements of research analysis and advanced clinical scholarship. Content will include evidence-based practice processes, the translation of research into practice, the evaluation of practice, activities aimed at improving health care practice and outcomes, and participation in collaborative research. Factors that impede or facilitate the evidence-based practice changes within and across health care systems will be identified. Strategies for the successful implementation of evidence-based practice change will be identified, and students will participate in the evidence-based implementation process.

Quarter Credit Hours: 5
Prerequisite: MN 600 (in all nursing programs) or MN 625 (in all executive leader programs)

**DN 710: CLINICAL DECISION MAKING FOR ADVANCE PRACTICE**

This course examines clinical reasoning and utilization of evidence for best clinical practices in the provision of integrated accessible health care services across clinical settings to patients who present vague symptoms, multiple diagnoses, and/or comorbid conditions in the context of family, community, and culture. Analysis focuses on appraising clinical monitoring methodologies and employing effective evaluation techniques for therapeutic interventions, including alternative therapies. Differing health belief models, accountability, shared decision making, and ethical dilemmas that arise in the facilitation and coordination of comprehensive care for a population of ambulatory and acutely ill patients are emphasized.

Quarter Credit Hours: 5
Prerequisite: DN 705

**DN 715: CLINICAL EDUCATION IN THE CARE ENVIRONMENT**

This course explores evidence-based teaching approaches to improve the delivery and quality of patient education in the clinical setting; in particular, strategies to teach at-risk patients and communities. Relevant research about teaching pedagogies will be examined to stimulate a scholarly orientation to developing engaging learning activities and teaching methods for patients and community members. Collaborative teaching arrangements are also evaluated. Students will reflect on best clinical education approaches that improve the delivery of evidence-based, patient-centered, and culturally sensitive concepts, and other variables that influence behavior change. The relationship between clinical education and patient outcomes will be appraised.

Quarter Credit Hours: 5
Prerequisite: DN 705

**DN 720: DNP CLINICAL SCHOLARSHIP**

This first course in a series of three provides the student with organizational and leadership skills to improve clinical practice and patient outcomes by effectively assessing and synthesizing best evidence-based approaches. Analysis of the history/role of the Doctor of Nursing Practice, role transition theories, and inter- and multiprofessional collaboration, within the context of the health care system and holistic environment, will be discussed. Students will examine methods and tools for critical appraisal and application of empirical, reflective, and practice-based information to improve the quality of care and outcomes for specific populations. Identification of a practice area will facilitate the development and completion of a DNP Clinical Leadership Project. This course includes 125 hours of precepted practice.

Quarter Credit Hours: 7
Prerequisite: DN 715

**DN 725: SYNTHESIS PROJECT DEVELOPMENT**

This course will provide opportunities for students to examine strategies and tools for critical appraisal and application of empirical, reflective and practice-based information to improve quality of care and health outcomes for populations of interest. Students will identify a practice area that will provide a guide for the development and completion of a synthesis project. Students will further develop skills to understand concepts of rates, risk, bias, clinical and statistical significance, and research evaluation as they pertain to clinical practice. Tools for developing an evidence base will be described.

Quarter Credit Hours: 8
Prerequisite: MN 640

**DN 730: CLINICAL SCHOLARSHIP DEVELOPMENT**

This second course in a series of three continues the development of in-depth clinical knowledge and expertise in the identified area of interest and builds on the concepts and knowledge of the DNP Clinical Scholarship course. This course examines the organizational culture, integration of theory and evidence-based research, and
implementation issues for developing and implementing the DNP Clinical Leadership Project within the context of the health care system. Students will be guided through the process of refining the project design, implementing strategies, developing tools and/or forms for data collection, and identifying and evaluating resources. This course includes 150 hours of precepted practice.
Quarter Credit Hours: 8
Prerequisite: DN 720

DN 735: SYNTHESIS PROJECT IMPLEMENTATION
The Synthesis project reflects the culmination of practice inquiry, knowledge, and competencies attained during the Doctor of Nursing Practice program. The students will be guided through the process of evidence-based project development, the formulation of goals and objectives, refinement of project design, implementation strategies, development of tools for data collection, identification of resources (personnel and fiscal), and evaluation.
Quarter Credit Hours: 8
Prerequisite: DN 725

DN 745: SYNTHESIS PROJECT EVALUATION AND DISSEMINATION
In this course, students are guided through the final process of evaluation related to their project and the dissemination of their findings. Program evaluation strategies and interpretation of biostatistical concepts relevant to population-based advanced practice will be included. Students will explore techniques that support their professional presence and voice as a leader. The student integrates and synthesizes the DNP Synthesis Project components with emphasis on program evaluation, role transformation, dissemination of scholarly work, and the effect of the DNP on the health care system and policy.
Quarter Credit Hours: 8
Prerequisite: DN 735

DN 810: DNP CLINICAL SCHOLARSHIP IMPLEMENTATION
This final course in a series of three integrates and synthesizes the DNP Clinical Leadership Project components with emphasis on program evaluation, role transformation, dissemination of scholarly work, and the effect of the DNP on the health care system and policy. The student will use scientific theory, systematic evidence appraisals, systems, organizational, and policy analysis, and models of care delivery to design, implement, and evaluate the Clinical Leadership Project. In-depth work with experts from nursing and other disciplines will be incorporated to offer opportunities for meaningful student engagement and networking in the health care environment.
Quarter Credit Hours: 8
Prerequisite: DN 730

DN 815: DNP RESIDENCY I—SYSTEMS-FOCUSED ROLE
This course offers an individualized residency experience that will expand clinical expertise and specialized knowledge in the selected direct care, advanced nursing practice specialty role. This first course of two provides the student with organizational and leadership skills to improve clinical practice and patient outcomes by effectively assessing and synthesizing best evidence-based approaches.
Quarter Credit Hours: 8
Prerequisite: DN 745

DN 820: DNP CLINICAL LEADERSHIP
CAPSTONE PROJECT—EVALUATION AND DISSEMINATION
The Clinical Leadership Project provides the student the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in advanced nursing practice. The student will use scientific theory, systematic evidence appraisals, systems, organizational, and policy analysis, and models of care delivery to design, implement, and evaluate the Clinical Leadership Project. In-depth work with experts from nursing and other disciplines will be incorporated to offer opportunities for meaningful student engagement and networking in the health care environment.
Quarter Credit Hours: 7
Prerequisite: DN 810

DN 825: DNP RESIDENCY II—SYSTEMS-FOCUSED ROLE
The Clinical Leadership Project provides the student the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in advanced nursing practice. The student will use scientific theory, systematic evidence appraisals, systems, organizational, and policy analysis, and models of care delivery to design, implement, and evaluate the Clinical Leadership Project. In-depth work with experts from nursing and other disciplines will be incorporated to offer opportunities for meaningful student engagement and networking in the health care environment.
Quarter Credit Hours: 8
Prerequisite: DN 815

Nursing (MN)

MN 501: ADVANCED NURSING ROLES
This course explores skills and strategies essential to successful advanced nursing role implementation, as well as graduate program completion. Analysis of existing and emerging roles provides a foundation for selection of an individual advanced role specialization and an individual career development plan.
Quarter Credit Hours: 5
Prerequisite: None

MN 502: THEORETICAL FOUNDATIONS OF ADVANCED NURSING
This course explores the evolution of nursing theory and its contribution to advanced nursing science. There is an emphasis on the historical and philosophical foundation of theory development and its impact on nursing practice. Conceptual models are explored relative to nursing administration, education, and practice.
Quarter Credit Hours: 5
Prerequisite: None

MN 503: ADVANCED STATISTICS FOR THE HEALTH SCIENCES
This course explores the application of statistical methods in research related to nursing and the health professions and serves as a foundation for research and evidence-based practice. The purpose, assumptions, selection, and interpretation of selected statistical procedures will be explored. Techniques include exploratory, descriptive, comparative, correlational, and inferential statistics. Parametric and nonparametric techniques are presented. Statistical methods in selected research studies will be critiqued.
Quarter Credit Hours: 5
**MN 504: INQUIRY AND EVIDENCE-BASED PRACTICE**
This course focuses on using an evidence-based approach to provide high-quality health care, initiate change, and improve nursing practice by nurses in advanced roles. The focus is on assessing current and relevant research for delineating issues, translating research, developing competencies in analysis and evaluation of relevant research, practice innovations, and evidence-based practice. Qualitative and quantitative methods of inquiry are explored.
Quarter Credit Hours: 5
Prerequisite: None

**MN 505: HEALTH PROMOTION AND DISEASE PREVENTION IN A DIVERSE COMMUNITY**
This course incorporates theoretical and empirical concepts related to health beliefs, health promotion, and risk reduction of diverse populations. Principles from the Healthy People initiative, epidemiology, biostatistics, and cultural competence guide comparisons of groups and inference development. Strategies and benefits of health promotion interventions are emphasized.
Quarter Credit Hours: 5
Prerequisite: None

**MN 506: ETHICAL AND LEGAL PERSPECTIVES OF THE HEALTH CARE SYSTEM**
This course introduces major ethical theories and provides an opportunity to analyze the ethical principles underlying nursing administration, education, informatics, and advanced practice health care. Students examine selected concepts, principles, and cases involving ethics and law within a framework of critical decision making for advanced nursing roles.
Quarter Credit Hours: 5
Prerequisite: None

**MN 507: HEALTH POLICY, FINANCING, AND ORGANIZATION OF HEALTH CARE DELIVERY SYSTEMS**
This course provides students with an understanding of health care policy formation and evaluation, facilitated by opportunities to investigate public policy and politics. The organization and delivery of health care is explored, including financial aspects of health care systems and pertinent issues in the relationship between policy and health care system change. Specific focus is placed on the leadership role of the nurse in current system dilemmas and issues.
Quarter Credit Hours: 5
Prerequisite: None

**MN 508: TEACHING AND LEARNING STRATEGIES**
This course examines theories and teaching/learning strategies relating to the development of effective educational experiences. Factors affecting the learning environment are explored in relation to staff development, patient education, and nursing education. Strategies for developing the educator role are included.
Quarter Credit Hours: 5
Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 509: CURRICULUM DESIGN**
This course emphasizes the foundations of curriculum design and the application of these foundations to the development of courses, groups of courses, and programs. Integration of nursing philosophy, conceptual framework, objectives for programs, and competencies/standards is also included. This course provides content and learning experiences that enable students to understand all phases of the curriculum development process.
Quarter Credit Hours: 5
Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 510: IMPLEMENTING TECHNOLOGY—ENHANCED LEARNING IN NURSING EDUCATION**
This course examines the use of selected technologies that are appropriate to the instruction and curriculum process. The course will provide an introduction to the applications of educational technologies including: educational hardware and software, multimedia, interactive media, and, appropriate Internet use in classroom, online, and distance settings. Ethical and legal issues related to technology and teaching will also be discussed.
Quarter Credit Hours: 5
Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 511: ASSESSMENT AND EVALUATION**
This course explores the principles and practices involving evaluation methods integral to nursing education. Concepts related to assessment, measurement, and evaluation in nursing are developed and analyzed. The process of analysis and modification of educational programs is emphasized to promote compliance with relevant standards, criteria for evaluation, and accountability.
Quarter Credit Hours: 5
Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 512: LEADERSHIP, ORGANIZATIONAL THEORY, AND BEHAVIOR**
This course exposes students to organizational theory and behavior and competencies essential for successful leadership and management roles in a global health care delivery system. There is emphasis on self-analysis and strategies for best practice to effectively implement key leadership and management concepts in dynamic health care environments.
Quarter Credit Hours: 5
Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 513: HEALTH CARE FINANCE, STRATEGIC PLANNING, AND BUDGETING**
This course examines macro- and microeconomics in profit and nonprofit health care organizations for nonfinancial managers. An analysis of decision making and strategic planning focuses the nursing leader toward plans that effectively promote success in dynamic health care environments. Conceptual and descriptive approaches are utilized to provide an overview of current practices and notable advances in strategic management. A budget is created
within a case study model, allowing analysis of potential and actual budget variations.

Quarter Credit Hours: 5

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 514: HUMAN RESOURCES MANAGEMENT**

This course presents a managerial overview of various aspects of personnel management in a fiscally responsible environment. Activities are designed to familiarize students with recruiting, training, and retaining the best employees; ensuring high performance; and conforming practices to various regulations. Exercises designed to develop ability in personnel policy development and implementation are offered.

Quarter Credit Hours: 5

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 515: INNOVATION IN HEALTH CARE INFORMATION TECHNOLOGY—ADMINISTRATIVE AND ADVANCED PRACTICE PRIORITIES**

This course focuses on the strategic application of information technology in health care organizations by administrative and advanced practice nursing leaders. Students will explain the role of executive-level practitioner management in planning and operationalizing technologies to enhance health care technology data efficiency; evaluate the challenges of virtualization management models and the requirements for innovative and effective alternatives in health care reform; and critique the legal and ethical oversight responsibilities of the executive nurse when engaging and managing a comprehensive, systematic electronic medical record project.

Quarter Credit Hours: 5

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 519: NURSE EDUCATOR PRACTICUM**

This practicum (90 hours), which will take place between this course and MN 600: Evidence-Based Project Proposal, provides the student with a mentored learning experience in the content area and site selected by the student and approved by the Practicum Coordinator.

Quarter Credit Hours: 5

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing, and completion of all specialization courses

**MN 520: EXECUTIVE LEADER PRACTICUM**

This practicum (90 hours), which will take place between this course and MN 600: Evidence-Based Project Proposal, provides the student with a mentored learning experience in the content area and site selected by the student and approved by the Practicum Coordinator.

Quarter Credit Hours: 5

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing, and completion of all specialization courses

**MN 530: CRITICAL CONCEPTS AND**

**COMPETENCIES FOR THE INFORMATICS NURSE SPECIALIST**

This course introduces students to the field of health care informatics and information and communication technology. The theories, models, frameworks, and competencies that shape informatics are explored. The course provides content on informatics terminology and the system life cycle. Specific focus is placed on Internet technologies, hardware and software applications, and networked environments.

Quarter Credit Hours: 5

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 531: INNOVATIONS IN EDUCATIONAL AND RESEARCH TECHNOLOGIES**

This course will explore the technology that prepares the nurse informatics specialist to develop innovative teaching strategies based on sound pedagogical principles. Students are introduced to conferencing tools, mind mapping, virtual worlds, interactive games, and simulations. The use of voice, videos, animation, and graphics are covered. The student will explore databases and guidelines used to support evidence-based research and other research tools.

Quarter Credit Hours: 5

Prerequisite: MN 530 and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 532: INTEGRATION OF INFORMATICS INTO THE HEALTH CARE ENVIRONMENT**

This course further develops the nurse informatics specialist's knowledge and skills necessary to integrate technology, communication devices, and information systems into the health care setting. The student will explore the nurse's role related to the application of information system solutions.

Quarter Credit Hours: 5

Prerequisite: MN 530, MN 531, and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 533: HEALTH SYSTEMS PROJECT MANAGEMENT**

This course explores the role of a nurse leader in strategic information technology system planning and administration with an analysis of the role of project management. Legal and ethical policies and procedures that ensure privacy and confidentiality will be evaluated. Regulatory and accreditation issues will be analyzed. The course will prepare the student to be a leader in planning, implementation, and evaluation of information systems in health care. The emphasis will be on analysis of project management.

Quarter Credit Hours: 5

Prerequisite: MN 530, MN 531, MN 532, and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN 534: NURSE INFORMATICS SPECIALIST PRACTICUM**

This practicum (200 hours), which will take place between this course and the evidence-based proposal course, allows students the opportunity to apply concepts of nursing informatics in a health care setting selected by the student and approved by course faculty. Students will work closely with a mentor and contract to work on
agency-designated projects. Students begin an evidence-based project proposal that is to be completed in MN 600: Evidence-Based Practice Project.

Quarter Credit Hours: 5
Prerequisite: MN 530, MN 531, MN 532, MN 533, and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN 550: ROLE OF THE NURSE PRACTITIONER IN PRIMARY CARE

This course prepares the registered nurse to transition into advanced nursing practice by examining the role of the advanced practice nurse within the context of the United States health care delivery system. Students will discuss the scope and standard of practice for advanced practice nurses. Students will investigate the regulatory, legal, and legislative issues affecting the advanced practice nurse role.

Quarter Credit Hours: 5
Prerequisite: Completion of all core courses

MN 551: ADVANCED PATHOPHYSIOLOGY ACROSS THE LIFE SPAN

This course integrates knowledge of advanced physiology and pathophysiology across the life span and the clinical implications for the advanced practice nurse. Function and dysfunction of organ systems are analyzed from the cellular level through the integrated organ level. Students will examine the pathophysiological factors that influence the incidence and manifestations of acute, episodic, and chronic diseases in populations across the life span. Disease processes and symptom management approaches are investigated utilizing an evidence-based approach.

Quarter Credit Hours: 5
Prerequisite: None

MN 552: ADVANCED HEALTH ASSESSMENT

This course provides the student with the skills and knowledge to conduct a focused and comprehensive health history, and a functional, physical, and psychosocial assessment. Relationships between assessment findings and underlying physiology and pathophysiology to the healthy and unhealthy client are investigated. Clinical judgment and clinical reasoning skills are used in establishing differential diagnoses. Students will learn to address variables such as age, culture, ethnicity, and developmental stages into their differential diagnosis and evaluation and management plans.

Quarter Credit Hours: 5
Prerequisite: MN 551 and MN 553

MN 553: ADVANCED PHARMACOLOGY ACROSS THE LIFE SPAN

This course integrates advanced knowledge of pharmacology, pharmacokinetics, pharmacodynamics, and genomics across the life span and prepares the advanced practice nurse to prescribe pharmacotherapeutics safely and effectively. Students will apply client history and physical examination findings, together with laboratory and imaging studies, in the evidence-based selection of the correct prescriptive and nonprescriptive medications for therapy. Students will examine ethical, legal, regulatory, and cost-effective prescribing practices of the advanced practice nurse. Communication plans for the interdisciplinary team, clients, and/or families for both prescriptive and nonprescriptive drug therapies will be created.

Quarter Credit Hours: 5
Prerequisite: MN 551

MN 554: PRIMARY CARE ACROSS THE ADULT AGE CONTINUUM I

This first course in a series of three examines the range of illnesses and conditions experienced by clients and presented to the advanced practice nurse in primary care settings. Students will develop a consistent approach to the evaluation and management of illnesses and conditions frequently encountered. Content builds upon previous diagnostic knowledge and clinical reasoning skills in the development of differential diagnosis and appropriate diagnostic workups. Age-appropriate, culturally sensitive, and evidence-based plans of care are created. The course explores health promotion and health maintenance approaches and strategies that incorporate individual health beliefs and practices intended to encourage the client’s participation and adherence.

Quarter Credit Hours: 5
Prerequisite: MN 552 and MN 553

MN 555: PRIMARY CARE ACROSS THE ADULT AGE CONTINUUM II

This second course in a series of three examines the range of illnesses and conditions experienced by clients and presented to the advanced practice nurse in primary care settings. Illustration of a consistent approach to the evaluation and management of these illnesses and conditions are emphasized. Students expand their diagnostic and clinical reasoning and differential diagnoses abilities through continued application of new and previously acquired knowledge and skills in caring for clients who present acute, episodic, and chronic illness and conditions. Students can determine the diagnostic workup with greater ease based on the differential diagnoses formulated. Students formulate evidence-based management plans that address clients’ health beliefs, developmental and family life cycle stages, health promotion, and health maintenance behaviors.

Quarter Credit Hours: 5
Prerequisite: MN 552 and MN 553

MN 556: PRIMARY CARE ACROSS THE ADULT AGE CONTINUUM III

This final course in a series of three integrates the evaluation and management plans of clients who present an acute, episodic, or chronic state of illness to the advanced practice nurse. Generating an inclusive differential diagnosis reflecting clinical reasoning from a cost-effective diagnostic workup is highlighted. Designing age-appropriate, culturally sensitive, and evidence-based plans of care based on sound diagnostic reasoning and clinical judgment is emphasized. Conditions considered to be office emergencies and the evaluation and management strategies specifically designed to treat or stabilize them are evaluated. Strategies used to support and promote individual, family, and community health promotion and health maintenance activities are explored.

Quarter Credit Hours: 5
Prerequisite: MN 554 and MN 555

MN 557: PRIMARY CARE OF THE PEDIATRIC CLIENT

This course uses a developmental framework to explore the evaluation and management of the most common health problems encountered by children from birth through early adolescence. Building on previously obtained knowledge and skills, the student develops new knowledge and applies concepts to assist children and families in managing acute episodic illness as well as stable chronic disease. Concepts of health promotion and health maintenance are integrated throughout the course.

Quarter Credit Hours: 5
Prerequisite: MN 556

**MN 560: ADVANCED PRACTICE NURSE CLINICAL I**

This clinical (185 hours) course focuses on the student applying interviewing and physical examination techniques to obtain accurate historical and physical data. Students apply clinical reasoning to the formulation of differential diagnoses and evaluation and management of acute episodic and chronic diseases across the adult age continuum. Students will have the opportunity to implement the role of the nurse practitioner with adults in a family and community context. Students are expected to assess and manage common acute episodic and chronic health illnesses and conditions in consultation with their clinical preceptor. Initiation of health promotion and health maintenance activities with individuals and groups is stressed.

Quarter Credit Hours: 5
Prerequisite: MN 554 and MN 555; Corequisite: MN 556

**MN 561: ADVANCED PRACTICE NURSE CLINICAL II**

This clinical (185 hours) course provides the student with opportunities to refine interview and physical examination techniques. Students will develop a comprehensive list of differential diagnoses and order cost-effective diagnostic and laboratory tests for the client’s symptoms and diseases. Applying diagnostic reasoning and clinical judgment, students will develop and evaluate individualized management plans that consider the numerous factors affecting client adherence to prescribed treatment plans such as health beliefs and cultural practices.

Quarter Credit Hours: 5
Prerequisite: MN 560

**MN 562: ADVANCED PRACTICE NURSE CLINICAL—PEDIATRICS**

This clinical (120 hours) course provides the student with opportunities to apply advanced interviewing and examination techniques and utilize clinical judgment and diagnostic reasoning when evaluating and managing primary care health issues for children (0 to 12 years of age). Implementation of the role of the nurse practitioner with children and their families in the community occurs under the guidance of an experienced preceptor. The student initiates health promotion and health maintenance activities with pediatric clients and their families and/or caregivers. Collaborative, interdisciplinary practice is emphasized as students evaluate and manage the range of common illnesses and conditions in pediatric patients.

Quarter Credit Hours: 5
Prerequisite: MN 557

**MN 570: APPLIED EPIDEMIOLOGY**

This course focuses on understanding, synthesizing, and applying emerging scientific knowledge in health care to individuals, families, communities, and populations. Course content includes integration of epidemiologic methods, genomic factors, and sociocultural influences in the processes of conducting risk assessment, intervention implementation, and health care delivery planning, evaluation, and maintenance. Application of research and statistical methods used to establish risk profiles and development of relevant health care interventions is emphasized for developing, implementing, and disseminating health care programs for populations, communities, and individuals.

Quarter Credit Hours: 5
Prerequisite: MN 600

**MN 599: ADVANCED PRACTICE NURSE CLINICAL III**

This final clinical (185 hours) course provides students with the opportunity to immerse themselves in the role of the primary care nurse practitioner. Applying the principles of clinical judgment and diagnostic reasoning to the evaluation and management of clients with acute episodic and chronic illness, the nurse practitioner student will practice more independent decision-making skills while using the preceptor as a clinical resource. Students will explore the impact of regulatory, legislative, and legal factors on the implementation of the nurse practitioner role in primary care. Students will develop a stronger identity as an advanced practice nurse as they implement all aspects of the role, such as provider and educator, and demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

The student may also begin a project that is to be completed in MN 600: Evidence-Based Project Proposal.

Quarter Credit Hours: 5
Prerequisite: MN 561

**MN 600: EVIDENCE-BASED PRACTICE PROJECT**

Students who have successfully completed the core and specialization courses have a theoretical base in nursing, evidence-based decision making, health policy, finance, and organization of the health care delivery system. Students also have a theoretical base in advanced practice issues, ethics, health promotion and disease prevention, and biostatistics. In this capstone course, students demonstrate their depth of knowledge by working with a mentor to identify a problem in the student’s concentration area amenable to an evidence-based solution showing mastery of the program outcomes. Students integrate diverse content areas and submit an evidence-based practice project proposal that addresses the identified problem.

Quarter Credit Hours: 5
Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing, and completion of all specialization courses; students may not concurrently register for MN 519, MN 520, MN 534, or MN 599

**MN 600A: MSN PRACTICUM EXTENSION COURSE**

This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the Clinical Coordinator. This course may be taken after MN 600: Evidence-Based Project Proposal for the specific purpose of practicum hour completion.

Quarter Credit Hours: 0
Prerequisite: Completion, submission, and presentation of the evidence-based project proposal assignment in MN 600 with a passing grade and approval from the Dean

**MN 620: ETHICAL LEADERSHIP IN HEALTH CARE**

This course will develop the students’ understanding of ethical leadership from a practical perspective. Students develop a theoretical and personal view with special emphasis on ethical leadership in health care. The course will discuss how leaders address the growing importance of legal and ethical challenges in decision making. Considerations for various ethical approaches from which to base leadership decision making related to various contemporary and controversial health care issues will be evaluated.

Quarter Credit Hours: 5
MN 625: TRANSFORMING THE HEALTH CARE ORGANIZATION

This course will prepare the student to design, influence, and implement health care policies that frame health care financing, practice, regulation, access, safety, quality, and efficacy. The student will apply previous knowledge from the sciences including human biology, genomics, therapeutics, and the psychosocial sciences as well as the science of organizational structures. The course emphasizes the interdisciplinary nature of health care and the role of leaders to affect their profession as well as that of the health care team.

Quarter Credit Hours: 5
Prerequisite: None

MN 630: ADVANCED NURSING LEADERSHIP CONCEPTS

Nursing and health care offer evolving and challenging roles for advanced nursing practice. This course provides a foundation for providing leadership through in-depth analysis of the principles of transformational leadership and organizational behavior. Leadership skills and various leadership styles are discussed within the broader framework of interprofessional collaboration and innovations in health care delivery. Information is synthesized from a variety of disciplines and from multiple perspectives (legal, fiscal, ethical, cultural, and political) for purposes of improving the quality of care for patients, populations, and communities in diverse health care settings across the continuum of care.

Quarter Credit Hours: 5
Prerequisite: MN 625

MN 640: EXECUTIVE LEADERSHIP AND MANAGEMENT PRACTICUM I

In conjunction with Transforming the Health Care Organization, this course will prepare the student to design, influence, and implement health care policies that frame health care financing, practice, regulation, access, safety, quality, and efficacy. The student will apply nursing leadership concepts to the health care environment. The interdisciplinary nature of health care allows leaders to make differences within their own profession as well as those of the health care team.

Quarter Credit Hours: 9
Prerequisite: DN 705

Public Safety

Criminal Justice (CJ)

CJ 500: CRITICAL LEGAL ISSUES IN CRIMINAL JUSTICE

This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments, but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law, substance abuse, corrections, and judicial review of administrative decisions.

Quarter Credit Hours: 5
Prerequisite: None

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.

Quarter Credit Hours: 5
Prerequisite: CJ 500 and CJ 526

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 will provide the basic skills needed to conduct and evaluate research on topics relevant to the criminal justice field. In order to accomplish these objectives, the course will focus on the nature of scientific inquiry; the connections between theory and research; designing research projects and exploring causation; sampling procedures and logic; research techniques; reliability, validity, and measurement of data; and descriptive analyses of data.

Quarter Credit Hours: 5
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.

Quarter Credit Hours: 5
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.

Quarter Credit Hours: 5
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.

Quarter Credit Hours: 5
Prerequisite: CJ 500
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 of testimonial and physical evidence at trial. 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.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
Prerequisite: None

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.
Quarter Credit Hours: 5
Prerequisite: None

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.
Quarter Credit Hours: 5
Prerequisite: None

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.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
Prerequisite: None

CJ 516: BUDGETING AND FINANCE FOR PUBLIC SAFETY ADMINISTRATORS
This course is designed to familiarize students with public program budgeting and finance concepts from program conception to program evaluation. Special emphasis is given to methods of financing public programs and the preparation and management of budgets for the programs. This course is intended to provide students with an opportunity to learn and practice the technical aspects of program budgeting and finance in the public safety arena.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
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.
Quarter Credit Hours: 5
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, post-confinement intervention strategies, and legal standards governing practice.
Quarter Credit Hours: 5
Prerequisite: None

CJ 523: CRITICAL ISSUES IN JUVENILE JUSTICE
This course is designed to explore the social context of delinquency, law, the history of the juvenile court, policing in juvenile justice, and court and corrections interventions with regard to children who have
been victimized or are criminal. The course integrates scholarship and case law to investigate the many layers of the juvenile justice system, including how the juvenile court works and why it works the way it does. Upon completion, students will have much more than a cursory understanding of the juvenile justice system.

Quarter Credit Hours: 5
Prerequisite: None

**CJ 524: COMMUNITY-BASED CORRECTIONS**

This course is designed to identify community-based corrections programs and to explore the issues relevant to the field of community-based corrections. The materials presented will draw upon scholarly and practical research to identify the programs commonly used, what "works," policy issues, services provided, costs, and who receives probation and parole. Boot camps, electronic monitoring, house arrest, day treatment, fines, community service, drug courts, and other alternatives will be discussed. Students will have the opportunity to debate and better understand the many challenges facing probation, parole, and community-based corrections.

Quarter Credit Hours: 5
Prerequisite: None

**CJ 525: APPLIED RESEARCH IN CRIMINAL JUSTICE**

In the first of two courses in applied research in criminal justice, students will be introduced to applied research within the profession, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. Students will examine the history of applied research and the intersection of applied research and traditional academic research. This study allows participants to develop an understanding of the process and how they can impact their own professional setting.

Quarter Credit Hours: 5
Prerequisite: CJ 503

**CJ 526: ACADEMIC AND PROFESSIONAL COMMUNICATIONS IN PUBLIC SAFETY**

Effective and appropriate communication is essential for success in the academic and professional worlds. Academic and Professional Communications in Public Safety is designed to prepare students for the rhetorical challenges found in their coursework, professional career, and the final capstone/research paper. Students will learn to clearly communicate complex and sophisticated materials to a wide variety of expert and nonexpert audiences using both written and oral techniques. This course will introduce students to the basic elements of academic and professional writing at the holistic and paragraph levels. Students will learn about audience and purpose as well as the graduate research, writing, and formatting process. These skills are coupled with an additional focus on the context, delivery, and medium through which students will communicate. Emphasis is also placed on accurately citing and quoting primary materials, organizational strategies, and grammar, editing, and usage skills.

Quarter Credit Hours: 5
Prerequisite: CJ 500 or FS 500

**CJ 550: INTRODUCTION TO GRADUATE STUDIES IN PUBLIC SAFETY**

This course introduces students to the master's degree programs in the field of public safety and provides a foundation of the concepts and professional standards. It establishes the conceptual framework for other courses within the chosen degree plan and identifies current trends in the field. Focus is placed on ethical and social issues as related to writing, researching, and working collaboratively with other public service officials.

Quarter Credit Hours: 5
Prerequisite: None

**CJ 590: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

This course is designed to engage students in developing a position of relevance to their professional field of study and the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a designated faculty member. No more than 10 quarter credit hours of independent study may apply toward the degree.

Quarter Credit Hours: 1
Prerequisite: Permission from the Dean

**CJ 591: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

This course is designed to engage students in developing a position of relevance to their professional field of study and the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a designated faculty member. No more than 10 quarter credit hours of independent study may apply toward the degree.

Quarter Credit Hours: 2
Prerequisite: Permission from the Dean

**CJ 592: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

This course is designed to engage students in developing a position of relevance to their professional field of study and the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a designated faculty member. No more than 10 quarter credit hours of independent study may apply toward the degree.

Quarter Credit Hours: 3
Prerequisite: Permission from the Dean

**CJ 593: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

This course is designed to engage students in developing a position of relevance to their professional field of study and the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a designated faculty member. No more than 10 quarter credit hours of independent study may apply toward the degree.

Quarter Credit Hours: 4
Prerequisite: Permission from the Dean

**CJ 594: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

This course is designed to engage students in developing a position of relevance to their professional field of study and the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a designated faculty member. No more than 10 quarter credit hours of independent study may apply toward the degree.

Quarter Credit Hours: 5
Prerequisite: Permission from the Dean

**CJ 598: APPLIED RESEARCH PROJECT**

Quarter Credit Hours: 5
Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project.

Quarter Credit Hours: 5
Prerequisite: CJ 525; final term of the program

**CJ 598A: APPLIED RESEARCH PROJECT CAPSTONE CONTINUATION**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project. Enrollment in this course must be approved by the Dean of the program.

Quarter Credit Hours: 0
Prerequisite: CJ 598 and permission from the Dean

**CJ 602: COMPREHENSIVE EXAMINATION**

Comprehensive exam-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.

Quarter Credit Hours: 0
Prerequisite: Successful completion of all comprehensive exam-track core curriculum courses

**Fire Science (FS)**

**FS 500: PRINCIPLES AND PRACTICES OF FIRE AND EMERGENCY SERVICES**

Students will study the concepts and principles of management practices regarding the operation and delivery of public sector fire and emergency services. Topics explored include: organizing and logistics for response, crisis management and planning, risk assessment, agency coordination, and financial administration.

Quarter Credit Hours: 5
Prerequisite: None

**FS 515: ORGANIZATIONAL BEHAVIOR AND PERSONNEL MANAGEMENT**

This course presents an in-depth analysis of the various dynamics facing fire and emergency services organizations in the context of professional practice including the theoretical concepts underlying organizational behavior, management and leadership of human resources, and design and structural processes. The scope includes examining personnel practices and management procedures in personnel deployment; motivation and retention of personnel; the hiring, professional development, and promotion of personnel; collective bargaining; binding arbitration; organizational communication; and fundamental legal issues as they pertain to agency operations.

Quarter Credit Hours: 5
Prerequisite: FS 500

**FS 530: ETHICS AND DECISION MAKING IN FIRE AND EMERGENCY SERVICES**

This course explores situational problem solving, incorporating decision-making processes and addressing the unique ethical issues that arise in fire and emergency services operations. Specific issues covered include: public safety discretion, codes of conduct and discipline, and the ethical exercise of the “public trust” in the context of the decision-making process. Students will explore ways in which organizations can anticipate and plan for ethical problems.

Quarter Credit Hours: 5
Prerequisite: CJ 525

**Homeland Security and Emergency Management (HM)**

**HM 500: CRISIS AND EMERGENCY MANAGEMENT FUNDAMENTALS**

This course will introduce students to the concepts, issues, and problems of crisis and emergency management. Topics explored include: organizing and logistics for response, managing the response organization, managing in a high-stress environment, crisis decision making, crisis communications, liability issues, and resource assessment and allocation. This course will cover the methodology and rationale behind the unified response to a terrorist, weapons of mass destruction (WMD), or disaster incidents, and students will examine these methodologies from the perspective of crisis management and consequence management.

Quarter Credit Hours: 5
Prerequisite: CJ 500 and CJ 526

**HM 501: HOMELAND SECURITY POLICIES, PRINCIPLES, PROCEDURES, AND PLANS**

This course is a critical analysis of the Department of Homeland Security (DHS), both the political and organizational factors involved and its structure and administration. Students will explore the evolution of homeland security as a concept, a legal framework, and a redirection of national policies and priorities, including any related issues and challenges with implementation. The DHS will be analyzed in light of the history of the terrorist threat, U.S. responses to terrorism, and fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System (NIMS).

Quarter Credit Hours: 5
Prerequisite: CJ 500

**HM 502: RISK, VULNERABILITY, AND CAPABILITY ASSESSMENT METHODS**

The course examines the concepts of risk-based planning and risk management. The assessment and management of vulnerability and risk associated with terrorist and other disaster events are examined. Topics explored include: objectives of and methods for vulnerability and risk assessment for natural disasters, technological hazards, and terrorist threats; concepts of risk perception, risk communication, and risk mitigation; and the requirements and methods of critical infrastructure protection from terrorism, technological disasters, and natural disasters. Students will examine the question and make decisions regarding, "Who or what should be protected and how?"

Quarter Credit Hours: 5
Prerequisite: HM 500 and HM 501, or FS 500 for students enrolled in the Master of Public Administration fire science and emergency services intensive study area
HM 503: PLANNING AND OPERATIONS IN CRISIS AND EMERGENCY MANAGEMENT

This course examines comprehensive strategic planning for crisis and emergency management. The theory and value of strategic planning are explained and students learn how to develop a comprehensive strategic plan.

Quarter Credit Hours: 5
Prerequisite: HM 500 and HM 501, or FS 500 for students enrolled in the Master of Public Administration fire science and emergency services intensive study area

HM 505: PLANNING FOR WMD AND MASS CASUALTY CRISSES

This course explores the critical health and medical management issues involved in crises and emergencies for the nonmedical emergency manager. The wide range of medical and health issues inherent to crises and emergencies are examined and methods for integrating medical, public health, and psychological processes into emergency management programs are developed.

Quarter Credit Hours: 5
Prerequisite: HM 500 or HM 501

HM 510: MITIGATION AND PREPAREDNESS ISSUES FOR EMERGENCY MANAGEMENT

This course will explore hazard mitigation and its role in disaster management. In addition, students will study the planning process, program development, and training methods for responses to man-made and natural emergencies/disasters. Topics include government and private sector programs, new approaches, and mitigation of issues/events.

Quarter Credit Hours: 5
Prerequisite: HM 500 and HM 501, or FS 500 for students enrolled in the Master of Public Administration fire science and emergency services intensive study area

HM 540: CRISIS INTERVENTION

This course introduces the basic theories and principles of crisis intervention. The emphasis in this course is on identifying and demonstrating appropriate and differential techniques for intervening in various types of disaster and emergency management crisis situations. This course will review empirically validated approaches to crisis intervention. The course will explore the role of law enforcement in crisis situations as well as civilian and public safety personnel behavior under emergency and disaster crisis situations. In addition, assessment and diagnosis of psychological issues commonly found in crisis situations will be examined.

Quarter Credit Hours: 5
Prerequisite: HM 500 and HM 501, or FS 500 for students enrolled in the Master of Public Administration fire science and emergency services intensive study area

HM 598: APPLIED RESEARCH PROJECT CAPSTONE

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project.

Quarter Credit Hours: 5
Prerequisite: CJ 502 and approval of the Dean

HM 598A: APPLIED RESEARCH PROJECT CAPSTONE CONTINUATION

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project. Enrollment in this course must be approved by the Dean of the program.

Quarter Credit Hours: 0
Prerequisite: HM 598 and permission from the Dean
School of Professional and Continuing Education
Mission

Mission Statement

The mission of the Kaplan University School of Professional and Continuing Education is to prepare individuals to advance and succeed in their careers. Through innovative professional education, the School of Professional and Continuing Education helps individuals attain and/or maintain industry-recognized licensures, certifications, and designations.
General Information

Overview

The School of Professional and Continuing Education provides license preparation, professional development, and continuing education programs to businesses and individuals in the accounting, insurance, securities, real estate, financial planning, and financial analysis. Through classroom instruction and online courses, the School of Professional and Continuing Education serves individuals who must comply with regulatory and continuing education requirements and who want to earn advanced professional designations to help them progress in their careers.

The School of Professional and Continuing Education is composed of the following divisions:

- Kaplan Financial Education
- Kaplan Real Estate Education
- Kaplan Schweser

Offerings

Certification and Licensing Exam Preparation

The School of Professional and Continuing Education offers web-based study solutions that feature interactive instruction and supportive learning tools. These offerings are designed to help individuals prepare to take various certification and licensing exams. Although certain offerings are designed to prepare individuals to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or pass these exams.

Finance

- Certified Financial Planner™ (CFP®)
- Chartered Alternative Investment Analyst (CAIA®)
- Chartered Financial Analyst® (CFA®)
- Financial Risk Manager (FRM®)
- Securities Licensing

Insurance

- Insurance Licensing

Real Estate

- Real Estate Agent
- Real Estate Appraiser
- Real Estate Broker
- Mortgage Loan Originator

Kaplan Professional Schools

With more than 50 locations, Kaplan Professional Schools offer both classroom and distance education, including online and textbook courses.

Insurance

- Insurance Continuing Education Courses

Professional Development and Continuing Education Courses

The School of Professional and Continuing Education offers a variety of online courses designed to help individuals remain current in their industry and meet mandatory continuing education requirements in their field.

Insurance

- Insurance Continuing Education Courses

Professional Certificates

The School of Professional and Continuing Education offers online certificate programs in business and finance. These programs are designed to offer advanced training, professional development opportunities, and certification exam preparation.

Business and Finance

- Entrepreneurship: FastTrac® Growth Ventures
- Entrepreneurship: FastTrac® New Ventures
- Finance for Managers Certificate
- Project Management Certificate

The words "Kauffman FastTrac" are servicemarks owned by the Ewing Marion Kauffman Foundation.

Corporate Training

The School of Professional and Continuing Education provides training solutions specifically designed for individual and business needs. In-house professional development programs, team-building simulations, and online course offerings are designed to provide specialized business training for individuals seeking career advancement and employers who want to enhance their employees' business acumen.

- Business Challenge Workshops
- In-House Programs
- Firm Element Courses

Policies

For more information regarding the School of Professional and Continuing Education's policies and procedures, please visit www.kaplanprofessional.com.
Concord Law School
Mission

Mission Statement

Concord Law School, using state-of-the-art technology and the Internet, delivers a sound program of legal education that is accessible and affordable. Concord's program helps career-focused learners achieve their personal and professional goals. In doing so, the program uniquely serves the needs of the legal profession and the public interest.
Overview

Concord Law School Information

Concord Law School reserves the right to change provisions of this Catalog, with or without notice, subject to accreditation and licensing requirements. Where the Concord policies set forth in this section differ from general Kaplan University policies, the Concord policies apply to students in any of the Concord programs.

At Concord Law School, students may choose a program of study leading to a Juris Doctor (JD), Executive Juris DoctorSM (Executive JDSM/EJDSM), or LLM (Master of Laws) degree. Employing Internet-adaptive technologies, Concord programs offer excellent course instruction while allowing students the flexibility of choosing when and where they study. Graduates of the JD or EJD programs may register to take courses on an individual basis.

Concord History

Concord Law School was founded in 1998 as the nation's first wholly online law school and one of Kaplan's first efforts in the area of higher education. Concord was accredited by the Distance Education and Training Council (DETC, www.detc.org) before it formally merged with Kaplan University. Concord is a member of the International Association of Law Schools (www.ialsnet.org) and is an institutional member of the Council for Higher Education Accreditation (CHEA, www.chea.org).

Concord is registered as a distance learning law school with the California Committee of Bar Examiners (www.calbar.ca.gov). Concord's Juris Doctor (JD) graduates meet the legal education requirements of the Committee of Bar Examiners, State Bar of California, and if other regulatory requirements are satisfied, may sit for the California Bar Examination.

Concord also awards an Executive Juris DoctorSM (EJDSM) degree, a professional law degree that offers individuals interested in an education in law the chance to take courses without becoming a licensed lawyer. The EJD is designed to offer students more flexibility in their studies, as the degree is not aligned with the requirements to sit for the California Bar Exam. Concord also awards the Master of Laws (LLM) degree.

Accreditation

Concord Law School received initial affirmation of accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC) in 2000 and its most recent reaffirmation of accreditation in 2010. The Accrediting Commission of the DETC is listed by the U.S. Department of Education as a nationally recognized accrediting agency for distance learning. The DETC can be contacted at:

1601 18th Street, NW
Washington, DC 20009
Tel: 202.234.5100
Website: www.detc.org

Concord Law School is authorized to operate as a degree granting institution in the state of California and is registered as an unaccredited law school in the distance learning category with the California Committee of Bar Examiners:

180 Howard Street
San Francisco, CA 94105
Tel: 415.538.2000
Website: www.calbar.ca.gov

Concord's unique method of delivering its program—utilizing the Internet without a fixed classroom facility—places it in the "distance learning" category under California law. The California Committee of Bar Examiners registers distance learning schools, and if study is completed in conformance with Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules) and all other requirements are met, graduates of the Juris Doctor program are eligible to sit for the California Bar Examination.

ABA Approval

Concord is not on the list of schools approved by the American Bar Association (ABA). The ABA Standards for the Approval of Law Schools currently do not allow for JD programs that are delivered fully or substantially online. The ABA does not formally approve any program other than the first degree in law (JD).

California State Bar Registration

Students enrolled in the Juris Doctor program must register with the State Bar of California after beginning law studies at Concord.

Pursuant to Rule 4.16 (B) of Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules), "The Application for Registration must be filed first, before any other application is transmitted to the Committee. The applicant is required by law either to provide the Committee with a Social Security Number or to request an exemption because of ineligibility for a Social Security Number. Registration is deemed abandoned if all required documentation and fees have not been received within sixty days of filing. No refund is issued for an abandoned registration."

For more information, see www.calbar.ca.gov. Specific information can be found in the Juris Doctor Admissions section (http://catalog.kaplanuniversity.edu/Juris_Doctor_Admission.aspx), including links for online registration.

Note: registration as a first-year student is distinct from registering to sit for the California State Bar First-Year Law Students' Examination (FYLSE). All students who successfully complete their first year at Concord and satisfy all other requirements will be certified to sit for this examination. More information about the FYLSE is available from the student's Concord homepage via the FAQs link under the Student Services heading.

Required Disclosures

JD PROGRAM

The method of instruction at this law school for the Juris Doctor (JD) degree program is principally by technological means including interactive classes.

Students enrolled in the JD degree program at this law school who successfully complete the first year of law study must pass the First-Year Law Students' Examination required by Business and Professions Code 6060(h) and Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules) as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students' Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's JD degree program. If the dismissed student subsequently passes the examination, the student is eligible for re-enrollment in this law school's JD degree program, but will receive credit for only 1 year of legal study.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or satisfy the requirements for admission to practice in jurisdictions other than California. A student
intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

EJD AND LLM PROGRAMS

The method of instruction at this law school for professional law degree programs other than the Juris Doctor degree is principally by technological means including interactive classes.

Completion of a professional law degree program at this law school, other than the Juris Doctor degree, does not qualify a student to take the California Bar Examination or satisfy the requirements for admission to practice law in California. It may not qualify a student to take the bar examination or satisfy the requirements for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdiction where the student intends to qualify to sit for the bar examination or for admission to practice to receive information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Transfer of Credits to Other Schools

Students who wish to continue their education at other schools must not assume that credits earned at Concord Law School of Kaplan University will be accepted by the receiving institution. It is the responsibility of students who plan to transfer to other schools to acquaint themselves with the requirements of the selected school and the requirements of that state's licensing, certification board, and accrediting body. Institutions of higher education vary in nature and number of credits they will accept toward any program. It is at the sole discretion of that receiving institution to accept credits earned at Concord Law School of Kaplan University. This is standard transfer of credit procedure. Neither Concord Law School nor Kaplan University can guarantee the transferability of any credits to other institutions.
Policy Information

Attendance and Related Policies

Attendance Policy

The below policy should be read in conjunction with the Probation for Failure to Progress in Studies policy.

During a term of study, students must be in compliance with both the Attendance Policy and the appropriate Module Progress Policy for their program (see the Probation for Failure to Progress in Studies policy) to be in good standing and to be eligible for financial aid.

Concord's learning management system captures when students complete academically related activities. The data captured on this learning management system will be used to monitor student progress and determine if students are "attending" the School.

Concord's learning management system is the official record for implementing the Attendance Policy:

1. Students who do not complete academically related activities within the first 7 days of the term start date will be withdrawn from their classes and their enrollment will be administratively cancelled.

2. Students who fail to complete academically related activities for 21 consecutive calendar days, excluding scheduled breaks, will be administratively withdrawn from the program, will no longer be eligible for financial aid, and will be dismissed from the School.

3. Students withdrawn due to nonattendance must apply for readmission with the Associate Dean and follow the reentry procedures for Concord. Students who feel an error has been made in their attendance calculation may appeal to the Associate Dean by filing a petition. All appeals must follow the Reinstatement/Non-Title IV Eligible policy for the respective program; JD (http://catalog.kaplanuniversity.edu/Juris_Doctor_SAP.aspx), EJD (http://catalog.kaplanuniversity.edu/Executive_Juris_Doctor_Policies_SAP.aspx), LLM (http://catalog.kaplanuniversity.edu/Master_of_Laws_Policies_SAP.aspx).

Deferment and Withdrawal

DEFERMENT OF START DATE

Students are accepted for a specific term, for example, January or June. After acceptance, but before a student completes orientation, students may request to change their start date to the next term.

A deferral may be approved for students prior to the end of the first week of the term. After the first week of the term, students are subject to the Withdrawal Policy stated below.

Deferrals are granted with the understanding a student must begin his or her studies the next term.

• Example 1. If a first-year student is accepted for the September term, a deferral may be requested to start the following January, which is the start of the next term.

• Example 2. If an upper-division student starts in January, a deferral may be requested to start in July, which is the start of the next term.

WITHDRAWAL POLICY

JD and EJD Programs

A student who withdraws from Concord must make a request to the School containing the reasons the student is no longer able to complete the program. The request may be made in writing, by email, over the telephone, or in person to the Administrative Office in Los Angeles. The student will be responsible for all tuition and fees per the enrollment agreement. (Please see Application for Readmission in the Admissions section.)

Withdrawal from individual courses after the add/drop period is at the discretion of Concord and may be subject to conditions.

Withdrawal after the start of the term is, in general, reflected with a "W" for course grades on the transcript. Withdrawals made within a week of the first scheduled final exam (JD students) or the end of the term (EJD students) will result in a grade of "F" for those courses in which a student did not sit for final exams or submit final course papers.

The effective withdrawal date for a student shall be when any of the following occur:

1. The date the student notifies Concord of withdrawal or the date of withdrawal, whichever is earlier,

2. The last date of attendance in the case of students who do not complete academically related activities within the first 7 days of the term start date,

3. The last date of attendance for students who fail to complete academically related activities for 21 consecutive calendar days,

4. The date when Concord terminates the student's enrollment, or

5. The date the student is scheduled to return from a leave of absence and fails to do so.

All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual participation (log in) is used in calculating any refund amount.

LLM Program

Students who wish to withdraw from the LLM program or cancel their studies are encouraged to contact the Concord LLM Program Director by email or phone to discuss their options. Withdrawal and cancellation requests must be made as stated above in the Withdrawal Policy.

Student Services

Academic Calendar

Concord Law School has four starts each year for first-year students and two starts each year for upper-division students enrolled in the JD and EJD programs. The LLM program has three starts each year. Some start dates, as well as academic events, may conflict with religious or secular holidays. Concord will attempt to avoid these conflicts or schedule around them on a case-by-case basis, but may not be able to do so in all instances.

Orientation

The Concord experience begins with a thorough orientation to the study of law and the online learning environment. Through the online
orientation, students learn how to operate in the School, how to study law, and how to access the resources available at Concord.

**Prestart Fundamentals Program**

Many law students start their law school career with little knowledge of the legal system, what is expected of them, or how to get the most from their studying. At Concord, the Prestart Fundamentals Program relieves some of the stress of the first few months of law school. The course provides an introduction to the skills necessary for success and the background and context that are important for first-year studies at Concord.

A Fundamentals course begins each month, and first-year students admitted to the JD or EJD program will be enrolled into a specific Fundamentals course depending on their requested term's start date. The Fundamentals course is designed to provide a robust orientation to Concord and the study of law within a cohort-based program, and includes course modules and assignments that mirror what students will experience in their first-year courses. Students are expected to complete the Fundamentals course prior to the start of their first term. The Fundamentals course is not available for applicants accepting advanced standing admission to Concord.

**Student/Faculty Interaction**

At Concord, students interact with faculty and fellow students through online classes, emails, interactive bulletin boards, and telephone calls. The program incorporates synchronous classes convened over the Internet at regularly scheduled times each week. These classes function like classes in a traditional law school setting. Students are expected to come to class prepared on the day's assigned reading. The professor engages the students in a discussion of the assigned material, which includes questions that may be directed to the class or to a particular student in the class.

At the time of publication of this Catalog, these classes are generally audio/video streamed from professor to student and text-based responses are sent from student to professor. Professors can also arrange for students to respond by audio/video stream. The classroom is led by the professor, who has the capacity to transmit some or all of the responses that are offered to a particular question by students to the class as a whole. An online student roster provides an additional opportunity to contact fellow classmates. Those who have experienced the Concord classroom as either a student or teacher typically remark on the richness and interactivity of the class sessions.

**Academic Support**

Concord is committed to providing a supportive learning environment for its students. The Academic Support Center provides a program of interaction and intervention designed to encourage and support students as they achieve their educational goals.

At the start of law study, JD and EJD students are introduced to their Law Advisor who monitors their progress throughout the program. Each student is required to make consistent progress toward completion of his or her studies. Progress is measured by the student’s progression through modules in each course. Thus, students are deemed to be doing unsatisfactory work when they fail to maintain the recommended study pace. If a student falls behind an average of three modules, the student is contacted and offered encouragement and guidance. If a student falls an average of five modules behind, the student is placed on probation and is contacted by his or her Law Advisor. Together, the student and Law Advisor develop a study plan to assist the student in overcoming scheduling, academic, or other problems that may have been creating barriers to satisfactory progress. In addition, if academic issues have slowed the student’s progress, appropriate counseling and professor discussions are initiated.

**Law Library**

Students access a complete law library from their computers. On Concord's website, a law library interface is available that gives students access to the Internet's free legal library. The library includes, among other things, all U.S. Supreme Court cases, the U.S. Constitution (with annotations to Supreme Court cases), all U.S. Codes, the Federal Rules of Evidence, the Federal Rules of Civil Procedure, codes of professional responsibility, all California codes and laws, and recent appellate cases and law review articles.

The School provides JD and EJD students with access to Westlaw, an electronic legal library, after they have been enrolled for a month. LLM students receive Westlaw access when they start classes. In addition to the Concord Librarian's tutorial, Westlaw offers research training and materials to help navigate through the wealth of information available.

The School also provides students with access to HeinOnline, an image-based retrospective of more than 1,000 law journals with substantial historical coverage, as well as access to historical copies of the Federal Register, U.S. treaties, and other international agreements.

The Concord Law Librarian is also available to assist students in developing research skills to find the resources they need on the Internet.

**Career Services**

Concord is committed to supporting its students' efforts to enter the legal field or law-related employment after graduation and to obtain legal experience while enrolled at the School. Recognizing that career development is an ongoing, lifelong process, Concord Career Services provides legal career management tools and resources for its students and graduates. Resources provided include materials and lectures designed to assist in thinking about and planning a legal job search; explore employment opportunities; prepare application documents; and develop and utilize a personal and professional network.

Concord professors host periodic webinars on employment opportunities, which often feature alumni and other experts in a particular field. The School site includes links to Internet and subscription-based resources. Students and alumni also may contact Career Services for individual assistance with their career development.

Note that career services offered by Concord are not an obligation or guarantee of employment. Although Concord will assist students, finding a job is the ultimate responsibility of the student. Concord's programs are designed to prepare graduates to pursue employment in the law, or in related fields. However, Concord does not guarantee that graduates will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

**EJD Program**

Concord's EJD program is designed for individuals who wish to enhance their careers or enter into law-related fields for which a bar license is not required. EJD students and graduates are encouraged to build on their background and experience to achieve their career objectives for their legal education. After the first year of required courses, EJD students have the flexibility to select courses that further their specific career goals.

**JD Program**

Concord's JD program is designed to meet the requirements of the State Bar of California to allow its JD graduates, if all additional requirements are met, to sit for the California Bar Exam. Graduates who pass the California Bar Exam, and meet the other regulatory requirements, are eligible to practice law in California. Although the
JD program is designed to prepare students to sit for the bar exam and bar-taking support is also provided, Concord cannot guarantee students will pass the exam.

Study at, or graduation from, Concord may not qualify a student to take the bar examination or satisfy the requirements for admission to practice law in jurisdictions other than California. A student seeking admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirement for admission to the practice of law.

LLM Program

The Small Business Practice LLM program was developed to provide attorneys and recent law school graduates with focused knowledge and skills to better serve small business clients. In addition to Concord Career Service resources, the LLM program includes a law practice management course.

Student Rosters

Concord maintains student rosters that are separate from the Kaplan University directory. Students may choose to opt out entirely or restrict the information available to third parties. All information posted to the student rosters must comply with School policies, such as the Student Conduct policy, Acceptable Use policy, Family Educational Rights and Privacy Act (FERPA) of 1974, and Statement of Nondiscrimination.

Administrative Offices

Concord's administrative offices are located at 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024. The general telephone number is 310.689.3200, and the fax number is 310.470.3547.

All members of the faculty and administration are available through email, fax, and phone. Student questions, in most situations, are answered in 24 to 48 hours.

Concord maintains student transcripts and student records at this location consistent with the requirements of The Higher Learning Commission, the Distance Education Training Council, and the State Bar of California. Student records, including transcripts, are only released in accordance with the requirements of FERPA.

Student Groups

Concord Law School recognizes and registers student groups that comply with the established procedures for registration of such groups. This registration remains in effect as long as the group conducts itself in accordance with Concord’s policies and procedures. A proposed student group applies to the Dean or the Dean's designee of Students for recognition using the procedures and forms provided on the Concord School site. Once a group is recognized and registered, it must maintain a roster of at least 10 active members at all times. All members must be current JD or EDJ students who are actively engaged in legal studies and who have access to the site. Should the number of active members fall below 10, the group may be delisted. The membership roster on the site is the official roster for group membership.

A recognized student group may use “Concord Law School” in its group's name. Concord supports registered student groups in a variety of ways, including with a link on the Concord School site under the Student Organizations tab, a bulletin board, and other technical support as appropriate. Groups must specifically obtain permission from the Dean or the Dean’s designee of Students to use the Concord Law School logo and may not have any other logo that identifies the group. See the Student Groups tab on the Concord School Site for further instructions on forming official student groups and student group guidelines. All Concord student groups are bound by the Honor Code, the Academic Use policy, the Net Etiquette policy, and any other Concord policies that govern student behavior and communication on the Internet and elsewhere.

Financial Aid Services

Prior to enrolling at Concord, applicants are encouraged to explore all options available to them for financing their education including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by The School's Financial Aid Office to help students understand their options before entering into a contractual agreement. Concord is approved for the following loans and programs:

Loans (available to all students, subject to eligibility requirements)

- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

Other Agencies or Programs

- Promise Jobs
- Veterans Administration Benefits
- 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.

Third-party funding sources may be available to students from outside agencies. Students are encouraged to seek such funding and familiarize themselves with the policies of such agencies. Although the School will assist students in completing necessary forms and will provide any required information to the agency, it is ultimately the student’s responsibility to ensure the agency’s requirements are met. Some alternative loans are only available to pay any direct tuition charges that are not covered by a student’s federal, state, or institutional funding. Students are encouraged to take advantage of federal Title IV funding before making application toward the alternative loan programs. Students and, when applicable, their parents have the right and ability to choose any lender they wish, and the School does not require that any loans be obtained from any particular lender or source.

Satisfactory Academic Progress

Please see the policy specific to your program of study:

Juris Doctor
(http://catalog.kaplanuniversity.edu/Juris_Doctor_SAP.aspx)

Executive Juris Doctor
(http://catalog.kaplanuniversity.edu/Executive_Juris_Doctor_Policies_SAP.aspx)

Master of Laws
NOTICE TO STUDENTS

If you withdraw or are dismissed from the School up through the 60 percent point in any payment period and received federal financial aid in the form of grants or loan funds, federal law requires that the School, and in some cases you, the student, return funds you did not earn to the U.S. Department of Education. In these situations, federal Title IV financial aid must be recalculated. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

1. A determination of the percentage of the payment period or term the student has completed, which is used to calculate the amount of Title IV financial aid the student has earned, will be based on the number of days the student completed up to the last date of academic attendance, divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.)

2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, the student will have earned 100 percent of the federal financial aid funds already disbursed to him/her. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the School to cover tuition charges previously paid by federal financial aid prior to student withdrawal.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student is required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debt balance to the School. If a student earned more aid than was disbursed to them, the School would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

3. If a student plans to withdraw from the School, he/she should Contact the Financial Aid or Business/Bursar's Office to determine the amount of funds that must be returned on the student's behalf, if applicable. All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual attendance is used in calculating any refund amount. Refunds are allocated in the following order:

   1. Unsubsidized Federal Stafford Loan
   2. Subsidized Federal Stafford Loan
   3. Federal Perkins Loan
   4. Federal Parent (FPLUS) Loan
   5. Federal Pell Grant
   6. Academic Competitiveness Grant (ACG; degree programs only)
   7. National SMART Grant (specially identified degree programs only)
   8. Federal Supplemental Educational Opportunity

9. Other Title IV assistance
10. Other state funds (unless otherwise mandated by the state)
11. Private and institutional aid
12. Student

Academic Records/Privacy Policy

Inspection/Review of Academic Records

Students or former students who wish to inspect or review part of their academic record, other than standard transcript information, must make their request in writing in an administrative email or to:

Associate Dean
Concord Law School
10866 Wilshire Boulevard, Suite 1200
Los Angeles, CA 90024
Email: associatedean@concord.kaplan.edu
Fax: 310.470.3547

The request must identify specifically which record(s) the requestor wishes to inspect and whether the inspection of the records will be in person at Concord's Office of Academic Administration in Los Angeles or by receipt of a copy by U.S. mail. If any portion(s) of the academic record requested for review are maintained in electronic format, they will be made available in printed form, in general, or offered by the relevant software application.

Requesting a Review in Person

To request an in-person review, the requestor must suggest the date and time for the review with a minimum of 10 days advance notice. Reviews must take place during the normal business hours of the Office of Academic Administration.

Requesting Copies by Mail

Requests for copies will be answered within 45 days of receipt of the request and are normally sent by U.S. Priority Mail, Certified, Return Receipt Requested. Other methods of delivery are available upon request. Persons requesting copies of their academic record must pay in advance a fee to cover the cost of copying and delivering the documents.

Requests for amendments to any academic records must be made in writing as set forth above. If Concord declines to amend the academic record, a reason will be provided in writing. This decision may be reviewed using the General Report/Complaint Procedures.

Privacy Policy

Concord Law School is committed to honoring a student's privacy while also providing a forum for legal discourse among fellow students and faculty. This policy statement is intended to inform students of what information Concord collects after admission to the School, how Concord uses that information on the School Site, and what information is available to persons other than the School.

The policies and systems are designed to provide students with a private, secure means of interacting and communicating with School faculty, administration, and classmates while utilizing the School Site. In accordance with federal and state law, educational records are maintained at Concord's Administrative Site in Los Angeles, California, and on the School Administrative Site. Within the...
Administrative Site, the security of the student record information is maintained by affording different levels of access for administrators and faculty. Faculty and administrators are afforded the appropriate access to information to assist them in doing their assigned job.

Concord does not release these records to other persons outside the School without written consent from the student or as required by law.

The School Site, www.concord2.kaplan.edu, is also secure. Only persons with digital certificates can access and utilize the site.

1. SITES AND SERVICES TO WHICH THIS STATEMENT APPLIES
Concord students are granted access to the School Site, www.concord2.kaplan.edu. Information submitted to this School Site is not shared with the concordlawschool.edu, info.concordlawschool.edu, kaplan.edu, or kaplanuniversity.edu sites, which may have initially been utilized to research or apply to the School. For information about the Kaplan University Privacy policy, visit www.kaplanuniversity.edu.

2. INFORMATION STUDENTS PROVIDE TO CONCORD VIA THE SCHOOL SITE AND HOW IT IS USED
When students are granted admission into the School, they will be asked to provide certain personal information such as their name and contact information. Concord asks for this to complete enrollment, properly place students in the correct program of study and class group, and allow the School administration to contact students, if needed, throughout their studies with Concord. As part of this process, Concord asks that students notify the administration immediately if they change their email address. This allows the School to contact students in a timely manner.

3. INFORMATION AVAILABLE TO PERSONS OTHER THAN THE SCHOOL
The student's personal homepage requires users to give the School contact information such as their permanent/mailing address, phone, and email address. This information is for School purposes only and is not shared with persons outside the School.

The student's personal homepage also provides a "Roster Info" option that requests information such as name, city, state, email addresses, phone numbers, photograph, occupation, title, company, education, and other information. Each individual item requested is optional. Students may opt out of providing this information, and therefore, it will not be released. Once students voluntarily submit this information to the School, it will be posted and available to other Concord students. If, after submitting this information, students wish to update or delete specific items released, they may do so by returning to the "Roster Info" option.

Entries submitted in discussion boards (such as the Student-to-Student Board) are available to all Concord students. Be aware that discussion boards are for students only and Concord does not control what information is submitted, nor does it censor this site. However, if students become aware of any offensive, harassing, or other communications on these sites, they should report such communications following the procedures set forth in the General Report/Complaint Procedures.

Entries submitted in classrooms are available to all Concord students and faculty. Concord faculty serve as moderators to the chat and monitor the content of direct legal discussions. Moderators may also delete comments and content that is inappropriate or profane.

4. LINKS TO OTHER SITES
Students will find links from the Concord School Site to independently owned, controlled, and/or managed websites that contain content the School believes will be of possible interest and value to students (e.g., the Concord Law Library).

In many cases, these links represent cooperative projects or mutual links established with the organizations connected with these sites. Concord does not control the content of these linked sites. These other sites may send students their own cookies, collect data, or solicit personal information. While Concord identifies sponsor and advertiser areas of its websites, it does not control these cookies or the content of these third parties.

Once students leave Concord servers (students can, in general, tell where they are by checking the URL in the address bar of their browser), the use of any information they provide is governed by the privacy policy of the operator of the site they are visiting. That policy may differ from Concord's. If students cannot find the privacy policy of any of these sites via a link from that site's homepage, they should contact the site directly for more information. Concord is not responsible for the privacy practices or the content of such sites.

5. SECURITY
The importance of security for students' personally identifiable information is of utmost concern to Concord. The School has physical, electronic, and managerial procedures in place to assist in providing the secure transmission of students' information from their personal computers to Concord servers. Unfortunately, no data transmission over the Internet can be guaranteed to be secure. As a result, while Concord strives to protect students' personal information, Concord cannot and does not ensure or warrant the security of any information students transmit to the School and students do so at their own risk.

Concord's policy does not extend beyond its website to anything inherent in the operation of the Internet, except to the extent that this policy applies to how students use their own computers to communicate with the Concord site and its faculty and staff. Concord's policy is also not to be applied in any manner contrary to applicable law or governmental regulation.

6. CONTACT US
If students have questions or concerns regarding this privacy statement, they should contact the School as follows:
Concord Law School
10866 Wilshire Boulevard, Suite 1200
Los Angeles, CA 90024
Tel: 310.689.3200
Email: associatedean@concord.kaplan.edu

Student Conduct and Honor Code

Student Conduct

Concord Law School requires students to conduct themselves at all times in accordance with the professional standards and conduct expected of attorneys and future attorneys. Students who fail to meet
these standards or who disrupt the learning environment, community, culture, or operations of the school, or insult, harm, or harass the School, students, staff, administrators, faculty, or other school-related personnel, may be subject to disciplinary action up to and including dismissal from the School. Without in any way limiting the general requirement of professional conduct, the following illustrate some specific forms of prohibited conduct:

1. All forms of dishonesty including cheating, plagiarism, forgery, and intent to defraud through falsification, alteration, or misuse of Concord Law School or Kaplan University documents (see also the Honor Code).

2. Theft, deliberate destruction, damage, misuse, or abuse of Concord Law School or Kaplan University property or the property of private individuals associated with the University or Concord Law School.

3. Physical or verbal abuse, intimidation, harassment, coercion, stalking, and/or any conduct that threatens or endangers the physical or psychological health/safety of another person.

4. Inappropriate or profane language or behavior that causes a disruption of teaching, research, administration, disciplinary proceedings, or other Concord Law School activities.

5. Unauthorized presence in, or forcible entry into, a Concord Law School facility or Concord Law School-related premises, including event locations.

6. Failure to comply with Concord Law School officials acting within the scope of their employment responsibilities.

7. Failure to comply with all Concord Law School and Kaplan University regulations, whether contained in official school publications or announced as administrative policy by a school official or other person authorized by the Dean of Concord Law School or the President of the University.

8. Violence or threats of violence toward persons or property of students, faculty, staff, Concord Law School, or Kaplan University.

9. Improper use of email, Internet access, and school sites and facilities (see also the Acceptable Use Policy.)

10. Failure to comply with federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials such as computer programs, music, movies, photographs, or written materials.

11. Flagrant or repeated abuse or misuse of school process or resources, including unfounded or vexatious requests or demands.

12. Sharing Concord Law School-provided user name and password information with another person, allowing another to impersonate a student while logged into any school system, or logging into any school system with another person's user name and password.

This Student Conduct Code incorporates Kaplan University student conduct policies, except where inconsistent. The requirements of this Student Conduct Code apply online, in person, at school-sponsored events, and to students undertaking coursework at another institution through arrangements made by or through Concord Law School. The requirements of the Report/Complaint Procedure apply to student conduct-related matters.

**The Honor Code**

**1. STATEMENT OF PURPOSE**

Concord functions on a global campus, with a diverse student population, on a unique asynchronous platform of study modules. These and other unique constraints make an Honor Code core to Concord's educational mission and vital to the integrity of its learning outcomes.

The purpose of this Honor Code is to establish rules and procedures of Concord Law School governing student conduct with respect to academic integrity. As a vehicle through which standards of personal conduct and self-regulation are established, the Code is more than an aspirational goal. Rather, it represents an integral part of Concord's legal educational philosophy. Nowhere is such a system more important than in a profession such as the law, which is so dependent on high ideals of personal ethics. The Code is intended to promote an atmosphere of confidence and trust among students. The governing philosophy and premise of the Code is that students striving to study or enter the legal profession are capable of adherence to ethical standards and the self-regulation of their own conduct. With this goal, above all, students are warned to avoid any actions that give even the appearance of impropriety or reflect negatively on Concord, its educational mission, or its students.

**2. SCOPE**

The Honor Code applies to any academic matter relating to the attendance, enrollment, and performance of a student at the School. An academic matter means any activity that may affect a grade, one's status as a student, another student's entitlement to a legal education, or another student's satisfaction of the requirements for graduation, and includes, but is not limited to:

1. Any application for admission or supporting documentation relating to law school;
2. Any final or midterm examination;
3. Any quiz;
4. Any essay, research paper, or other assignment for a course; or
5. Any misrepresentation concerning GPA, 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.

**3. PROHIBITED ACTIVITIES**

Students shall not give, receive, or solicit aid in completing any graded assignment. Students shall not submit as their own the work of another. Students shall not share, divulge, or discuss the content of any graded assignment (including, but not limited to, Concord’s quiz, essay, midterm exam, or final exam questions) with other students or third parties, either before or after completing the assignment. The “content” includes, but is not limited to, the questions, issues list, model answers, explanations, topics, and the content or language of student answers to the question (whether a student’s own answer or that of another student). The proscribed activities include, but are not limited to, copying, posting, publishing, transferring, and otherwise discussing the content, either in person, by phone, through bulletin boards, via Internet-based discussion groups, or in chat rooms.

The rules against giving or receiving aid and sharing the content of Concord materials are absolute. This prohibition is applicable at all times and in all places—real time and real space, as well as cyber time and electronic space. This
prohibition includes oral, written, and electronic communications of all kinds. This prohibition governs discussions both before and after the completion of any quiz, essay, or exam.

In addition, under no circumstances may a student misuse Concord's proprietary or copyrighted materials.

Instructions provided by the syllabus, an administrator, or a faculty member may modify or abrogate some of the restrictions contained in this section for purposes of that particular course, assessment, examination, or assignment. It is incumbent on the student to communicate in writing with the professor and to be clear about what materials may be shared or passed among others in the class. The burden is on the student to ask, document, and follow the instructions received. Errors of judgment will be read against the student who failed to ask in advance.

The prohibitions described in this section of the Honor Code are examples of violations of the Code and are not meant to be an all-inclusive list of possible Honor Code violations that may occur.

Above all, students are warned to avoid any actions that give the appearance of impropriety or reflect negatively on Concord, its educational mission, or its students. The School reserves the right to determine alleged violations on a case-by-case basis. Without limiting, in any way, Concord's right to enforce the Honor Code, the following examples are offered to enhance understanding and facilitate compliance with the Honor Code:

A. Final and Midterm Examinations

Unless specifically permitted to do so by specific written instructions of the professor or School administration, it is a violation of the Honor Code, in connection with a midterm or final examination, to:

1. Communicate with anyone about a midterm or final examination, except the School administration or the Technology Department, during the midterm or final examination;
2. Give, receive, or solicit aid during any midterm or final examination;
3. Use any materials during any midterm or final examination not specifically permitted in writing by the professor;
4. Begin reading any part of the midterm or final examination prior to the start of the midterm or final examination;
5. Continue writing or typing any final or midterm examination answer when the midterm or final examination time has expired;
6. Retain examination questions beyond the time when examinations have been completed or transfer copies of any examination to another person;
7. Discuss with, or otherwise communicate, by any medium or in any forum, to any person, the content of the exam question or questions, explanations, topics, list of issues, model answer, the student's own answer, or any other student's answer before or after the exam (the phrase "content of the exam" includes, but is not limited to, the following: any communication of the exam question or topic, issue list or summary, model answer, or any student answer to the exam question as provided in section 3 of the Honor Code);
8. Discuss the midterm or final examination with the professor after the midterm or final examination and before the grade(s) have been submitted;
9. Engage in any conduct prior to, or during, the midterm or final examination that unreasonably interferes with another student's ability to concentrate or otherwise complete the midterm or final examination; or
10. Engage in any other conduct in the preparation or taking of a midterm or final examination that gives a student an unfair advantage or seeks to hinder or harm another's ability to do his or her best.

B. Other Assessments (Quizzes, Essays, Papers, and Other Assignments)

Unless specifically permitted to do so by specific written instructions of the professor or School administration, it is a violation of the Honor Code, in connection with an assessment, to:

1. Communicate with anyone about the assessment, except the School administration or the Technology Department, during the assessment;
2. Give, receive, or solicit aid during any assessment;
3. Use any materials during any assessment not specifically permitted in writing by the professor or administration;
4. Transfer copies of any assessment, model, or student answer (the student's own answer or another's) to another person;
5. Discuss with, or otherwise communicate, by any medium or in any forum, to any person, the content of the assessment, explanations, topics, list of issues, model answer, the student's own answer, or any other student's answer before or after the assessment (the phrase "content of the assessment" includes, but is not limited to, the following: any communication of the assessment question or topic, issue list or summary, model answer, or any student answer to the assessment as provided in section 3 of the Honor Code);
6. Discuss an assessment with the professor before or after completion of the assessment and before the grade(s) have been submitted;
7. Engage in any conduct prior to or during an assessment that unreasonably interferes with another student's ability to concentrate or otherwise complete the assessment; or
8. Engage in any other conduct in the preparation or taking of an assessment that
gives a student an unfair advantage or seeks to hinder or harm another's ability to do his or her best.

C. **Academic Record**
Students are prohibited from purposely, knowingly, or intentionally misrepresenting factual information about the academic performance or record of any student including a student's own academic record.

4. **PERMITTED ACTIVITIES**
The situations described in this section of the Honor Code are examples of activities that do not constitute a violation of this Honor Code if conducted as described. Other activities may be permissible. The School reserves the right to determine alleged violations on a case-by-case basis. Before taking any action involving sharing or publishing any of Concord's curricular material, students should ask a Law Advisor for assistance in understanding and applying the Honor Code. In case of doubt, the burden is on the student to ask, document, and follow the instructions received. Errors of judgment will be read against the student who failed to ask in advance. Note that issues of copyright, appropriate use of electronic communications, and privacy may also be present in these situations, and students should take care to comply with the law and School policies in those areas. Without limiting, in any way, Concord's right to enforce the Honor Code, the following examples are offered to enhance understanding and facilitate compliance with the Honor Code:

A. **Administrators and Faculty Members**
Students may discuss or communicate about quizzes, essays, exams, and other assessments only as follows:

1. With an administrator at any time, including the technical support staff, about access issues;
2. With their professor, but only after the grade(s) have been recorded; this maintains student-professor anonymity in grading;
3. With any person if given explicit written permission by an administrator or a professor;
4. In a chat specifically established to go over the material, for example, a midterm or other assignment, with the explicit permission of the professor or the administration;
5. With the Honor Code Committee as a whole (but not with its members individually), as requested and directed in the course of Honor Code Committee proceedings; or
6. In other circumstances that shall from time to time be explicitly raised and formally given an exception in writing by a professor or administrator.

B. **Study Groups**
Students in study groups are bound by the Honor Code in regard to all Concord materials, questions, answers (their own or those of others), model answers, issues lists, explanations, topics, and outlines, as described in section 3 of the Honor Code, except that individual students and study groups may freely and fully share, subject to copyright and any other intellectual property law limitation, any and all of the following:

1. Computer-Assisted Legal Instruction (CALI) exercises and materials
2. Study questions in any textbook
3. Any and all hornbooks or treatises
4. Start on Skills (SOS) essays and sample answers (Concord's own voluntary, study-group based essay materials)
5. Concord Essay Outreach (CEO) essay questions and answers (available on the site)
6. Concord First (CF), Concord's unique FYLSE preparation materials (available on the site)
7. Any questions, whether multiple choice or essay, that a study group prepares on its own (the group may even write multiple-choice questions and sample essays and trade them with another study group), so long as these materials do not contain prohibited content
8. Any outlines, flashcards, or other study aids that a study group prepares on its own (the group may even create these tools and trade them with another study group), so long as these materials do not contain prohibited content
9. Commercial materials (PMBR "Finals," PLI materials, etc.) available online for purchase (although of differing quality and purpose), from outlines, to case notes, to multiple-choice collections, to compendiums of essays, to flash cards, etc. (There are print sources, CDs, audiocassettes, and videos as well as resources available on the Internet.)
10. Materials purchased in advance from a Bar Review (Many Bar Examination preparation courses offer early admission, for a reduced fee, and as a part of early enrollment, provide law outlines and practice questions for the subjects tested on the FYLSE or the State of California Bar Examination.)

C. **Tutoring Other Students**
Individuals and study groups may tutor other Concord and non-Concord students, but under no circumstances may any Concord materials—including, but not limited to, lectures, quizzes, essays, or exams—be used in this endeavor, whether conducted pro bono or for a fee. Students tutoring other students should comply with all of the prohibitions in section 3 of the Honor Code at all times.

5. **ADDITIONAL VIOLATIONS**
A. **Failing to Report an Honor Code Violation Is, Itself, a Violation**
   If a student has reason to believe that a violation of the Honor Code occurred during the course of an examination, quiz, essay, paper, practicum, or assessment, it is the student's obligation to report it. If a student has reason to believe that a violation of the Honor Code occurred in any forum, in any place, under any circumstances, by any means, it is the student's obligation to report it following the procedures set forth in the General Report/Complaint Procedures.

B. **False Statements**
   The Honor Code imposes upon students the same duties of honesty in fact and complete candor that are owed by attorneys in practice. Students have an affirmative duty, on their own initiative, to correct any misunderstanding, misrepresentation, or misstatement that they reasonably believe may have occurred in any context or communication they participated in with Concord's administration, staff, or faculty. By way of illustration and not limitation, it is a violation of the Honor Code to:
   
   1. Purposely, knowingly, or intentionally make any false statement of fact, material or immaterial, to any member of the Concord administration or faculty including any member of the Honor Code Committee. This includes, but is not limited to, making a false Honor Code accusation about any other Concord student.
   
   2. Fail or refuse to cooperate with any Honor Code investigation or proceeding.
   
   3. Purposely, knowingly, or intentionally mislead, by omission or affirmative statement, any member of the Concord administration, staff, or faculty, or any member of the Honor Code Committee, during the investigation of an Honor Code matter or any portion of an Honor Code proceeding.

C. **Abuse of Honor Code Process**
   Students making bad-faith reports of violations abuse the Honor Code process and may themselves be found in violation of the Honor Code.

6. **ENFORCEMENT**
   
   A. **Notice**
   A notice shall be placed on each examination, quiz, or assignment, advising students that the final examination, midterm examination, quiz, practicum, or assignment is being conducted under the terms of the Honor Code. To complete the examination, students are required to restate their understanding of and assent to the provisions of the Honor Code and acknowledge receipt of the notice.

   B. **Reporting Obligation and Procedure**
   If a student has reason to believe that a violation of the Honor Code occurred in any forum, in any place, under any circumstances, by any means, it is the student's obligation to report it. Remember, however, that a formal report is a serious matter and deserves due consideration of the possible consequences.
   If a student has reason to believe that a violation of the Honor Code occurred in any forum, in any place, under any circumstances, by any means, it is the student's obligation to report it following the procedures set forth in the General Report/Complaint Procedures.

C. **Sanctions**
   One or more of the following sanctions may be imposed for Honor Code violations:
   
   1. Dismissal from the School;
   
   2. Suspension from the School for a specified time period;
   
   3. Mandatory failing grade in all courses involved;
   
   4. Written reprimand, either temporary or permanent; or
   
   5. Any other sanction the Associate Dean finds just and appropriate under the circumstances.

D. **Questions**
   Any questions about the interpretation or application of the Honor Code should be addressed to the Honor Code Committee through the Administrative Question email link from the student's personal homepage

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**Statement of Nondiscrimination**

Concord Law School 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.

Concord'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

Concord is committed to full compliance with these laws. Pursuant to
the Rehabilitation Act of 1973 (Section 504) and the 1990 Americans With Disabilities Act (ADA), Concord will provide reasonable and individualized academic accommodations for students who provide proper documentation outlining their disabilities and request reasonable and appropriate accommodations. Because each student’s disabilities may differ in degree and impact, reasonable accommodations will be made on an individual basis. However, it is the responsibility of persons with disabilities to seek available assistance and make their needs known at the time of enrollment or as the need arises due to disability. Documentation to support the disability must be provided to Concord at the time of the request. Information pertaining to a student’s disability is voluntary and confidential. If this information is supplied, it will be used to seek to overcome the effects of conditions that limit the participation of qualified disabled students.

Questions regarding Concord’s Statement of Nondiscrimination or about ADA accommodations may be directed to:
Associate Dean
Concord Law School
10866 Wilshire Boulevard, Suite 1200
Los Angeles, CA 90024
Tel: 310.689.3200
Email: associatedean@concord.kaplan.edu

Petition and Report and Complaint Procedures

Policy on Petitions Not Related to Grade Reviews

Students may petition for an exception to or waiver of the School policies set forth in this Catalog, except for policies relating to Title IV federal financial aid eligibility. Petitions related to program completion and graduation requirements will only be considered in regards to extensions of time to complete a Concord program.

Petitions seeking an exception to policies related to academic standing, disqualification, and advancement shall be submitted via the Petition—Associate Dean form which may be found on the school site using the Administrative Forms link under the Student Services heading or by requesting a copy from school administration at administration@concord.kaplan.edu or 310.689.3200. These petitions shall be reviewed by a committee of faculty appointed by the Dean or the Dean’s designee. Petitions seeking an exception to administrative policies, such as exam rescheduling, late enrollment, and readmission requirements, may be submitted via the Petition—Associate Dean form, by email, or by fax. These petitions shall be reviewed by the Associate Dean for the program, the Associate Dean’s designee, or a committee convened by the Associate Dean. For programs where there is no Associate Dean, the Program Director will have the same authority as an Associate Dean for a program. The grant of any petition is at the sole discretion of the School.

Policy on Petitions for Grade Reviews

Students may petition for review of course grades only. No petitions regarding grades on interim assessments will be considered except as part of a petition regarding a course grade. Petitions for grade reviews shall be submitted on the Petition for Academic Review form which can be found on the school site using the Administrative Forms link under the Student Services heading or by requesting a copy from school administration at administration@concord.kaplan.edu or 310.689.3200.

Grade appeals will be considered only on the grounds of unfairness, departure from the grading policy, or mistake by the School. Students seeking a review of a course grade bear the burden of establishing the grounds for a grade change and should expect to provide supporting documentation. Concord supports the academic freedom of its faculty and the mere fact that a higher grade was possible is not, in and of itself, a reason for a grade change.

GENERAL REPORT/COMPLAINT PROCEDURES

The following are the School’s standard procedures that govern reports of alleged violations of the Student Conduct Code, Honor Code, Privacy Policy, Acceptable Use Policy, grievance policy, and any other matter deemed appropriate for these procedures by the Associate Dean.

1. A student who wishes to report an alleged violation or incident that may merit action by the School shall submit an email message requesting a reporting form to: associatedean@concord.kaplan.edu. Only reports and complaints made using this form shall be considered by the School.

2. Upon receipt of a completed reporting form, the Associate Dean may choose to resolve the matter based upon the facts alleged in the report or the Associate Dean may appoint a committee of one to three faculty members and/or administrators to investigate and recommend to the Associate Dean the appropriate resolution. Any committee so appointed by the Associate Dean shall conduct itself as follows:

a. If the committee concludes upon preliminary investigation that no further action is warranted, the committee shall provide the Associate Dean with written findings of fact and conclusions. Should the Associate Dean agree with the committee, no further action need be taken unless the Associate Dean deems additional action, such as a notice to the School, is appropriate.

b. If the committee concludes that there are reasonable grounds to believe a possible violation has occurred, the committee shall give notice to the student(s) that there is an investigation pending, the factual basis for the investigation, and an opportunity to respond. Each committee may adopt specific procedures as it deems necessary for the proper conduct of its proceedings, as long as the procedures provide notice and an opportunity to respond.

c. Upon the completion of any additional investigation, including review of any responses submitted by the student(s) in question, the committee shall make written findings of fact and conclusions and recommend a course of action to the Associate Dean. Upon the Associate Dean’s approval, the committee shall notify all appropriate parties of its findings of fact and conclusions as well as the discipline to be imposed or the consequent action, whichever is appropriate.

3. Students do not have the right to be represented by counsel in any School investigation, hearing, or other proceeding.

4. There is no appeal of the decisions resulting from any of these proceedings. However, allegations by a student that any committee proceedings were tainted by serious misconduct or conducted arbitrarily and capriciously, resulting in abuse of discretion, may be raised under the procedures for Review by the Dean. A request for Review by the Dean must be filed within 30 days of the date of the decision. The burden is on the student to establish by clear and convincing evidence that misconduct by the committee, or any member thereof, occurred and that only as a result of
If the complaint cannot be resolved after exhausting the School's grievance procedures, the student may file a complaint with the New Mexico Higher Education Department. Students may obtain the required forms and information to file the complaint at www.hed.state.nm.us.

**For Wisconsin residents only:**

Any questions or concerns about Concord Law School that have not been satisfactorily answered or resolved by the School should be directed to the Wisconsin Educational Approval Board. Their address is:

210 West Washington Avenue, 3rd Floor
Madison, WI 53703
Tel: 608.266.1996
Email: EABmail@eab.state.wi.us

**Technology Requirements and Acceptable Use**

**Equipment, Internet Connection, and Technological Competency**

The computer equipment utilized to access Concord's online program must meet the minimum requirements below. Elective courses may have additional requirements. Note: the computer and software requirements may evolve during a student's course of studies, in particular, as third party vendors discontinue support for older versions of a product.

**INTERNET CONNECTION**

- A dedicated, reliable connection to the Internet consisting of at least a 1.5 Mbps modem or faster
- An email address for the exclusive use of the student that will accept all emails, including attachments, from the domain names concord.kaplan.edu and kaplan.edu (Note: students are presumed to receive the messages sent to designated email addresses. It is the responsibility of the student to ensure that messages from Concord Law School are not blocked and that the mailbox is not too full to receive messages.)
- It is the responsibility of the student to have constant and reliable access to a network that does not block Adobe Flash content.

Note: some private, company, military, and governmental networks may block Flash content due to security and bandwidth concerns.

**PC REQUIREMENTS**

**System Requirements**

- Windows 7 or a more recent version with the operating system's recommended requirements for processor and hard drive (see the Microsoft website for additional requirements; Windows Surface tablets [Windows RT] are not supported)
- 4 gigabytes (4 GB) of system memory
- A printer
- A USB headset microphone
- A webcam (please note not all professors are currently using a webcam; however, opportunities for this type of interaction will increase)
Additional Software Requirements

- *Internet Explorer 8.0 or higher or the most recent version of Firefox (Internet Explorer 10.0, Google Chrome, Safari, and Opera are currently not supported)*
- *The latest version of Adobe Flash Player*
- *DigitCert Personal Digital Certificate*
- *MS Word 97 or a more recent version or a word processor that can create files with the following extensions: .doc (MS Word 97 through MS Word 2003), .docx (MS Word 2007), or standard .rtf (rich text format)*
- *The latest version of Adobe Reader*
- *A current antiviru...t and a current antispyware program*

**APPLE MACINTOSH REQUIREMENTS**

**System Requirements**

- *Mac OS X 10.8 or a more recent version with the operating system's recommended requirements for processor and hard drive (See the Apple website for additional requirements)*
- *4 gigabytes (4 GB) of system memory*
- *A printer*
- *A USB headset microphone*
- *A webcam (please note not all professors are currently using a webcam; however, opportunities for this type of interaction will increase)*

**Additional Software Requirements**

- *The most recent version of Firefox (Google Chrome, Safari, and Opera are currently not supported)*
- *The latest version of Adobe Flash Player*
- *DigitCert Personal Digital Certificate*
- *MS Word 97 or a more recent version or a word processor that can create files with the following extensions: .doc (MS Word 97 through MS Word 2003), .docx (MS Word 2007), or standard .rtf (rich text format)*
- *The latest version of Adobe Reader*
- *A current antiviru...t and a current antispyware program*

**TECHNOLOGICAL COMPETENCY**

- *Ability to use email to correspond with faculty, staff, and students*
- *Ability to access, create, and save documents in MS Word or other programs in standard .doc, .docx, or .rtf (rich text format) files (this includes the ability to cut-and-paste, edit documents, and search for files)*
- *Ability to browse the web*
- *Ability to run antiviru...t and a current antispyware program*
- *Ability to play Adobe Flash Player files*

Note: some courses and programs may have additional software and hardware requirements.

**Acceptable Use Policy**

Concord Law School operates in a virtual environment. All students, faculty, and any other user of the secure school site shall:

1. **NO IMPROPER USE OF CONCORD LAW SCHOOL’S INTELLECTUAL PROPERTY**

   The Concord Site contains textual, graphic, and audiovisual materials (“Site Materials”). Concord owns or licenses all intellectual property rights in such Site Materials. Concord students shall abide by all laws and regulations protecting such intellectual property rights including all copyright notices and restrictions contained in the Site Materials. Respect for the intellectual property rights of others is particularly essential given the fact that Concord is a law school and many students may become members of the legal profession.

   Students may reproduce Site Materials only (1) for personal, noncommercial, and educational purposes; (2) in the number necessary for these purposes; and (3) without altering the text or removing any trademark, copyright, or other notice displayed on the copies. If students have any doubt as to whether it is permissible to copy Site Materials, they should contact the Concord administration to request clarification.

   Other than such permitted copying, students may not copy, distribute, save or collect into a database, display, perform, create derivative works of, transmit, or otherwise use any Site Materials (including computer programs or other code).

2. **NO DISPLAY OF CONCORD TRADEMARK OR TRADE NAME WITHOUT WRITTEN PERMISSION**

   Concord Law School, the Concord Logo, and other logos and indicia on the Concord Site are trademarks owned by Concord Law School (“Concord Trademarks”). Improper use of the Concord Trademarks can affect Concord’s academic reputation as well as its trademark rights. Accordingly, students may not display or otherwise use the Concord Trademarks unless they first obtain written permission from Concord Law School, which Concord may grant or withhold at its sole discretion.

3. **USE OF ROSTER INFORMATION**

   Concord students are given the option of disclosing contact information to the rest of the student body (“Roster Information”). Roster Information is released solely to permit Concord students to contact each other for personal, educational, and noncommercial reasons such as forming study groups, communicating regarding personal or educational issues, or participation in Concord student organizations and activities.

   Students may not use the Roster Information to send any unsolicited communications, chain letters, spam, commercial solicitations, or any other bulk, unsolicited messages to their fellow classmates. Students may not enter Roster Information into a database, “spider” Roster Information, or otherwise extract Roster Information.
through automated means.

For postings that are directed to the general student body, such as notices regarding bar review preparation programs, invitations to join study groups, or invitations to form content-based interest groups, students may submit a posting to the Connector Classifieds.

4. NO ENTRY INTO SECURE AREAS
The Concord Site contains some areas to which access is restricted to authorized employees and certain students. Unless students are so authorized, they may not enter these online areas. If students inadvertently gain access to a restricted area, or if they become aware of others who have gained unauthorized access, they must immediately inform the Concord administration.

5. NO SHARING OF STUDENT PASSWORDS
Each student is responsible for maintaining the security and secrecy of his or her password, digital certificate, and any account information. Sharing this information is strictly prohibited.

Each student is provided a password for use as a Concord student that authorizes the designated student, and only that designated student, to enter the Concord Law School site. If a student shares his or her student ID and password with spouses, family members, friends, or others, that student gives access to services that they are not authorized to use.

Students should remember to log off or sign out of the School Site and close their browser window when they have finished their work. This practice ensures that others cannot access the School Site or personal information and correspondence. The risk of inadvertent sharing is particularly acute if the computer is accessible to others, shared with someone else, or located in a public place.

6. CHAIN EMAIL, HOAX OR ACTIVE VIRUSES, WORMS, AND OTHER DESTRUCTIVE PROGRAMS ARE STRICTLY FORBIDDEN
It is strictly forbidden to introduce viruses (whether active or hoax), worms, Trojan horses, or any other such destructive files into the School Site. Such activities are illegal and violators will be referred to the appropriate civil or criminal authorities. It is also strictly forbidden to send email bombings, chain emails, or other types of large emails that may disrupt the operation of the School Site. Any such activities are subject to disciplinary action, up to and including permanent dismissal.

7. USE ELECTRONIC COMMUNICATIONS RESPONSIBLY AND WITH CIVILITY
The School values freedom of expression and encourages diverse viewpoints endemic to an academic institution and the legal community, but a value of equal importance is treating others with civility and respect. Students, faculty, and staff should honor both these principles when sending electronic communications within the Concord Law School community.

Because Concord 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 Concord Site, including any message boards, bulletin boards, or forums that are part of that site, in an effort to ensure that offensive, harassing, or other communications jeopardizing the integrity of the School have not been made available to other students. Sending repeated and unwanted messages to a specific individual or individuals through the Concord Site with the intent to harass or threaten constitutes harassment. Such conduct is grounds for disciplinary proceedings. If students become aware of any such communication, they should promptly report such communication pursuant to the procedures set forth in the School's General Report/Complaint Procedures.

8. PROCEDURES FOR VIOLATIONS
If a violation of any provision of this Acceptable Use Policy is determined after a full investigation, including an opportunity for the violating individual to respond to the charges, Concord Law School may impose one or more of the following disciplinary measures:
(1) a formal reprimand to the student involved; (2) a temporary suspension from the School; or (3) permanent dismissal.

Note that, for JD candidates, such behavior may jeopardize a student's ability to meet the moral character requirement to be admitted to the practice of law. Further, note that any activity that is illegal under local, state, or federal law may also be referred to the relevant authorities.

Tuition and Fees

A nonrefundable $75 application fee is required to be considered for admission to the JD or EJD program. Effective June 1, 2010, the annual tuition is $9,984. For new and renewing students there is a $100 registration fee. Any units taken above 24 units annually are charged at the rate of $416 per unit.

Tuition increases will typically occur at the beginning of June. Some upper-division electives offered in partnership with other law schools require a one-time program fee in addition to the Concord tuition rate or alternatively the tuition rate of the partner school.

Tuition for the LLM program is charged per unit of credit. Effective June 1, 2010, the per-unit rate is $900, for a total program cost of $21,600. Students who enroll in terms that start in 2013 or 2014 will receive a $300 per credit tuition discount for a total program cost of $14,400. Students must be continuously enrolled to be eligible for the discount for their entire program.

Access to the Internet curriculum begins at a prescribed time when all tuition and orientation obligations are met. The above tuition and fees do not include the student's own cost of textbooks, computer equipment, Personal Digital Certificate, an online provider to access the curriculum, and certain student services fees. These costs are estimated to be:

- Textbooks: $1,000 per year
- Computer equipment: $1,000
- Online provider: $239 per year
- Personal Digital Certificate: $20.00 per year
- MS Word or other.doc/.docx-compatible word processing program (market price)

Miscellaneous Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript ordering fee (transcript ordering is an optional service that may be requested by applicants)</td>
<td>$35</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$25</td>
</tr>
<tr>
<td>Official transcripts (unofficial transcripts are available through the student homepage/good standing letter)</td>
<td>No charge for the first copy; subsequent copies are $5 each</td>
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<tr>
<td>Service</td>
<td>Fee</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Deferment request—within 2 weeks after acceptance</td>
<td>$75</td>
</tr>
<tr>
<td>Deferment request—more than 2 weeks after acceptance but before start of term</td>
<td>$150</td>
</tr>
<tr>
<td>Deferment request—after start of term</td>
<td>$250</td>
</tr>
<tr>
<td>Petition for special treatment</td>
<td>Petitions to be exempted from School policies set forth in this catalog may have, as a condition of approval, the payment of fees up to $250 to offset administrative costs</td>
</tr>
<tr>
<td>Degree audit/diploma order</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation ceremony tickets</td>
<td>$135 to participate in the ceremony; this fee includes up to four tickets</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>$150 after the close of registration but more than 14 days before the designated start date of the term; $250 within 14 days of the designated start date of the term</td>
</tr>
</tbody>
</table>
Program Objectives

Concord delivers a sound program of legal education that compares favorably to programs offered by traditional, fixed-facility schools. While these Concord programs are designed to prepare graduates to pursue employment in their field of study, or in related fields, Concord does not guarantee that graduates will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

Students seeking to practice law and develop a wide range of career opportunities should enroll in the Juris Doctor program. The JD program focuses on the knowledge and skills necessary to be a responsible and effective member of the legal profession. Law study and the JD degree have also been widely recognized as providing a foundation for individuals who work in business, government, education, and public interest positions.

The JD program at Concord strives to develop students' abilities, skills, and perspective in legal fundamentals, professional and practical skills, and critical thinking skills.

Please see Required Disclosures (http://catalog.kaplanuniversity.edu/CLSOverview.aspx) underneath the Concord Law School Overview section.

Admissions

First-year students may begin their program of study on one of four start dates during the year: January, April, June, or September. Upper-division students may begin their program on one of two start dates during the year: winter (usually January) or summer (June or July).

JD Program

Applicants who have earned a bachelor's degree from a regionally or Distance Education Training Council (DETC)-accredited institution approved by the State Bar of California will be considered for admission to Concord's law programs. Applicants who have earned a bachelor's degree from an institution accredited by an accrediting organization recognized by the U.S. Department of Education, and who have met the prelegal education requirements of the State Bar of California, may also be considered. In addition to Concord's admissions requirements, all applicants must also meet the statutory requirements for prelegal education required by California law and State Bar Rules. In general, students must have a 3.0 or better cumulative GPA from their undergraduate work.

Applicants must also complete Concord's online admissions test. The Law School Admissions Test (LSAT) is not required, but Concord applicants who have taken that test may also submit those scores.

Applicants must complete a telephone interview, which is crucial to determining applicants' motivation, desire to succeed, and suitability for distance learning. An applicant's completed application and admissions file is then reviewed and decided by the School's Admissions Committee, or its designee, who will decide whether to admit the applicant to the program.

Applicants who have completed their undergraduate and/or graduate study outside the United States must have their study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by having earned a TOEFL score of 550/213/80 or higher or completion of at least 2 years of college-level study within the United States. All courses offered are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the School's interview and application process.

Concord Admissions Advisors are available to provide additional information on Concord's admission requirements. For more information about the requirements of the State Bar of California, contact it directly at 213.765.1500 or via its website at www.calbar.ca.gov.

Application for Readmission

Former students who wish to return to Concord in the JD program after withdrawing or having been dismissed should contact the Administrative Office in Los Angeles for application documents.

Students Who Withdraw

Students who withdraw from their program within the first 4 weeks of the term may apply for readmission and enroll in a term that begins a minimum of 6 months from the date of withdrawal.

For example, a student who begins his or her studies in April and withdraws within the first 4 weeks of the term may apply for readmission and enroll in a term that begins as early as January of the next year.

Students who withdrew from their program after the first four weeks of the term may apply for readmission and enroll in a term that begins a minimum of 12 months from the date of withdrawal.

For example, a student who begins his or her studies in April and withdraws in June may apply for readmission and enroll in a term that begins as early as the following June.

Students Who Are Dismissed

Students who are dismissed from Concord for nonattendance, failing to progress in their studies, financial reasons, or other nonacademic reasons may apply for readmission and enroll in a term that begins a minimum of 12 months from the date of their dismissal.

Please see the example above concerning a student who withdraws after the first 4 weeks of the term.

Students who are dismissed for academic or student disciplinary reasons may apply for readmission and enroll in a term that begins a minimum of 24 months from the date of their dismissal.

For example, a student who is dismissed in June 2012 may apply for readmission and enroll in a term that begins as early as June 2014.

Guideline 5.34 of the Guidelines for Unaccredited Law School Rules states:

5.34 Admission of Applicants Previously Disqualified for Academic Reasons.

Applicants previously disqualified for academic reasons may be granted admission when there is an affirmative showing by the applicant that he or she possesses the requisite ability for the study of law. Such a showing may be made:

(A) At any time, if the applicant presents credible evidence that the prior disqualification was not caused by the applicant's lack of capacity for the study of law, but resulted from a traumatic event or serious hardship that prohibited the applicant from performing at her or his normal level; or

(B) After at least two (2) years have elapsed since the disqualification, if the applicant demonstrates that work, study, or other experience during the interim has resulted in a stronger potential for law study than the applicant exhibited at the time he or she was previously disqualified for academic reasons.

In each case, the Dean or Admissions Officer must sign and place in the applicant's file a statement of the reasons for admitting the
Curriculum

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor, Executive JD, and LLM degrees. Unlike most of its fixed-facility counterparts, Concord utilizes technology and the Internet to communicate its instructional material and enhance and streamline the learning process.

Concord’s course of study is presented in a variety of formats. The casebooks and other textbooks required in the Concord programs are those regularly used at law schools nationwide. Lectures are presented over the Internet while assignments are researched and prepared using electronic research engines. Students may access lectures, curriculum, and the law library virtually 24 hours a day, 7 days a week. In addition, Concord professors conduct classes over the Internet. Students are required to complete online course modules that include multiple-choice tests and essays.

JD PROGRAM

The JD program at Concord is a 92-unit, 4-year program. Students are required to successfully complete at least 22 to 24 units of coursework between 48 to 52 consecutive weeks each year. The program consists of required courses and electives. Graduates of this program will have met the legal education requirement of the Committee of Bar Examiners of the State Bar of California and may apply for admission to the State Bar of California.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Contracts</td>
<td>Civil Procedure</td>
<td>Corporations</td>
<td>Community Property</td>
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<tr>
<td>Torts</td>
<td>Constitutional Law</td>
<td>Evidence</td>
<td>Wills and Trusts</td>
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<tr>
<td>Criminal Law</td>
<td>Real Property</td>
<td>Professional Responsibility</td>
<td>Remedies</td>
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<tr>
<td>Legal Writing and Test Taking</td>
<td>Criminal Procedure</td>
<td>Legal Analysis and Writing</td>
<td>Capstone</td>
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<td></td>
<td>Legal Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>No Electives</td>
<td>No Electives</td>
<td>2 – 4 Units</td>
<td>6 – 8 Units</td>
</tr>
</tbody>
</table>

Policies

Academic Information Policies

Academic Year and Enrollment Status

The academic year for JD students is 51 weeks. Concord is required on different occasions to report the number of students in full-time or part-time status. A student’s enrollment status can impact financial aid eligibility.

The Veterans Administration may have different definitions for full-time and part-time status. Students receiving veterans benefits should talk to the School’s Certifying Official.

The reference to “term” is for the 51-week term for JD students. Concord measures its programs in semester credit hours.

• Full time = 22 credit hours per term
• Three-quarter time = 16 credit hours per term
• Half-time = 11 credit hours per term

Add/Drop Policy for Courses

Required courses in the JD are not subject to the Add/Drop policy. Students enrolled in the JD program are responsible for ensuring that they are carrying sufficient units for a “qualifying year of law study” as required by the State Bar of California.

After the term begins, students will have a 14-day add/drop period in which to change an elective choice. Only one “add/drop” is permitted per term. The course dropped under this policy within the 14-day period will not appear on the student’s transcript.

Academic Standards and Academic Dismissals

General Requirements

To maintain good academic standing in the JD program at Concord, JD candidates must actively progress toward the completion of each academic year as required by the State Bar of California. Students must maintain a module pace dictated by State Bar of California rules that require students to complete their studies (a minimum of 864 hours of Concord curriculum) within 48 to 52 weeks in each year of the program.

First-Year Requirements

JD students in the first academic year must pass every course with a “C” or better to receive credit for the units studied at Concord and for Concord to certify the student for the First-Year Law Students’ Examination (FYLSE), as required by the State Bar of California. A grade of “C-” or any “D” grade (which includes “D+,” “D,” and “D-”) will be considered a failing grade, and the student will earn credit for only half of the total number of hours possible for that course. Any student who receives a grade of “F” earns no credit for that course.

For first-year students only:

Should the student fail any individual course (receive a grade below a “C”), he or she will not be certified for the FYLSE and will be dismissed from the JD program.

Students dismissed from the JD program for failing to achieve a “C” or better in each first-year course may petition to continue law study at the School in the EJD program. Credit for courses completed in the JD program with a “C” or better will be transferred to the EJD program. Transfer credit for courses in which the student received a grade lower than a “C” will be reviewed and granted at the discretion of the Associate Dean of the EJD program.

Upper-Division FYLSE Requirements

JD students are required to take and pass the FYLSE unless they qualify for an exemption based upon attendance at a prior law school or because they have already passed the FYLSE.

First-year Concord JD students awaiting the next administration of the FYLSE, or awaiting results, are permitted to enroll in their second-year courses, provided that the student is otherwise in good standing at Concord. While a JD student is permitted to continue and complete the second year of studies while the second or third administration to pass the FYLSE is pending, under no circumstances may a student begin the third year at Concord in the JD program without successfully passing the FYLSE.

JD students who are repeating the second year because they passed the FYLSE on a fourth or subsequent administration are considered not in compliance with the Satisfactory Academic Progress policy set forth in this Catalog. JD students who fail to pass the FYLSE within three consecutive administrations of first becoming eligible to take the examination are automatically dismissed from the JD program.

Dismissed JD students will be permitted to continue law study in the nonbar-track EJD program as long as they are in good academic
standing at Concord and meet the criteria established by the EJD program for transfer. Students should contact administration or the Director of EJD Student Affairs for more information. Students who transfer to the EJD program (nonbar track) may not transfer back to the JD program (bar track). [See California Business and Professions Code, Section 6060; Title IV, Division 1, of the Rules of the State Bar of California (Admission Rules); and Unaccredited Law School Rules and Guidelines.]

General Upper-Division Requirements

Upper-division JD students will earn full credit and hours for all courses in which a grade of “C-” or better is achieved. Any student who earns any “D” grade (which includes “D+,” “D,” and “D-”) will earn credit for only half of the total number of hours possible for that course. Any student who receives a grade of “F” earns no credit for that course.

If an upper-division student’s cumulative GPA falls below a “C” (2.0), the student shall be placed on academic probation for the subsequent year of his or her studies at the School. Upper-division students who are repeating a year because they have failed the year (see below) are automatically placed on academic probation regardless of their cumulative GPA. While on academic probation, a student who fails to attain a cumulative average of “C” for the academic year is subject to dismissal from Concord.

Upper-Division Students Who Fail a Year

Upper-division students who fail to complete the minimum number of units required for a “qualifying year of law study,” under the rules of the State Bar of California, may continue their studies at Concord but will have to make up the failing year of law study. The course load for the makeup year will be constituted as follows: 1. Any course in which the student received a grade of “C-” or lower in the failing year must be repeated under the Retaken Work policy. 2. Any course in which the student received a grade of “C” or better in the failing year may be repeated under the Retaken Work policy, at the option of the student, as long as the current course offerings at Concord will allow that student to successfully complete 4 qualifying years of law study. Students shall be allowed to make up 1 year of law study. Students who achieve another failing year are subject to dismissal from Concord.

SAP

Satisfactory Academic Progress

Students who are not in compliance with the Satisfactory Academic Progress policy and who wish to continue their studies are no longer eligible for financial aid.

Concord’s nonstandard academic term has two payment periods: one payment at the beginning of the term and a second payment halfway through the academic term. Satisfactory academic progress is measured at the end of each payment period as follows:

Compliance with the Attendance Policy and the relevant Module Progress Policy is measured at the time of the second payment. To be in compliance with the Module Progress Policy, the student must be at or no more than an average of four modules behind the ideal module pace as set forth in the ideal module table on the School site (see Probation for Failure to Progress in Studies) (http://catalog.kaplanuniversity.edu/Juris_Doctor_Failure_to_Progress_and_Time_Limit.aspx). Students not in compliance with both or either of these policies are not eligible for financial aid.

For upper-division students enrolled in the JD program, satisfactory academic progress is measured at the beginning of the first payment period and the end of the second payment period as follows:

1. Achieves a cumulative GPA of at least 2.0 in the first year and maintains a cumulative GPA of at least 2.0 in each of the upper-division years;
2. Completed the previous year of study, earning at least 22 units of credit acceptable for graduation;
3. Has passed or been granted an exemption from the FYLSE before starting the third year;
4. Is on pace to meet the graduation requirements including completing the program within 5 years of passing the FYLSE or, for students offered transfer credit for prior law studies, within 4 years of beginning studies at Concord.

JD Program With Prior Law Studies

Satisfactory academic progress is defined as follows for students enrolled in the JD program who completed prior law studies and are required to take and pass the FYLSE, and who have established eligibility for the FYLSE before matriculating to Concord:

1. Achieves a cumulative GPA of at least 2.0 in the first year and maintains a cumulative GPA of at least 2.0 in each of the upper-division years;
2. Completed the previous year of study, earning at least 22 units of credit acceptable for graduation;
3. Has passed the FYLSE before starting the second year;
4. Is on pace to meet the graduation requirements including completing the program within 5 years of passing the FYLSE.

Reinstatement/Non-Title IV Eligible

JD students receiving financial aid who are not eligible for a second disbursement during the term because they are on probation for failure to progress in their studies may establish eligibility by complying with the requirements of the Probation for Failure to Progress in Studies (http://catalog.kaplanuniversity.edu/Juris_Doctor_Failure_to_Progress_and_Time_Limit.aspx) policy.

A student who is terminated because of either failure to comply with the Attendance Policy or who has been found in violation of the Satisfactory Academic Progress policy, as set forth above, may appeal the termination by submitting a written appeal. A JD student should submit his or her appeal to the Associate Dean at asociatedean@concord.kaplan.edu.

Appeals must:

1. Be submitted within 30 business days of notification of the termination for failure to comply, and
2. Explain the circumstances surrounding the failure to comply with School policies and provide appropriate supporting documentation. The student will be notified within 10 business days of the Associate Dean’s decision. If a student is reinstated, he or she will be placed on satisfactory academic progress (SAP) dismissed status. Students placed on SAP dismissed status are not eligible for financial aid. Students may not appeal their SAP dismissed status during the academic term. However, a student who has been reinstated and placed on SAP dismissed status, and who becomes compliant with the Satisfactory Academic Progress policy, may petition the Associate Dean to be placed on regular status for a future term of study with potential eligibility for financial aid.

Grade Scale, Exams, and Retakes

GRADING SCALE

Concord generally grades examinations using standards similar to those employed by the Committee of Bar Examiners of the State Bar of California. All exams, written assignments, and other assessments
are governed by the Concord Honor Code.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number Grade</th>
<th>Grade Value Point</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>83 and Above</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 82</td>
<td>3.7</td>
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<td>B+</td>
<td>78, 79</td>
<td>3.3</td>
<td>Excellent</td>
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<tr>
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<td>73 – 77</td>
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<td>60 – 62</td>
<td>1.7</td>
<td>First Year JD Students: Below Standard Proficiency</td>
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</table>

Any first-year JD student who receives a grade of “C-” or any “D” grade (which includes “D+,” “D,” and “D-”) earns credit for only half of the total number of hours possible for that course.

Any upper-division JD student who achieves any “D” grade (which includes “D+,” “D,” and “D-”) earns credit for only half of the total number of hours possible for that course. Any student who receives a grade of “F” earns no credit for that course.

GPA is determined by multiplying the point value of the grade received by the number of units in that course. This is done for each course completed. These numbers are then added together and divided by the total number of units completed. Any course with an incomplete (“I”) grade will affect GPA as a failure (“F”) until completed. Any course with a pass (“P”) grade will have no effect on GPA.

**EXAMS**

Exams are administered in a variety of forms, including:

- **Modular quizzes:** Administered asynchronously on the School site.
- **Essay writing assignments:** Administered asynchronously on the School site.
- **Final exams and first-year midterm exams:** Administered at fixed dates and times to be determined by the School administration. Unless otherwise noted in the specific course syllabus, all final exams and first-year midterm exams are taken under timed and closed-book conditions.

Each course may include any or all forms of these assessments. The specific assessments are listed in the grading policy of the individual course.

**FINAL EXAM QUALIFICATION POLICY**

Students are required to attend regularly and punctually to their studies. To sit for final exams, students must comply with the Attendance and Satisfactory Academic Progress policies and be in good academic standing. Good academic standing for exams requires that students complete a minimum of 80 percent of their modules in each course.

If a student has not advanced to module 25 in any 30-module course or to module 13 in any 15-module course at least 1 week prior to the regularly scheduled date for the final examination in that course, that student cannot take the final examination. This requirement can only be satisfied from the progress tracker device available on the School site, which is reflected on the student homepage. The School site must show that the student has completed through module 24 of a 30-module course or through module 12 of a 15-module course to be eligible for the final examination in that course. First-year JD students must advance to module 25 in all their courses to sit for the first-year final exam.

Failure to take the final examination in any required course will result in academic dismissal from the JD program. Students who have advanced to at least module 25, but have not completed module 30, will not be deemed to have maintained the good faith effort necessary to benefit from grading policies allowing dropped grades and will receive a zero for any essays or quizzes not taken or incomplete on the date of the final examination.

**Module Progress**

If a student has not advanced to the appropriate module in any course at least 1 week prior to the regularly scheduled date for the final examination in that course, that student cannot take the final examination. This requirement can only be satisfied from the progress tracker device available on the School site, which is reflected on the student homepage. The School site must show that the student has completed through the appropriate module to be eligible for the final examination in that course. First-year JD students must advance to module 25 in all their courses to sit for the first-year final exam.

**Class Attendance**

If a student has not attended at least 80 percent of the required classes in any course at least 1 week prior to the regularly scheduled date for the final examination in that course, that student cannot take the final examination. This requirement can only be satisfied from the attendance tracker available on the School site, which is reflected on the student homepage. The School site must show that the student has attended 80 percent of the required classes to be eligible for the final examination in that course. First-year JD students must attend 80 percent of the required classes in all their courses to sit for the first-year final exam.

**Retaken Work Policy**

Each JD student must successfully complete all required courses within 48 to 52 consecutive study weeks to be eligible to continue to the next year of study or graduation. First-year JD students must achieve a grade of “C-” or better for these courses; all other JD students must achieve a grade of “C-” or better.

When a JD student is required to repeat a course, all attempts are included on the transcript and all grades received, including those subject to this Retaken Work Policy, are included in the calculation of the cumulative GPA.

The following policies governing the grading of retaken work apply to the JD program:

**Entire course:**

Students who retake an entire course will receive their actual grade or a “65” (“C”) for their final grade, whichever is lower. Essay assignments, papers, and quizzes will reflect the student’s actual level of achievement during the term, but the final entry on the transcript
can be no higher than “C.”

Partial courses:
When students repeat modules, the essay assignments, papers, and quizzes taken will reflect the student’s actual level of achievement during the term; however, for purposes of finalizing the grade for the student, all retaken module scores will be the actual score the student received during the retake or the previous score, whichever is lower.

Transfer Credit

Transfer Credit for Prior Law Studies
Students enrolled in the program must complete at least one-half of the program requirements at Concord to qualify for the degree. Students enrolled in the JD program must complete at least 2 years of study and at least 46 units at Concord. No credit is offered for experiential learning (work experience). Graduates of Concord Law School’s JD program who, as JD students, met the requirements for taking courses in the LLM program and successfully completed LLM courses with a grade of “B” or better may receive credit for up to 6 units toward the LLM degree. All credit transfers will be made in compliance with the requirements of Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules), Rule 4.31, and Guidelines for Unaccredited Law Schools Rule 5.35. Transfer credit will be considered only for courses taken in a JD program at a school that is: (a) ABA approved; (b) accredited by the State Bar of California; or (c) registered with the State Bar of California. Law courses taken in a non-JD program, such as a master’s degree program, or in a JD program at a school that does not meet (a), (b), or (c) cannot be considered.

Applicants who have completed study at a law school described above must have their legal study evaluated and certified by the Committee of Bar Examiners prior to Concord’s acceptance and application of those credits into its JD program. It is recommended that applicants who have completed law study outside of the United States obtain an evaluation of their law studies by the Committee of Bar Examiners.

Transfer Credit for Outside Law School Courses
Third- and fourth-year Concord students enrolled in the JD program may make arrangements to take elective courses at other appropriately accredited law schools, and Concord will accept the credit as transfer credit toward a Concord degree so long as:
1. The student obtains prior approval from Concord.
2. The course is offered through a JD program at an appropriately accredited school.
3. The education must meet all requirements to be considered qualifying legal education under the rules of the State Bar of California.
4. The entire course must start and end within the student’s Concord Law School term.

The student is responsible for ensuring that he or she is admitted to the external JD program, enrolls and completes the course in a manner that will meet the State Bar of California requirements, and maintains the appropriate course load at Concord to earn a qualifying year of legal education. At the conclusion of the course, the student must provide Concord with an official transcript indicating course grades before credit can be awarded. Students who enroll in excess units in a single year must still receive passing grades in at least 22 semester units per year in each year at Concord to receive credit for that year from the State Bar of California.

JD students who wish to receive credit for an external course must petition the Associate Dean at associatedean@concord.kaplan.edu. The petition should include a statement of the student’s academic credentials, a course description (usually available in the School Catalog), syllabus (if available), and dates the course begins and ends.

Transfer Policy, JD to EJD Program
JD students in good academic and financial standing may transfer to the EJD program at any time prior to the completion of their third year of study. JD students who are on academic probation or on probation for failure to progress, or who are subject to dismissal for failure to meet the academic standards for JD students set forth in this Catalog, may petition to transfer to the EJD program.

Students who transfer in the middle of a JD term will automatically transfer to the EJD program all credits earned in the JD program and all work in progress at the time of transfer. JD students who transfer after the end of a term will receive credit for all courses completed in the JD program with a grade of “C” or better. Courses completed with a grade of “C-” or lower may be credited at the discretion of the Associate Dean of the EJD program.

Adjustments in credits transferred may also be made due to the different academic standards for how credits are earned between the JD and EJD programs. Students who transfer to the EJD program, and former JD students who apply for admission into the EJD program, may not transfer back into nor be readmitted into the JD program. All students must complete at least 24 units in the EJD program to qualify for graduation from this program.

EJD students may not transfer to the JD program; however, EJD students who have not yet completed their first term of study may withdraw and apply for readmission to Concord in the JD program. EJD students who have completed their first term and withdraw may not be readmitted into the JD program.

Failure to Progress and Time Limit

Probation for Failure to Progress in Studies

The below policy should be read in conjunction with the Attendance Policy.

During a term of study, to be considered in good standing and to be eligible for financial aid, students must be in compliance with both the Attendance Policy and the appropriate Module Progress Policy listed below for their program.

Through Concord’s learning management system (LMS), students progress through courses by completing units of study called modules. The number of modules in a course may vary; however, in general, there are 15 modules for courses that are 6 months or shorter in duration and 30 modules for courses that are longer than 6 months in duration. Progress through course modules is gated so that students may not advance to the next module until they have completed all the study assignments in the previous module. Study assignments may consist of readings, video lectures, document uploads, essay assignments, bulletin board assignments, and quizzes, as well as other academically related activities.

MODULE PROGRESS POLICY FOR JD PROGRAM

JD students must maintain a module pace in their required courses that will result in the completion of each academic term in 48 to 52 weeks, as required by the State Bar of California.

Module Alert System:

Three Modules Behind
Student progress is strictly monitored by the Law Advisor on a weekly basis. Students who fall three or more modules behind in their required courses (as noted on the student homepage and syllabus) are
notified of their status by an automatic "module alert" that appears when they enter the site. Students should also expect an email message from their Law Advisor.

Four Modules Behind
Students who fall an average of four modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning notice if probation for failure to progress in their studies appears imminent. If a student’s progress does not improve after receiving the warning notice and counseling from his or her Law Advisor, the student will be placed on probation for failure to progress after he or she falls five modules behind.

Five Modules Behind—Probation for Failure to Progress
Students who fall an average of five modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be placed on probation for failure to progress. A notice of probation for failure to progress appears automatically when they enter the site. Students who are receiving financial aid and are on probation for failure to progress are not eligible for a second disbursement.

Students who fail to respond to the notice of probation for failure to progress put themselves in jeopardy of dismissal from the program.

Seven Modules Behind
Students who fall an average of seven modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) are still not eligible to receive financial aid and will receive a warning that dismissal is imminent. If no progress is made, students will be dismissed after falling behind eight modules. This is the final warning to students.

Eight Modules Behind
Students who fall an average of eight modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be dismissed from Concord. Students will receive an automatic notification of dismissal when they enter the site. A dismissal may negatively affect students who receive federal funding or student loans.

Time Limit to Complete Coursework
Students are required to complete the JD program within 5 years after passing the FYLSE, or, for prior law students offered advanced standing, within 4 years after commencing studies at Concord. Deferrals and leaves of absence granted do not extend this time limit.

Graduation Requirements and Honors

Graduation Requirements

JD PROGRAM
Students enrolled in the JD program must successfully pass all required courses and complete at least 92 units within the time frame required by the State Bar of California within 5 years of passing the State Bar of California’s FYLSE to graduate with a JD degree from Concord.

Students must be in good financial standing to graduate and must have successfully completed all academic requirements to participate in the graduation ceremony.

Academic Honors

“Dean’s List” will appear on the transcripts of students who have earned a GPA between 3.0 and 3.29 each year this honor is earned.
“Distinguished Scholar” will appear on the transcripts of students who have earned a GPA of 3.30 or greater each year this honor is earned.

Students graduating with a GPA between 3.0 and 3.29 will have “With Honors” appear on both their transcript and diploma.

Students graduating with a GPA of 3.30 or greater will have “With Highest Honors” appear on both their transcript and diploma.

Cancellation and Refund Policy

Cancellation and Refund Policy

If students are accepted to the program but wish to cancel their enrollment, they may cancel by emailing administration@concord.kaplan.edu; by mailing a written notice of cancellation to Attn: Director of Student Services, Concord Law School, 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024; by telephoning 310.689.3200; or in person at the Concord Administrative Offices in Los Angeles.

If students cancel prior to or on the first day of commencing instruction, they will receive a full refund of tuition paid. Continuing students who cancel prior to or on the first day of a new term will also receive a full refund of fees and tuition paid. All refunds will be made within 30 days of cancellation.

If the student has obtained a loan to pay for tuition, it is the student’s responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. Students are advised that some financial refunds are due directly to the lender.

A student who begins the program is entitled to a prorated refund of tuition paid, up to the time 60 percent of the academic year has lapsed (60 percent of the program is defined as the lapse of 31 weeks of instruction in an academic year of 51 weeks). Thus, a student who withdraws from or is dismissed by the School any time after commencing instruction on the Internet, but prior to 60 percent of the academic year, will receive a prorated refund.

For example, if a student paid the annual JD tuition of $9,600 and 12 weeks of the academic term had elapsed, the refund is $7,341.18, which is calculated as follows: $9,600 paid x 39 weeks paid for but not received/51 weeks for which payment had been made equals $7,341.18.

If a student paid the annual JD tuition of $9,984 and 12 weeks of the academic term had elapsed, the refund is $7,634.82, which is calculated as follows: $9,984 paid x 39 weeks paid for but not received/51 weeks for which payment had been made equals $7,634.82.

The refund is strictly based on the lapse of time and not on the amount of utilization of the Internet program. If a student withdraws from or is dismissed by the School any time after the 31st week from commencing instruction, there will be no refund. A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.
Executive Juris Doctor

Program Objectives

Concord delivers a sound program of legal education that compares favorably to programs offered by traditional, fixed-facility schools. While these Concord programs are designed to prepare graduates to pursue employment in their field of study, or in related fields, Concord does not guarantee that graduates will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

The EJD is a program pioneered by Concord to provide a law-based degree for those individuals who do not intend to become practicing attorneys. It is designed for individuals who are seeking an understanding of the U.S. legal system to enhance their current career, to open up employment opportunities, or for their personal growth. In addition to obtaining a thorough legal background, graduates will have sharpened their analytical reasoning and communication skills.

Students in the EJD program will not be certified as meeting the requirements of the State Bar of California to sit for the California Bar Examination. The EJD offers more flexibility than the JD program without sacrificing a rigorous education in core legal subjects. In addition to general law studies, EJD students may opt to participate in an area of concentration or “track.” There are currently two “tracks” in the specialty areas of law and technology and criminal justice.

Please see Required Disclosures (http://catalog.kaplanuniversity.edu/CLSOverview.aspx) underneath the Concord Law School Overview section.

Admissions

First-year students may begin their program of study on one of four start dates during the year: January, April, June, or September. Upper-division students may begin their program on one of two start dates during the year: winter (usually January) or summer (June or July).

Applicants who have earned a bachelor’s degree from a regionally or Distance Education Training Council (DETC)-accredited institution will be considered for admission to Concord's law programs. Applicants who have earned a bachelor’s degree from an institution accredited by an accrediting organization recognized by the U.S. Department of Education, and who have met the prelegal education requirements of the State Bar of California, may also be considered. In addition to Concord's admissions requirements, all applicants must also meet the statutory requirements for prelegal education required by California law and State Bar rules. In general, students must have a 3.0 or better cumulative GPA from their undergraduate work.

Applicants must also complete Concord's online admissions test. The Law School Admissions Test (LSAT) is not required, but Concord applicants who have taken that test may also submit those scores.

Applicants must complete a telephone interview, which is crucial to determining applicants’ motivation, desire to succeed, and suitability for distance learning. An applicant's completed application and admissions file is then reviewed and decided by the School's Admissions Committee, or its designee, who will decide whether to admit the applicant to the program.

Applicants who have completed their undergraduate and/or graduate study outside the United States must have their study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by having earned a TOEFL score of 550/213/80 or higher or completion of at least 2 years of college-level study within the United States. All courses offered are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the School's interview and application process.

Concord Admissions Advisors are available to provide additional information on Concord's admission requirements. For more information about the requirements of the State Bar of California, contact it directly at 213.765.1500 or via its website at www.calbar.ca.gov.

Application for Readmission

Former students who wish to return to Concord in the EJD program after withdrawing or having been dismissed should contact the Administrative Office in Los Angeles for application documents.

Students Who Withdrew

Students who withdraw from their program within the first 4 weeks of the term may apply for readmission and enroll in a term that begins a minimum of 6 months from the date of withdrawal.

For example, a student who begins his or her studies in April and withdraws within the first 4 weeks of the term may apply for readmission and enroll in a term that begins as early as January of the next year.

Students who withdrew from their program after the first four weeks of the term may apply for readmission and enroll in a term that begins a minimum of 12 months from the date of withdrawal.

For example, a student who begins his or her studies in April and withdraws in June may apply for readmission and enroll in a term that begins as early as the following June.

Students Who Are Dismissed

Students who are dismissed from Concord for nonattendance, failing to progress in their studies, financial reasons, or other nonacademic reasons may apply for readmission and enroll in a term that begins a minimum of 12 months from the date of their dismissal.

Please see the example above concerning a student who withdraws after the first 4 weeks of the term.

Students who are dismissed for academic or student disciplinary reasons may apply for readmission and enroll in a term that begins a minimum of 24 months from the date of their dismissal.

For example, a student who is dismissed in June 2012 may apply for readmission and enroll in a term that begins as early as June 2014.

Guideline 5.34 of the Guidelines for Unaccredited Law School Rules states:

5.34 Admission of Applicants Previously Disqualified for Academic Reasons.

Applicants previously disqualified for academic reasons may be granted admission when there is an affirmative showing by the applicant that he or she possesses the requisite ability for the study of law. Such a showing may be made:

1. At any time, if the applicant presents credible evidence that the prior disqualification was not caused by the applicant's lack of capacity for the study of law, but resulted from a traumatic event or serious hardship that prohibited the applicant from performing at her or his normal level; or

2. After at least two (2) years have elapsed since the disqualification, if the applicant demonstrates that work, study, or other experience during the interim has resulted in a stronger potential for law study than the applicant exhibited at the time he or she was previously disqualified for academic reasons.
In each case, the Dean or Admissions Officer must sign and place in the applicant's file a statement of the reasons for admitting the applicant.

Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor, Executive JD, and LLM degrees. Unlike most of its fixed-facility counterparts, Concord utilizes technology and the Internet to communicate its instructional material and enhance and streamline the learning process.

Concord's course of study is presented in a variety of formats. The casebooks and other textbooks required in the Concord programs are those regularly used at law schools nationwide. Lectures are presented over the Internet while assignments are researched and prepared using electronic research engines. Students may access lectures, curriculum, and the law library virtually 24 hours a day, 7 days a week. In addition, Concord professors conduct classes over the Internet. Students are required to complete online course modules that include multiple-choice tests and essays.

EJD PROGRAM

The EJD program is a 72-unit, 3-year program. Students who complete the EJD program will not be eligible to sit for the California State Bar Examination. To graduate, students enrolled in the EJD general program are required to complete 38 units in specific core classes, as indicated below, and an additional 34 units of electives.

All EJD students start with the same classes that the first-year JD students take (Contracts, Torts, Criminal Law, and Legal Writing and Test Taking), and all tracks must also complete Constitutional Law, Legal Research, Legal Analysis and Writing, and Cross Profession Ethics.

In addition to these required courses, some courses require students to take another course, either previously or concurrently. For example, a student taking Bioethics should have previously taken Health Law.

Law and Technology

This track is designed for individuals with a technology background who seek to enhance their current position or who seek new employment opportunities. While the program is designed to prepare graduates to pursue employment in their field of study, or in related fields, Concord does not guarantee that graduates will be placed in any particular job or employed at all. EJD students on this track are required to take Civil Procedure, Real Property, Intellectual Property, and Cyberlaw plus the four patent law courses. Individuals interested in becoming patent agents should ensure they meet the education requirements of an appropriate science or technical degree to be eligible to sit for the patent agent exam.

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<thead>
<tr>
<th>First Year</th>
<th>EJD</th>
<th>EJD Law and Technology</th>
<th>EJD Criminal Justice</th>
<th>EJD Innovation Protection</th>
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Policies

Academic Information Policies

Academic Year and Enrollment Status

The academic year for EJD students is 52 weeks, which may be extended to a nonstandard 78 weeks. Concord is required on different occasions to report the number of students in full-time or part-time status. A student's enrollment status can impact financial aid.
eligibility.
The Veterans Administration may have different definitions for full-time and part-time status. Students receiving veterans benefits should talk to the School's Certifying Official.
The reference to "term" is for the 52-week term for EJD students. Concord measures its programs in semester credit hours.
- Full time = 22 credit hours per term
- Three-quarter time = 16 credit hours per term
- Half-time = 11 credit hours per term

Add/Drop Policy for Courses
Required courses in the EJD program are not subject to the Add/Drop policy. Students enrolled in the EJD program are responsible for ensuring that they are carrying sufficient units to complete the program within the 6-year time limit.

Students may drop or add an elective course within 14 days of the course start date. The dropped course will not appear on the student's transcript. Students may drop an elective course within 30 days of the course start date as long as they have not yet clicked into module 4 in the course they wish to drop. The course dropped will be reflected on the transcript and have a "W" entered in the grade column.

Academic Standards and Academic Dismissals

EJD PROGRAM
To maintain good standing in the EJD program at Concord, EJD candidates must meet the following criteria:
1. Students must maintain a cumulative GPA of 1.7 to advance to the second and third years of study at Concord. If a student's cumulative GPA for any academic year falls below 1.7, the student shall be placed on academic probation for the next year of study at Concord. If a student again fails to maintain a cumulative GPA of 1.7 for the academic year while on academic probation, the student is subject to dismissal from the School.
2. Students must pass each of the required core courses in the EJD program they have selected. Students who do not pass a required course may repeat that course. A student who again fails to pass a required course is subject to dismissal from the School.
3. A student whose GPA for the term falls below 1.5 is subject to dismissal from the School.

SAP
Satisfactory Academic Progress
Students who are not in compliance with the Satisfactory Academic Progress policy and who wish to continue their studies are no longer eligible for financial aid.

Concord’s nonstandard academic term has two payment periods: one payment at the beginning of the term and a second payment halfway through the academic term. Satisfactory academic progress is measured at the end of each payment period as follows:

Compliance with the Attendance Policy and the relevant Module Progress Policy is measured at the time of the second payment. To be in compliance with the Module Progress Policy, the student must be at or no more than an average of four modules behind the ideal module pace as set forth in the ideal module table on the School site (See Probation for Failure to Progress in Studies)

For upper-division students enrolled in the EJD program, satisfactory academic progress is measured at the beginning of the first payment period and the end of the second payment period as follows:

Satisfactory academic progress is defined as follows for students enrolled in the EJD program:

1. Achieves a GPA of at least 1.7 in the first term and maintains a cumulative GPA of at least 1.7 in all upper-division terms;
2. Completed the previous year of study with at least 22 units of credit; and
3. Is on pace to meet the graduation requirements including completing the program within 6 years of beginning studies at Concord.

For students who were previously enrolled in a JD program, but are now beginning a new term of study in the EJD program, satisfactory academic progress for the previously completed term is defined according to the JD program’s specifications. Satisfactory academic progress for all subsequent terms will be defined according to the EJD program’s specifications.

Reinstatement/Non-Title IV Eligible

EJD students receiving financial aid who are not eligible for a second disbursement during the term because they are on probation for failure to progress in their studies may establish eligibility by complying with the requirements of the Probation for Failure to Progress in Studies policy.

A student who is terminated because of either failure to comply with the Attendance Policy or who has been found in violation of the Satisfactory Academic Progress policy, as set forth above, may appeal the termination by submitting a written appeal. An EJD student should submit his or her appeal to the Associate Dean at associate.dean@concord.kaplan.edu. Appeals must:

1. Be submitted within 30 business days of notification of the termination for failure to comply, and
2. Explain the circumstances surrounding the failure to comply with School policies and provide appropriate supporting documentation.

The student will be notified within 10 business days of the Associate Dean’s decision. If a student is reinstated, he or she will be placed on satisfactory academic progress (SAP) dismissed status. Students placed on SAP dismissed status are not eligible for financial aid.

Students may not appeal their SAP dismissed status during the academic term. However, a student who has been reinstated and placed on SAP dismissed status, and who becomes compliant with the Satisfactory Academic Progress policy, may petition the Associate Dean to be placed on regular status for a future term of study with potential eligibility for financial aid.

Grade Scale, Exams, and Retakes

GRADING SCALE
Concord generally grades examinations using standards similar to those employed by the Committee of Bar Examiners of the State Bar of California. All exams, written assignments, and other assessments
are governed by the Concord Honor Code.

<table>
<thead>
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<th>Letter Grade</th>
<th>Number Grade</th>
<th>Grade Value</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>83 and Above</td>
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<td>53 – 57</td>
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<td>Below Standard</td>
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<tr>
<td>D-</td>
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<td>0.7</td>
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<tr>
<td>F</td>
<td>Below 50</td>
<td>0.0</td>
<td>Unsatisfactory</td>
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<tr>
<td>AU</td>
<td>Audit</td>
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<tr>
<td>IP</td>
<td>Class in Progress</td>
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<tr>
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<td>No Grade</td>
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<tr>
<td>P</td>
<td>Pass</td>
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<tr>
<td>W</td>
<td>Withdrawal</td>
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</table>

GPA is determined by multiplying the point value of the grade received by the number of units in that course. This is done for each course completed. These numbers are then added together and divided by the total number of units completed. Any course with an incomplete ("I") grade will affect GPA as a failure ("F") until completed. Any course with a pass ("P") grade will have no effect on GPA.

EXAMS

Exams are administered in a variety of forms, including:

Modular and Reading Quizzes: Administered asynchronously on the School site.

Essay Writing Assignments: Administered asynchronously on the School site.

Final Exams and First-Year Midterm Exams: Administered at fixed dates and times to be determined by the School administration.

Unless otherwise noted in the specific course syllabus, all final exams and first-year midterm exams are taken under timed and closed-book conditions.

Each course may include any or all forms of these assessments. The specific grading policy and required examinations are listed on the syllabus of the individual course.

Modular and reading quizzes and essay writing assignments are administered under the policies stated above. Courses that can be extended on the 78-week schedule may have self-administered final exams. All other courses with final exams are administered under the policy stated above.

FINAL EXAM QUALIFICATION POLICY

A student who has advanced to module 25 in any 30-module course or to module 13 in any 15-module course may take the final examination for that course. Students who have advanced to at least module 25, but have not completed module 30, will not be deemed to have maintained the good faith effort necessary to benefit from grading policies allowing dropped grades and will receive a zero for any essays or quizzes not taken or incomplete on the date of the final examination.

Retaken Work Policy

EJD students must successfully complete all required courses for the degree program. EJD students must repeat any required course for which they received a failing grade, and may repeat a failed elective course once. EJD students who fail a required course a second time are subject to dismissal.

When an EJD student is required to repeat a course, all attempts are included on the transcript and all grades received, including those subject to this Retaken Work Policy, are included in the calculation of the cumulative GPA.

The following policies governing the grading of retaken work apply to both the JD and EJD programs:

Entire Course:

Students who retake an entire course will receive their actual grade or a "65" ("C") for their final grade, whichever is lower. Essay assignments, papers, and quizzes will reflect the student's actual level of achievement during the term, but the final entry on the transcript can be no higher than "C."

Partial Courses:

When students repeat modules, the essay assignments, papers, and quizzes taken will reflect the student's actual level of achievement during the term; however, for purposes of finalizing the grade for the student, all retaken module scores will be the actual score the student received during the retake or the previous score, whichever is lower.

Transfer Credit

Transfer Credit for Prior Law Studies

Students enrolled in the EJD program must complete at least one-half of the program requirements at Concord to qualify for the degree. Students enrolled in the EJD program must complete at least 36 units at Concord. No credit is offered for experiential learning (work experience).

All credit transfers will be made in compliance with the requirements of Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules), Rule 4.31, and Guidelines for Unaccredited Law Schools Rule 5.35. Transfer credit will be considered only for courses taken in a JD program at a school that is:

a. ABA approved;

b. accredited by the State Bar of California; or

c. registered with the State Bar of California.

Law courses taken in a non-JD program, such as a master's degree program, or in a JD program at a school that does not meet (a), (b), or (c) cannot be considered.

Applicants who have completed study at a law school described above must have their legal study evaluated and certified by the Committee of Bar Examiners prior to Concord's acceptance and application of those credits into its EJD program. It is recommended that applicants who have completed law study outside of the United States obtain an evaluation of their law studies by the Committee of Bar Examiners.

Transfer credit may also be considered for courses taken in a JD program at a state-approved law school whose graduates may sit for the bar exam in that state. Transfer credit will be granted at the
discretion and determination of the Associate Dean of the EJD program.

Transfer Credit for Outside Law School or Graduate Program Courses

In addition to the approved Kaplan University courses, second- and third-term Concord students enrolled in the EJD program may make arrangements to take elective courses at other appropriately accredited schools offered through a law or graduate program. Concord will accept the credit as transfer credit toward a Concord degree so long as:

1. The student obtains prior approval from Concord.
2. The course is offered through an appropriately accredited school in a law or graduate program.
3. The course is appropriate for the EJD program.

The student is responsible for ensuring that he or she is admitted to the external program, enrolls and completes the course, and maintains the appropriate course load at Concord. At the conclusion of the course, the student must provide Concord with an official transcript indicating course grades before credit can be awarded.

EJD students who wish to receive credit for an external course must petition the Associate Dean of the EJD program at ejd_associatedean@concord.kaplan.edu. The petition should include a statement of the student's academic credentials, a course description (usually available in the School Catalog), syllabus (if available), and dates the course begins and ends.

Transfer Policy, JD to EJD Program

JD students in good academic and financial standing may transfer to the EJD program at any time prior to the completion of their third year of study. JD students who are on academic probation or on probation for failure to progress, or who are subject to dismissal for failure to meet the academic standards for JD students set forth in this Catalog, may petition to transfer to the EJD program.

Students who transfer in the middle of a JD term will automatically transfer to the EJD program all credits earned in the JD program and all work in progress at the time of transfer. JD students who transfer after the end of a term will receive credit for all courses completed in the JD program with a grade of "C" or better. Courses completed with a grade of "C-" or lower may be credited at the discretion of the Associate Dean of the EJD program.

Adjustments in credits transferred may also be made due to the different academic standards for how credits are earned between the JD and EJD programs. Students who transfer to the EJD program, and former JD students who apply for admission into the EJD program, may not transfer back into nor be readmitted into the JD program. All students must complete at least 24 units in the EJD program to qualify for graduation from this program.

EJD students may not transfer to the JD program; however, EJD students who have not yet completed their first term of study may withdraw and apply for readmission to Concord in the JD program. EJD students who have completed their first term and withdraw may not be readmitted into the JD program.

Failure to Progress and Time Limit

Probation for Failure to Progress in Studies

The below policy should be read in conjunction with the Attendance Policy.

During a term of study, to be considered in good standing and to be eligible for financial aid, students must be in compliance with both the Attendance Policy and the appropriate Module Progress Policy listed below for their program.

Through Concord's learning management system (LMS), students progress through courses by completing units of study called modules. The number of modules in a course may vary; however, in general, there are 15 modules for courses that are 6 months or shorter in duration and 30 modules for courses that are longer than 6 months in duration. Progress through course modules is gated so that students may not advance to the next module until they have completed all the study assignments in the previous module. Study assignments may consist of readings, video lectures, document uploads, essay assignments, bulletin board assignments, and quizzes, as well as other academically related activities.

Minimum Progress Policy

In addition to the requirements of the Attendance Policy and Satisfactory Academic Progress policy, EJD students must make minimum progress in the curriculum at all times. Minimum progress means that students must note as complete at least one module in every course every 30 days. This minimum progress is designed to ensure that students remain engaged in their studies and applies to both students who are ahead of the ideal module pace in their studies and students who may be behind the ideal module pace.

If minimum progress, as defined above, is not achieved, the student must respond to the Law Advisor's request to develop a study plan to bring the student back to the ideal module pace. If a student fails to cooperate in the development of a study plan within 7 days of the Law Advisor's request, and minimal progress is not made during this time, the student may be subject to dismissal.

Module Alert System

Under the flexible pacing model, EJD students must maintain a module pace in their required courses that will result in the satisfactory completion of each academic term in either 52 or 78 weeks.

Three Modules Behind

Student progress is strictly monitored by the Law Advisor on a weekly basis. Students who fall three or more modules behind in their required courses (as noted on the student homepage and syllabus) are notified of their status by an automatic "module alert" that appears when they enter the site. Students should also expect an email message from their Law Advisor.

Four Modules Behind

Students who fall an average of four modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning notice if probation for failure to progress in their studies appears imminent. If a student's progress does not improve after receiving the warning notice and counseling from his or her Law Advisor, the student will be placed on probation for failure to progress after he or she falls five modules behind.

Five Modules Behind – Probation for Failure to Progress

Students who fall an average of five modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be placed on probation for failure to progress. A notice of probation for failure to progress appears automatically when they enter the site. Students who are receiving financial aid and are on probation for failure to progress are not eligible for a second disbursement. Students who fail to respond to the notice of probation for failure to progress put themselves in jeopardy of dismissal from the program.

Seven Modules Behind

...
Students who fall an average of seven modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) are still not eligible to receive financial aid and will receive a warning that dismissal is imminent. If no progress is made, students will be dismissed after falling behind eight modules. This is the final warning to students.

**Eight Modules Behind**

Students who fall an average of eight modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be dismissed from Concord. Students will receive an automatic notification of dismissal when they enter the site. A dismissal may negatively affect students who receive federal funding or student loans.

**Time Limit to Complete Coursework**

EJD students are required to complete the program within 6 years of starting their studies at Concord.

Deferrals and leaves of absence granted do not extend this time limit.

**Graduation Requirements and Honors**

**Graduation Requirements**

Students enrolled in the EJD program must successfully pass all required courses, complete 72 units within 6 years of commencing study, and maintain a cumulative GPA of 1.7 to graduate with an EJD degree from Concord.

**EJD Graduating Group**

EJD students who complete all coursework, including final exams and submission of final papers, between January 1 and June 15 are considered part of the summer graduating group and may participate in summer commencement exercises immediately following completion of the program. Students who complete all coursework, including final exams and submission of final papers, between June 16 and December 31 are considered part of the winter graduating group and may participate in winter commencement exercises immediately following completion of the program.

Students must be in good financial standing to graduate and must have successfully completed all academic requirements to participate in the graduation ceremony.

**Academic Honors**

"Dean's List" will appear on the transcripts of students who have earned a GPA between 3.0 and 3.29 each year this honor is earned.

"Distinguished Scholar" will appear on the transcripts of students who have earned a GPA of 3.30 or greater each year this honor is earned.

Students graduating with a GPA between 3.0 and 3.29 will have "With Honors" appear on both their transcript and diploma.

Students graduating with a GPA of 3.30 or greater will have "With Highest Honors" appear on both their transcript and diploma.

If students are accepted to the program but wish to cancel their enrollment, they may cancel by emailing administration@concord.kaplan.edu; by mailing a written notice of cancellation to Attn: Director of Student Services, Concord Law School, 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024; by telephoning 310.689.3200; or in person at the Concord Administrative Offices in Los Angeles.

If students cancel prior to or on the first day of commencing instruction, they will receive a full refund of tuition paid. Continuing students who cancel prior to or on the first day of a new term will also receive a full refund of fees and tuition paid. All refunds will be made within 30 days of cancellation.

If the student has obtained a loan to pay for tuition, it is the student's responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. Students are advised that some financial refunds are due directly to the lender.

A student who begins the program is entitled to a prorated refund of tuition paid up to the time 60 percent of the academic term has been completed (60 percent of the academic term is defined as completion of 60 percent of the 24 units per year of which the program is composed, or 14.4 units).

Thus, for example, a student who withdraws from, or is dismissed by, the School any time after commencing the program, but prior to completing 60 percent of the program, will receive a prorated refund calculated as follows:

If the student paid the EJD tuition of $9,600 and completed 15 modules in each of the first-year courses, the refund would be $4,800, which is calculated as follows:

15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. $9,600 paid x 12 units paid for but not completed divided by 24 units equals $4,800. If a student withdraws from or is dismissed by the School any time after completing 60 percent of the program, there will be no refund.

If the student paid the EJD tuition of $9,984 and completed 15 modules in each of the first-year courses, the refund would be $4,992, which is calculated as follows:

15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year/ $9,984 paid x 12 units paid for but not completed divided by 24 units equals $4,992. If a student withdraws from or is dismissed by the School any time after completing 60 percent of the program, there will be no refund.

A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.
Master of Laws

Program Objectives

Concord delivers a sound program of legal education that compares favorably to programs offered by traditional, fixed-facility schools. While these Concord programs are designed to prepare graduates to pursue employment in their field of study, or in related fields, Concord does not guarantee that graduates will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

The LLM (Master of Laws) program is designed for practitioners with experience in a particular field of law who wish to increase their understanding of that field through additional practice-oriented education, or for practitioners looking to move into a specialty field.

Small Business Practice LLM

The Small Business Practice LLM is designed for practicing attorneys and recent law school graduates who want an in-depth, practical knowledge of the legal issues unique to small business, an increasingly important segment of the economy. These issues include, but are not limited to, taxation and succession planning, leasing commercial real estate, regulation and finance, protecting and selling intellectual property, and a wide range of employment law issues. Students enrolled in the Concord Small Business Practice LLM will cover each of these subsets of law and others in a curriculum structured for and carefully tuned to small business, unlike many traditional law school courses.

The Small Business Practice LLM is a 24-unit program. Courses are held in 15-week trimesters. The program could be completed in a minimum of 6 trimesters (2 years), and students may not exceed 4 years of study.

Admission to the LLM program is limited to those students who have obtained a JD or equivalent degree from a law school in the United States. Applicants who have earned a first (basic) law degree from a law school outside the United States must be approved for admission by the Concord LLM Program Director. An applicant whose native language is not English must demonstrate language proficiency by having earned a TOEFL score of 550/213/80 or higher.

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs. An exception will be made for graduates of Concord Law School's JD program who, as JD students, successfully completed LLM courses with a grade of "B" or better. These students may receive credit for up to 6 units toward the LLM degree.

Please see Required Disclosures (http://catalog.kaplanuniversity.edu/CLSOVERVIEW.aspx) underneath the Concord Law School Overview section.

Admissions

LLM students may begin their program on one of three start dates during the year: January, May, or August.

Admission to the LLM program is limited to those students who have obtained a JD or equivalent degree from a law school in the United States. Applicants who have earned a first (basic) law degree from a law school outside the United States must be approved for admission by the Concord LLM Program Director. In addition, applicants must be in good standing with each state bar in which they are a member. Applicants who have completed their JD or equivalent degree of study outside the United States must have their study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by having earned a TOEFL score of 550/213/80 or higher. All courses offered are conducted in English.

Students must be able to fluently speak, read, and write English. English abilities will be determined through the School’s interview and application process.

Application for Readmission

Students who withdraw or are dismissed from Concord’s LLM program for nonattendance, failing to progress in their studies, financial reasons, or other nonacademic reasons, or for academic or student disciplinary reasons, must receive approval from the Concord LLM Program Director to apply for readmission.

Curriculum

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor, Executive JD, and LLM degrees. Unlike most of its fixed-facility counterparts, Concord utilizes technology and the Internet to communicate its instructional material and enhance and streamline the learning process.

Concord’s course of study is presented in a variety of formats. The casebooks and other textbooks required in the Concord programs are those regularly used at law schools nationwide. Lectures are presented over the Internet while assignments are researched and prepared using electronic research engines. Students may access lectures, curriculum, and the law library virtually 24 hours a day, 7 days a week. In addition, Concord professors conduct classes over the Internet. Students are required to complete online course modules that include multiple-choice tests and essays.

SMALL BUSINESS PRACTICE LLM

The Small Business Practice LLM is a 24-unit, 2-year program. Students enrolled in the Small Business Practice LLM are required to complete a total of 24 credit hours from the courses listed below. With LLM Program Director approval, LLM students may also enroll in third- and fourth year Concord JD elective courses toward the 24 credit hours. Students are not required to follow the sequence listed below.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Employee Management and Benefits I</td>
<td>Employee Management and Benefits II</td>
<td>Technology: Apply technology to provide client services to operate and market small businesses ethically, efficiently, and effectively.</td>
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<tr>
<td>Leasing Commercial Real Estate</td>
<td>Structure and Governance of Small Firms and Other Closely Held Business Organizations</td>
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<tr>
<td>Taxation and Succession Planning</td>
<td>Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms</td>
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<tr>
<td>Regulation and Finance in Starting and Growing a Small Business</td>
<td>Law Practice Management</td>
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<td>Business on the Web, and E-Commerce Protecting and Selling Intellectual Property</td>
<td>Virtual Law Practice</td>
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<tr>
<td>Intellectual Property</td>
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Technology: Apply technology to provide client services to operate and market small businesses ethically, efficiently, and effectively.
Risk Management: Analyze legal risks in small business settings to better anticipate new circumstances affecting these risks and to more quickly and opportunistically avoid them.

Marketing and Office Management: Evaluate the challenges of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics.

Organizational Forms and Finance: Demonstrate an understanding of the unique situational and strategic business concerns and special situations inherent in sole proprietorships and other closely held business forms.

Human Relations: Develop skills to deal with the close client interactions inherent in representing small business.

Policies

Academic Information/Policies

Academic Year and Enrollment Status

The academic year for LLM students is 52 weeks. Concord is required on different occasions to report the number of students in full-time or part-time status. A student's enrollment status can impact financial aid eligibility.

The Veterans Administration may have different definitions for full-time and part-time status. Students receiving veterans benefits should talk to the School's Certifying Official.

The reference to "term" is for the 15-week term for LLM students.

- Full time = 8 credit hours per term
- Three-quarter time = 6 credit hours per term
- Half-time = 4 credit hours per term

Add/Drop Policy for Courses

Students may drop a course within 14 days of the course start date as long as they have not yet begun module 4 in the course they wish to drop. If these conditions are met, the dropped course will not appear on the student's transcript. Students can also choose to add a course within 14 days of the course start date if seats are available.

Academic Standards and Academic Dismissals

To maintain good academic standing in the LLM program, students must pass each of the required core courses in the LLM program. Students who do not pass a required course may repeat the course. A student who fails to pass a required course on the second attempt is subject to dismissal from the School.

A student whose cumulative GPA for an academic year falls below 2.0 is subject to dismissal from the School.

SAP

Satisfactory Academic Progress

Students who are not in compliance with the Satisfactory Academic Progress policy and who wish to continue their studies are no longer eligible for financial aid.

Compliance with the Attendance Policy and the relevant Module Progress Policy: To be in compliance with the Module Progress Policy, the student must be at or no more than an average of four modules behind the ideal module pace as set forth in the ideal module table on the School site (See Probation for Failure to Progress in Studies (http://catalog.kaplanuniversity.edu/Master_of_Laws_Policies_Failure_to_Progress_and_Time_Limit.aspx)). Students not in compliance with both or either of these policies are not eligible for financial aid.

Satisfactory academic progress is defined as follows for students enrolled in the LLM program:

1. The quantitative measure requires that students successfully complete at least 2 credits at the end of each payment period.

2. The qualitative measure requires that students achieve a minimum cumulative GPA of at least 2.0 at the end of each payment period.

3. At the end of each academic year, students must have completed at least 6 units.

4. Students must complete the program within 4 years of beginning studies in the LLM program.

Financial Aid Warning (LLM Students Only)

A student who is placed on academic probation will also be given a financial aid warning. A student who receives a financial aid warning will have one payment period (one academic term) to regain good academic standing by meeting all satisfactory academic progress standards or the student will lose academic eligibility for federal funding.

The School may restore a student's academic eligibility for financial aid, even if he or she does not meet the satisfactory academic progress standards, if the School determines that the student's failure to meet those standards was due to unforeseeable, extenuating circumstances, including the death of a relative, illness, or injury, or other special circumstances.

A student who receives a financial aid warning, and who has experienced extenuating circumstances, should file a satisfactory academic progress appeal before the end of the payment period/term to be considered for financial aid probation and to avoid disruption to his or her enrollment.

Financial Aid Probation (LLM Students Only)

A student who receives a financial aid warning may submit an appeal to be placed on financial aid probation. The written appeal should explain the extenuating circumstances that caused the inability to meet the satisfactory academic progress standards and explain the corrective actions that have been taken to ensure academic success if the appeal is granted. Students may begin the appeal process during the financial aid warning period and are encouraged to include supporting documentation that could have a bearing on the School's decision. The student will be notified in writing of the outcome of the appeal review.

A student who is placed on financial aid probation may also receive an academic plan. The academic plan identifies the academic standards a student must meet each term in order to comply with the satisfactory academic progress standards.

A student who is placed on financial aid probation will be denied eligibility for financial aid and academically dismissed from the School at the end of the payment period, unless the student makes satisfactory academic progress or the School determines that the student has met the terms of his or her academic plan.

Reinstatement/Non-Title IV Eligible
A student who is terminated because of either failure to comply with the Attendance Policy or who has been found in violation of the Satisfactory Academic Progress policy, as set forth above, may appeal the termination by submitting a written appeal. A LLM student should submit it to the Concord LLM Program Director. Appeals must:

1. Be submitted within 30 business days of notification of the termination for failure to comply, and
2. Explain the circumstances surrounding the failure to comply with School policies and provide appropriate supporting documentation. The student will be notified within 10 business days of the Associate Dean’s decision. If a student is reinstated, he or she will be placed on satisfactory academic progress (SAP) dismissed status. Students placed on SAP dismissed status are not eligible for financial aid.

Students may not appeal their SAP dismissed status during the academic term. However, a student who has been reinstated and placed on SAP dismissed status, and who becomes compliant with the Satisfactory Academic Progress policy, may petition the Associate Dean to be placed on regular status for a future term of study with potential eligibility for financial aid.

Grade Scale, Exams, and Retakes

GRADING SCALE

Concord generally grades examinations using standards similar to those employed by the Committee of Bar Examiners of the State Bar of California. All exams, written assignments, and other assessments are governed by the Concord Honor Code.

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<tr>
<th>Letter Grade</th>
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<th>Grade Value Point</th>
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<td>A</td>
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<td>B+</td>
<td>78, 79</td>
<td>3.3</td>
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<td>B-</td>
<td>70 – 72</td>
<td>2.7</td>
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</tr>
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<td>68, 69</td>
<td>2.3</td>
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EXAMS

In the LLM program, the format of the assessments is unique to each course. Courses may require modular quizzes and writing assignments, which typically are administered asynchronously on the School site. In addition, courses may require final projects or exams, which may be administered through the School site at fixed dates and times with specific deadlines for completion.

All assessments are administered under the Concord Honor Code. Assessment administration requirements are specific to each course. Additional information may be found under the Grading Policy for each course on the Concord site.

FINAL EXAM QUALIFICATION POLICY

A student who has advanced to module 13 in any 15-module course may take the final examination for that course.

Retaken Work Policy

LLM students may repeat a failed course once. Both attempts will remain on a student's transcript and count toward his or her GPA.

Transfer Credit

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs. An exception will be made for graduates of Concord Law School’s JD program who, as JD students, successfully completed LLM courses with a grade of "B" or better. These students may receive credit for up to 6 units toward the LLM degree. In addition, the LLM Program Director may provide prior permission, at his or her discretion, for an LLM student to receive credit for third- and fourth-year Concord JD elective courses.

Failure to Progress and Time Limit

Probation for Failure to Progress in Studies

The below policy should be read in conjunction with the Attendance Policy.

During a term of study, to be considered in good standing and to be eligible for financial aid, students must be in compliance with both the Attendance Policy and the appropriate Module Progress Policy listed below for their program.

Through Concord's learning management system (LMS), students progress through courses by completing units of study called modules. The number of modules in a course may vary; however, in general, there are 15 modules for courses that are 6 months or shorter in duration and 30 modules for courses that are longer than 6 months in duration. Progress through course modules is gated so that students may not advance to the next module until they have completed all the study assignments in the previous module. Study assignments may consist of readings, video lectures, document uploads, essay assignments, bulletin board assignments, and quizzes, as well as other academically related activities.

MODULE PROGRESS POLICY FOR LLM PROGRAM

In addition to the requirements stated in the Attendance Policy and Satisfactory Academic Progress policy, LLM students must make minimum progress in the curriculum at all times. Minimum progress is defined as the completion of at least one module in every course every 21 days.
If minimum progress, as defined above, is not achieved, students may be advised to develop a study plan to bring them back to the ideal module pace. Failure to cooperate in the development of a study plan may result in dismissal from the program.

**Time Limit to Complete Coursework**

LLM students are required to complete the program within 4 years. Deferrals and leaves of absence granted do not extend this time limit.

**Graduation Requirements and Honors**

**Graduation Requirements**

Students enrolled in the LLM program must successfully pass all required courses, complete 24 units within 4 years of commencing study, and maintain a cumulative GPA of 2.0 to graduate. In addition, students must be in good financial standing and must have successfully completed all academic requirements to participate in the graduation ceremony.

**Academic Honors**

"Dean's List" will appear on the transcripts of students who have earned a GPA between 3.0 and 3.29 each year this honor is earned.

"Distinguished Scholar" will appear on the transcripts of students who have earned a GPA of 3.30 or greater each year this honor is earned.

Students graduating with a GPA between 3.0 and 3.29 will have "With Honors" appear on both their transcript and diploma.

Students graduating with a GPA of 3.30 or greater will have "With Highest Honors" appear on both their transcript and diploma.

**Cancellation and Refund Policy**

If students are accepted to the program but wish to cancel their enrollment, they may cancel by emailing administration@concord.kaplan.edu; by mailing a written notice of cancellation to Attn:

Director of Student Services, Concord Law School, 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024; by telephoning 310.689.3200; or in person at the Concord Administrative Offices in Los Angeles.

If students cancel prior to or on the first day of commencing instruction, they will receive a full refund of tuition paid. Continuing students who cancel prior to or on the first day of a new term will also receive a full refund of fees and tuition paid. All refunds will be made within 30 days of cancellation.

If the student has obtained a loan to pay for tuition, it is the student's responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. Students are advised that some financial refunds are due directly to the lender.

A student who begins the program is entitled to a prorated refund of tuition paid up until the end of the ninth week of study in a given term. Thus, a student who withdraws from or is dismissed by the School any time after beginning or commencing instruction on the Internet, but prior to the end of the ninth week in a given term, will receive a prorated refund as follows:

<table>
<thead>
<tr>
<th>Cancellation Request Received</th>
<th>Refund Percentage</th>
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</thead>
<tbody>
<tr>
<td>During the First Week</td>
<td>100%</td>
</tr>
<tr>
<td>During the Second Week</td>
<td>80%</td>
</tr>
<tr>
<td>During the Third Week</td>
<td>70%</td>
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<tr>
<td>During the Fourth Week</td>
<td>60%</td>
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<tr>
<td>During the Fifth Week</td>
<td>50%</td>
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<td>During the Sixth Week</td>
<td>40%</td>
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<tr>
<td>During the Seventh Week</td>
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<tr>
<td>During the Eighth Week</td>
<td>20%</td>
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<tr>
<td>During the Ninth Week</td>
<td>10%</td>
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<td>During the Tenth Week</td>
<td>0%</td>
</tr>
</tbody>
</table>

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Course Descriptions

Courses in Partnership with Other Law Schools)

NEW YORK LAW SCHOOL COURSES
Concord JD and EJD students may register for select online courses offered through New York Law School. In the past, they have included Mental Disability Law and the Americans With Disabilities Act (ADA). Course offering information will be provided at the time of registration or through school announcements, as appropriate, as courses are available.
Units: 3 or 4
Prerequisite: None

ADVANCED ADVOCACY
Offered at the William Mitchell College of Law (WMCL) Summer Skills Program in St. Paul, Minnesota, this is an 8-day, in-person course. The course is an intense, learning-by-doing trial skills course. Students continually perform and are critiqued live and on videotape by experienced trial lawyers. Topics include: case analysis; opening statements; direct and cross examinations; examination of lay and expert witnesses; impeachment, rehabilitation, and refreshing recollection; introduction of evidence and demonstrative exhibits; closing arguments; jury selection; and ethics and professional responsibility. (Students register directly with and pay tuition, at the WMCL JD rate, directly to William Mitchell College of Law. The course is graded on a pass/fail basis by WMCL.)
Units: 3
Prerequisite: Advocacy—Theories, Tactics, and Techniques; JD only

CL 8800: ADVOCACY—THEORIES, TACTICS, AND TECHNIQUES
Offered online in partnership with William Mitchell College of Law, this course introduces students to the fundamentals of the courtroom and oral advocacy. Interactive modules allow students to study the foundation of effective advocacy and to learn by doing. Students are exposed to trial tactics and techniques including opening statements, direct and cross examinations, introduction of evidence, and closing arguments. Students are assessed and receive feedback on their own performances via online video presentations. Students must have access or arrange access to a webcam or other recording device that allows them to record videos online. In addition to Concord tuition per unit, students will be required to pay a $500 program fee.
Units: 3
Prerequisite: JD only

EJD Courses in Partnership with Kaplan University)

CJ 500: CRITICAL LEGAL ISSUES IN CRIMINAL JUSTICE
This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments, but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law, substance abuse, corrections, and judicial review of administrative decisions.
Units: 3

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 issues facing the fields of policing, private security, and corrections are addressed as needed.
Units: 3
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.
Units: 3
Prerequisite: None

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.
Units: 3
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; countterterrorism tactics and strategies; cyberterrorism and the role of technology; and concerns for the future.
Units: 3
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.
Units: 3
Prerequisite: None

**CJ 523: CRITICAL ISSUES IN JUVENILE JUSTICE**
This course is designed to explore the social context of delinquency, law, the history of the juvenile court, policing in juvenile justice, and court and corrections interventions with regard to children who have been victimized or are criminal. The course integrates scholarship and case law to investigate the many layers of the juvenile justice system including how the juvenile court works and why it works the way it does. Upon completion, students will have much more than a cursory understanding of the juvenile justice system.
Units: 3
Prerequisite: None

**IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL**
This course provides students with a foundation in the concepts and paradigms that shape information technology today. Students will distinguish between current competing ideologies to expand their technological knowledge and make informed business decisions. A focus will be placed on Internet technologies, hardware and software components, and networked environments as well as ethical and social issues in information technology. Students will also be introduced to the Master of Science in Information Technology learning team model, which will be built upon throughout the program.
Units: 3
Prerequisite: None

**IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT**
Businesses are faced with many challenges when managing their information technology. Since information technology is continually evolving, businesses that stick with their current IT systems may be left behind. In this course, students identify innovative solutions to business problems. Specific topics include the analysis of cost and efficiency benefits found in emerging technologies, the legal and regulatory implications of various IT infrastructure strategies, and the complex process enterprises face in integrating new technology with existing infrastructure.
Units: 3
Prerequisite: None

**IT 590: LEGAL AND ETHICAL ISSUES IN IT**
This course provides a detailed discussion of the legal and ethical issues associated with the information technology age. Topics covered in this course include: ethical theories related to information technology, protection of intellectual property, privacy, computer and network security, cybercrimes, and ethical behavior for working in the computer industry.
Units: 3
Prerequisite: None

**LS 510: INTELLECTUAL PROPERTY AND DIGITAL ENTERTAINMENT**
This course will explore the progression of content distribution and entertainment intellectual property laws, how these two have impacted each other, and the challenges caused. Students will examine questions that arise on a daily basis regarding content distribution, licensing, and syndication, explore the philosophy of "ownership" around content, discuss the legal differences between content for promotion versus content for revenue generation, and examine the challenges faced in determining those differences.
Units: 3
Prerequisite: None

**LS 511: MUSIC CONTENT IP—BUILDING BLOCKS OF THE MUSIC BUSINESS**
This course will explore all aspects of the music industry as it relates to revenue-generating and exposure-generating sources for the content creator.
Units: 3
Prerequisite: None

**LS 512: CURRENT AND FUTURE ISSUES IN MUSIC LAW**
This course will explore critical issues/changes as they relate to current or potential future shifts in music content generation, ownership, exposure, revenue, and/or distribution.
Units: 3
Prerequisite: None

**JD and EJD (CL)**

**CL 6000: LEGAL WRITING AND TEST TAKING SKILLS**
This first-year course is designed to teach the ability to spot legal issues in factual situations and form legal arguments and theories. In addition, students demonstrate factual analysis and reasoning to buttress their arguments and conclusions.
Units: 2
Prerequisite: JD and EJD (required)

**CL 6100: CONTRACTS**
This course examines the legal theories and principles relating to parties and agreements and their resultant obligations or benefits. Covered topics include: formation, conditions, and remedies of contracts; bargained-for consideration; third-party contracts (including assignments and delegations); statute of frauds; parole evidence; impossibility of performance; and frustration of purpose.
Units: 8
Prerequisite: JD and EJD (required)

**CL 6200: TORTS**
This course explores the study of civil liability relating to intentional acts and violation of duties imposed by law. In addition, legal wrongs committed by a private person upon the person or property of another independent of a contractual relationship are covered in detail in this course. Topics include intentional torts, negligence, strict liability, product liability, nuisance, defamation, invasion of privacy, and misrepresentation.
Units: 8
Prerequisite: JD and EJD (required)

**CL 6300: CRIMINAL LAW**
This course examines the state’s ability to punish individuals for wrongs committed. Homicide, theft (including robbery and burglary), assault, rape, kidnapping, and arson as well as attempts, conspiracies, and solicitation are covered in depth. The state of mind required to
commit a crime, including justifications and excuses, is thoroughly covered.
Units: 6
Prerequisite: JD and EJD (required)

CL 7000: CONSTITUTIONAL LAW
This course examines the organization and framework of the federal government, the distribution of political and governmental authorities and functions, and the fundamental principles that regulate the relationship between the government and its citizens. Specific topics include the source of judicial review, the powers of legislative and executive branches, the authority reserved for the states, due process, equal protection, and First Amendment freedoms.
Units: 6
Prerequisite: JD and EJD, second term (required)

CL 7100: REAL PROPERTY
The law governing all aspects of real property and the creation of rights is the focus of this course. Additional topics include ownership rights (including present estates), cotenancy, future interests, and the relations between landlord and tenant. Real property contracts, statute of fraud problems, real property mortgages, conveyancing, and adverse possession are also discussed.
Units: 8
Prerequisite: JD and EJD—Law and Technology Track (required)

CL 7150: WILLS AND TRUSTS
This course covers the law of estates and trusts as applied in California and gives a general overview of how it applies in the rest of the country. Issues dealing with the validity and revocation of wills are examined in particular, as they may affect distribution of assets of an estate. In addition, the laws of express trusts (including creation and administration), charitable trusts, and consecutive trusts are covered.
Units: 6
Prerequisite: JD (required)

CL 7200: CIVIL PROCEDURE
Access to the U.S. court system is the focus of this course. Proper jurisdiction and venue (including long-arm statutes and minimum contacts) are covered in detail. Other topics include pleadings, joinder of parties and claims, class actions, discovery, summary judgment, directed verdict, res judicata, collateral estoppel, and the appeal process.
Units: 6
Prerequisite: JD and EJD—Law and Technology Track (required)

CL 7300: CRIMINAL PROCEDURE
This course focuses on the law governing the rights of the accused. The topics of arrest, search, seizure, confession and self-incrimination, police lineups, and ineffective assistance of counsel are covered in detail.
Units: 4
Prerequisite: JD and EJD—Criminal Justice Track (required)

CL 7500: CORPORATIONS AND BUSINESS ORGANIZATIONS
This course covers the area of law relating to artificial persons or legal entities, consisting of members acting with a common purpose. Particular emphasis is placed on the formation of the corporate unit, the sale of shares (including federal securities law), the operation and management of the corporation, and the law covering dividends, repurchases, and redemptions.
Units: 4
Prerequisite: JD (required)

CL 7600: EVIDENCE
This course covers the substance of and means by which alleged matters of fact are proved or disproved in court. Central topics include the requirements for the introduction and impeachment of evidence, relevancy, character evidence, expert testimony, privileges, and hearsay. The course also covers the requirements of the originals and roles of judges and juries in the evaluation of evidence.
Units: 6
Prerequisite: JD and EJD—Criminal Justice Track (required)

CL 7700: COMMUNITY PROPERTY
This course covers the Law of Community Property and Division of Marital Assets in California. Specific topics include the characterization of property as separate or community, creditors’ rights, third-party transfers, and the resolving of disputes upon the termination of a relationship or the death of a party.
Units: 4
Prerequisite: JD (required)

CL 7800: LEGAL ANALYSIS AND WRITING (JD)
This course covers the practical basis of “how to” write the kinds of documents that make up a lawyer’s traditional practice: a client advice letter, an office (research) memorandum, and a memorandum of law in support of—or in opposition to—a dispositive motion, for example, a Motion for Summary Judgment. The course will also include an oral argument.
Units: 4
Prerequisite: JD only (required)

CL 7850: LEGAL ANALYSIS AND WRITING (EJD)
This legal writing and analysis course will teach students how to synthesize complex information, analyze and formulate strategy, and predict outcomes in client letters and office memorandums. Students will learn to communicate in “plain English” to avoid legalese, unnecessary jargon, and other styles that call attention to the writing itself or in other ways obscure or detract attention from the meaning. Students will develop professional skills and values pertinent to the legal analyzer.
Units: 4
Prerequisite: EJD, third term (required)

CL 7875: ELECTRONIC LEGAL RESEARCH
This course focuses on research skills and techniques including the use of an online library. Students will be assigned various research projects to be completed under the tutelage of their professor.
Units: 2
Prerequisite: JD and EJD, third term (required)

CL 7875: LEGAL RESEARCH
See Electronic Legal Research.
Units: 0
Prerequisite: None
CL 7900: PROFESSIONAL RESPONSIBILITY

The law relating to the ethical standards that govern attorneys and judges is the focus of this course. It covers the ABA Rules of Professional Conduct, the ABA Model Rules of Professional Conduct, and the ABA Code of Judicial Ethics. The course will also include materials on professional conduct of the attorney, the role of a lawyer, the lawyer as an officer of the court, and the relationship of the lawyer to society.

Units: 4
Prerequisite: JD only (required)

CL 7955: CROSS PROFESSION ETHICS

This course is divided into two segments. The first focuses on fundamental, contemporary ethical questions in the practice of law and examines the basic premises underlying the lawyer-client relationship and some of the duties of lawyers including duties to clients, the public, the courts, and other professionals. The second segment compares the ethics of the legal profession with other professions including medicine and the clergy. The disciplinary process and professional malpractice are considered. The course incorporates various forms of media to illustrate ethical dilemmas in everyday professional life, including movies, television, and print media, in addition to a traditional text.

Units: 2
Prerequisite: EJD, third term; available as a JD elective (required)

CL 7975: REMEDIES

This course reviews both legal and equitable remedies, focusing on the underlying liability theories that give rise to the remedy and the remedy itself. Special attention is given to contract and tort remedies. Students will be exposed to the types of problems that they may encounter in law practice, with particular emphasis on ones that cross a variety of disciplines. Final papers are similar to the performance tests currently administered by the State Bar of California.

Units: 4
Prerequisite: JD (required)

CL 7999: CAPSTONE COURSE (JD)

This course provides students with an effective means of integrating what they have learned over the course of their legal education, building on a strong substantive and skills foundation to make critical judgments about the law and policy as a practicing attorney. Special attention will be devoted to the skills necessary for success on the California Bar Examination. Through work with testing forms currently employed by the California Committee of Bar Examiners, students will refine their ability to analyze legal principles and express their thoughts in an appropriate legal fashion.

Units: 2
Prerequisite: JD only (required)

CL 8000: COMMERCIAL LAW

This survey course covers essential business transactions involving the transfer of interests in personal property and the means by which the obligation to pay is secured and satisfied. Commercial Law will expose students to a wide variety of concepts governed by the articles of the Uniform Commercial Code including Sales (Article 2), Negotiable Instruments (Article 3), and Secured Transactions (Article 9). Students will gain experience working with statutory law in the commercial arena. Special attention will be paid to security interests, checks, and securities. This is an important course for students seeking exposure to fundamental business law concepts, creditor/debtor issues, and banking transactions.

Units: 4
Prerequisite: None

CL 8010: CONTRACT DRAFTING

A lawyer once said, “Legal drafting is legal thinking made visible.” The drafter’s work makes explicit the parties’ understanding of the deal, but also fills the “gaps” sometimes left in contract negotiations and anticipates problems that might arise in the future. This course uses contract drafting to (1) exemplify the principles of contract law; (2) illustrate those principles in a planning context rather than a litigation context; and (3) develop the legal skills of reading, writing, and analysis. Through a series of readings and drafting exercises, students will learn to analyze and draft contracts that accomplish the particular needs and objectives of their client.

Units: 2
Prerequisite: CL 6100

CL 8020: BUSINESS PLANNING AND SKILLS TRAINING—PRACTICUM

This course focuses on the role of the lawyer as an advisor to closely held businesses and their owners. The required course materials include an online cyberworkbook entitled Drake on Representing Closely Held Entities, which is written by Dwight Drake on business planning and integrates case study problems written by Andrea Johnson. During the course, students will study and plan the creation, operation, and dissolution of a closely held company called “Compu Devices.” This course’s workbook integrates a primary textbook, course materials, and assessment tools that focus on California law. This is a practicum course and, as such, the focus in this course will be to provide hands-on skills training for business lawyers in devising strategies, negotiating agreements, and drafting business documents. Students will work individually and in teams to negotiate and draft different types of documents used during the life of a business. Students will be required to participate in one or more small group projects and must be able to accommodate conference calls and virtual meetings with their business partners outside of the regularly scheduled classes. Note: this course will utilize additional technologies that will require the student to have a working headset and microphone, in addition to a high-speed Internet connection. Students are also required to have Microsoft PowerPoint.

Units: 4
Prerequisite: CL 7500 (can also be taken as a corequisite)

CL 8030: DEBTOR-CREDITOR LAW

Debtor-creditor law encompasses state and nonbankruptcy federal law that governs how a creditor collects money a debtor owes the creditor. Debtor-creditor law mainly concerns when and how a creditor can acquire property of a debtor to satisfy an obligation the latter owes the former. A closely related concern is the extent to which a creditor’s rights to do so, as against the debtor, are also valid and enforceable against the debtor’s other creditors. This law applies without regard to the nature of the underlying debt, whether tort contract, statutory liability, or any other substantive law. It applies, too, whether the debtor is a natural person or business entity and whether the debt is consumer or commercial. Debtor-creditor law has wide applicability in everyday practice and also drives, to an extent, the substance and practice of bankruptcy law, which in large part is a reaction to state debtor-creditor law. Therefore, this course is useful in itself and is foundational (even essential) to understanding and practicing bankruptcy law.

Units: 2
Prerequisite: None

CL 8110: ADMINISTRATIVE LAW
This course provides an overview of administrative law and procedure including the creation and authority of federal agencies and the ways that agencies exercise their authority to govern certain areas. It includes a review of agency rulemaking, investigation, and adjudicatory functions. It also includes judicial review of administrative agency actions. The assessments in the course give students some hands-on opportunities to apply what they learn in a “real-world” way by completing projects on federal agencies that they are interested in and by addressing situations that are based on agency actions.

Units: 4
Prerequisite: None

CL 8120: CONFLICT OF LAWS
This course examines the problems that arise in choosing the law to be applied to transactions, relationships, or occurrences that have contact with more than one state in the United States or with the United States and a foreign nation. The course begins with the problem of enforcing nonforum and foreign judgments in U.S. courts. Enforcement of judgments logically leads next to the consideration of U.S. constitutional constraints in the choice of substantive and procedural law that courts use in rendering a judgment. Finally, the course focuses on the various approaches, theories, and rules that courts have developed to guide them in choosing the law to be applied to interstate and international transactions, relationships, occurrences, and litigation.

Units: 4
Prerequisite: CL 7200

CL 8130: EMPLOYMENT DISCRIMINATION
This course will focus on the federal statutory responses to the issues surrounding employment discrimination on the basis of age, disability, race, color, religion, sex, national origin, and alienage. In this context, students will examine the manner in which Congress and the federal courts have balanced the competing interests of preserving the rights to control private property with the nation’s commitment to equal opportunity in employment. To that end, students will carefully examine the provisions of Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex, the nineteenth-century federal Reconstruction Civil Rights Acts, the Age Discrimination in Employment Act, and the Americans With Disabilities Act.

Units: 2
Prerequisite: None

CL 8140: PRODUCTS LIABILITY
This course explores the legal aspects of injuries caused by products including design and warning defects, strict liability, and other causes of action. Students will evaluate the current laws applicable to these areas and how they are applied through litigation and other remedies.

Units: 2
Prerequisite: None

CL 8150: EDUCATION LAW
Education Law provides students with an overview of key topics in the field by examining the constitutional principles, statutes, agency regulations, and judicial decisions that have shaped public and private education. The course will help students understand how these various sources of law affect schools and the students and staff in schools. Topics include: foundational principles; school funding; employment issues; school liability; instruction and curricular issues; privacy rights and Right-to-Know laws; student and teacher rights in areas such as the First Amendment, discipline, discrimination, and religion; search, seizure, and interrogation; special education; No Child Left Behind; and cutting-edge topics such as electronic speech, discipline for off-campus behavior, cyberbullying, strip searches, and education reform. The course uses a problem-based approach that allows students to apply what they learn by discussing and addressing real-world situations through various problems, activities, and assessments. Students will also go outside of the classroom to gather information about how education law works in practice and in their own states.

Units: 4
Prerequisite: None

CL 8350: INTERNATIONAL TRADE
The World Trade Organization and the General Agreement on Tariffs and Trade restrain nations from adversely impacting trade with self-serving restrictions. The course will address, among other things, tariff and nontariff barriers, discrimination, regionalism, antidumping, countervailing duties, and safeguards. The course will also consider other facets of globalization such as economic policy, most-favored-nation status, and the relationship between trade and other regulatory areas or social values including environmental protection, health and safety standards, human rights, and intellectual property protection.

Units: 2
Prerequisite: None

CL 8500: FEDERAL TAXATION
This course examines the fundamental concepts underlying the federal income tax system, with emphasis on its history and current operation. Major topics that will be explored include determination of gross income and deductions, timing issues, and disposition of property, with emphasis on taxation of the individual. Students will gain an understanding of the research tools used by lawyers in analyzing taxation issues.

Units: 4
Prerequisite: None

CL 8600: INTELLECTUAL PROPERTY
This is a survey course in the field of intellectual property law. Topics include patent, copyright, and trademark law. It would be valuable for students to have completed or be concurrently enrolled in Real Property, Constitutional Law, and Civil Procedure.

Units: 4
Prerequisite: EJD—Law and Technology Track (required)

CL 8620: CYBERLAW
This broad survey course is designed to explore the legal, ethical, and technological issues involved in working in cyberspace. Topics will include: Internet history, policy development, governance, and regulation; jurisdiction; First Amendment and privacy; copyright and fair use; trademark and domain names; cybercrime and Internet security; electronic commerce and virtual transactions; discovery of electronic evidence; and legal practice issues on the Internet. It would be valuable for students to have completed or be concurrently enrolled in Constitutional Law, Civil Procedure, and Real Property.

Units: 4
Prerequisite: EJD—Law and Technology Track (required)

CL 8650: PATENT LAW FUNDAMENTALS
This class focuses on the law relating to the procurement of patents, which is commonly referred to as the “patentability requirements.” The goal of this course is to allow students to obtain a broad overview of the patent laws as applied by the U.S. Patent and
Trademark Office and by the various federal courts (primarily the U.S. Court of Appeals for the Federal Circuit) having jurisdiction to hear patent matters.

Units: 2
Prerequisite: None

**CL 8655: PATENT LITIGATION**

This course will focus on the law associated with enforcing patents through the U.S. district court system including the elements of the complaint (i.e., standing/jurisdiction, infringement, damages), issues arising in discovery (potential defenses, trial (the role of the judge and jury), and a potential appeal to the U.S. Court of Appeals for the Federal Circuit (CAFC).

Units: 2
Prerequisite: CL 8650 or CL 8655, and CL 7200 (can also be taken as corequisites)

**CL 8660: PATENT CLAIM DRAFTING**

This class will focus almost entirely on the law and rules associated with writing claims that pass muster at the U.S. Patent and Trademark Office. Such claims must include the invention and, at the same time, avoid the “prior art.” Such claims should be of varying scope, commercially relevant, and stand up to validity challenges during litigation. This course will introduce a student to sufficient principles regarding patent law to be able to understand the patent application prosecution process and write claims.

Units: 2
Prerequisite: CL 8650 or CL 8660 (can also be taken as corequisites)

**CL 8665: PATENT APPLICATION DRAFTING**

This class is designed to be an introduction to drafting a patent application, filing the application, and understanding basic patent office procedure. A patent application consists of many parts and drafting requires the creator to understand the invention, understand the “prior art,” and adequately describe the invention so that it is capable of being made by those skilled in the relevant art. The goal of this course is not mastery, but rather for students to become familiar with basic drafting techniques and rules.

Units: 2
Prerequisite: CL 8660

**CL 8700: HEALTH LAW**

This course introduces students to the legal issues involving the health care system and health care providers. Areas covered include the legal issues surrounding licensing, quality control regulations, patient-professional relationships, health care organizations and structures, bioethical issues, and liability of health care professionals and institutions. It would be valuable for students to have completed or be concurrently enrolled in Civil Procedure and Constitutional Law.

Units: 4
Prerequisite: None

**CL 8710: MEDICAL MALPRACTICE/PROFESSIONAL LIABILITY**

This course examines the duty of health care professionals and organizations to provide appropriate care by addressing specific tort issues, practice guidelines and standards, applicable regulations, and data bank issues.

Units: 2
Prerequisite: CL 8700

**CL 8720: HEALTH CARE POLICY**

This course explores the legal, political, and socioeconomic principles underlying the development, implementation, and trends in public health policies related to national and international health care initiatives and other legislative efforts in progress. Students will analyze the development of health policies and will propose and negotiate future policy directions.

Units: 4
Prerequisite: CL 8700

**CL 8730: MEDICAL PRODUCTS LIABILITY**

This course explores the legal aspects of health-related products liability, including medical devices, pharmaceuticals, and genetically engineered treatment modalities, plus relevant toxic tort issues. Students will evaluate the current laws applicable to these areas and how they are applied through product liability claims and through administrative agencies like the U.S. Food and Drug Administration (FDA). The course will emphasize health law issues in products liability and will also cover aspects of administrative law. The course assessments provide students with some hands-on opportunities to apply what they earn in a “real-world” way by completing projects on the FDA and on litigation involving medical devices and pharmaceuticals and by drafting pleadings and a judicial decision to address hypothetical situations.

Units: 2
Prerequisite: None

**CL 8740: BIOETHICS**

This course explores the medical aspects of ethics with attention to the role of the clinician, cultural considerations, and the legal aspects of national and international policy. The course will cover the issues of patient autonomy, medical decision making, diagnosis and treatment, the bioethical and legal implications of the use and abuse of biotechnology and the role of law in assuring responsible scientific research. The course will cover in-depth the following areas: bioethics, genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human genetics, reproduction, fetal-maternal decision making, surrogacy, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human biological and technological advances

Units: 2
Prerequisite: CL 8700

**CL 8750: RISK MANAGEMENT IN HEALTH CARE**

This course explores various models and trends in risk management programs, along with their components. The course will focus on all forms of risk and management in health care environments, from initiation of care through completion of care.

Units: 2
Prerequisite: CL 8700

**CL 8755: BIOETHICS**

This course examines legal, ethical, and political implications of biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, distribution of health care, human subjects research, and distributive justice in health care. These issues are addressed from the standpoint of the stakeholders—patients, health care providers, and government policy makers. Students will draft legislation and codes of ethics, negotiate contracts, and write legal memoranda related to these topics.

Units: 4
Prerequisite: CL 8700

**CL 8799: HEALTH LAW INDEPENDENT STUDY**

This course affords students in their third or fourth year the opportunity to write a major paper on a health law topic. Papers will have to be original, be significant in length, and reflect a high level of research and thorough analysis of a topic. Students will develop a thesis or prepare an expository piece on a particular area of health law.

Units: 2
Prerequisite: CL 8700

**CL 8805: EJD PRACTICUM**

The EJD Practicum provides students with the opportunity to
experience the law in a practical setting. EJD students apply their knowledge of the law in a business or other appropriate setting that may be law related but is not the practice of law. The student works with the Director of the EJD Practicum to identify and obtain approval for an appropriate externship in his or her location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.

Units: 4
Prerequisite: EJD only, cumulative GPA requirement

**CL 8810: LEGAL EDUCATION EXPERIENCE PROGRAM**

The Legal Education Experience Program (LEEP) provides students with the opportunity to experience the law in a practical setting. JD students work under a supervising attorney in a judicial, law firm, public law office, corporate, or government setting. The student works with the Director of LEEP to identify and obtain approval for an appropriate externship in his or her location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.

Units: 4
Prerequisite: JD only, cumulative GPA requirement

**CL 8820: ORAL ARGUMENT TRAINING AND PRACTICE**

This course covers effective oral argument and how to implement presentational skills in the context of how to argue a case before an appellate court. The skills, however, apply equally to (1) students who will argue a motion before a trial court and (2) students who never intend to practice law but, on occasion, need to speak before a group of people. Students will analyze and apply legal principles and policy to a complicated fact pattern and improve their skills in organization and logical thinking. While there are written assignments, success in the course turns on two oral arguments, one on each side of the case. Students will work with partners and on teams. The overarching goal of this course is “collaborative learning,” and students will research, analyze, and plan arguments in “law firm” teams. This is an opportunity to work in cooperative groups toward a final collective goal.

Units: 2
Prerequisite: JD only; CL 7800 and CL 7875

**CL 8831: ADR AND TECHNOLOGY**

ADR and Technology explores how technology can facilitate dispute resolution and problem solving. Students will analyze online dispute resolution platforms that already exist and each student will have an opportunity to resolve disputes using these platforms. Students first will be introduced to different traditional offline dispute resolution processes. Students then will use and critically evaluate different audio, video, and text-based technologies that can assist in resolving disputes; become familiar with several existing dispute resolution software programs that are available commercially; study and discuss current literature concerning technology-mediated dispute resolution; and be expected to use video and audio technology to make a presentation to the entire class. Each student is expected to attend select live class sessions. Every student must have, or have ready access to, a web camera (webcam) as well as a sufficiently fast Internet connection to allow the student to participate in a direct negotiation via webcam. Students are also required to participate in dispute resolution simulations using email and instant messaging.

Units: 2
Prerequisite: None

**CL 8899: INDEPENDENT STUDY**

This course is open to fourth-term JD students and third-term EJD students who have at least a 3.0 Concord GPA at the time the course begins. Enrollment is conditioned upon the student finding a faculty sponsor and advance approval by the Associate Dean. The course requires the design and execution of a research project that generally will result in a paper of at least 15 pages for each unit of credit earned. Students considering this elective should review the Independent Study Request Form under the Administrative Forms tab in the Student Services section of the website for further information on the expectations for student work in the course and the process for getting approval of an independent study project.

Units: 2-4
Prerequisite: None

**CL 8910: EQUINE LAW I**

Equine Law I explores the law relating to the equine industry and of use to equine law practitioners. Major topics covered include: law of common equine contracts, such as sale, boarding, indemnity and release agreements, warranty issues, and duties and obligations of agents, which include trainers, co-owners, and independent contractors; secured transactions; and insurance issues. Students will gain an appreciation of the duties and obligations of industry participants and a working knowledge of legal issues necessary to draft contracts in this field.

Units: 2
Prerequisite: None

**CL 8920: EQUINE LAW II**

Equine Law II is a continuation of Equine Law I and covers such major topics as Equine Activity Liability legislation, associations and the law relating to industry governance, tax issues, land use law, employment law and immigration issues, family law including divorce and estate planning, Internet gambling legal issues, veterinary malpractice and animal cruelty issues, and ethics. Students will gain an understanding of the challenges faced by industry participants and the legal landscape of use to equine law practitioners in these areas.

Units: 2
Prerequisite: CL 8910

**LLM (CL)**

**CL 9110: LEASING COMMERCIAL REAL ESTATE**

This course covers the law of commercial real estate leasing from the perspectives of tenant, landlord, and lender and is largely organized around common, fundamental pieces of the typical commercial real estate lease. A chronological focus on the core legal issues of each part of the lease provides opportunities to explore transactional practice generally as well as study the meaning and impact of each provision in the documents that embody the deal. Other subjects of special interest and importance to small business are also covered including bankruptcy of the landlord or tenant, shopping center leases, percentage leases, and leasehold financing.

Units: 2
Prerequisite: None

**CL 9115: EMPLOYEE MANAGEMENT AND BENEFITS I**

This course is the first in a set of courses covering issues of employee management and benefits. These courses address the most common source of litigation for small business: disputes about the management of employees. In addition, the courses address matters affecting employee benefits, which are integrally related to these
issues of management. These interconnected issues are typically handled conjunctively by small business owners and their lawyers. For this reason, the two courses organize employee management and employee benefits around common dimensions and themes of the small business workplace, rather than artificially segregating the topics in two, independent courses.

Units: 2
Prerequisite: None

CL 9120: STRUCTURE AND GOVERNANCE OF SMALL FIRMS AND OTHER CLOSELY HELD BUSINESS ORGANIZATIONS

The course focuses on the operation of closely held businesses and the problems that such businesses commonly encounter in their typical organizational forms. Thoroughly covered as well are basic agency principles that are the building blocks for many of the legal doctrines associated with these business forms. Students study the problems and solutions inherent to closely held enterprises, in which owners often expect to run their businesses in ways that differ dramatically from the operation of publicly held enterprises.

Units: 2
Prerequisite: None

CL 9125: EMPLOYEE MANAGEMENT AND BENEFITS II

This course is the second in a set of courses covering issues of employee management and benefits. These courses address the most common source of litigation for small business: disputes about the management of employees. In addition, the courses address matters affecting employee benefits, which are integrally related to these issues of management. These interconnected issues are typically handled conjunctively by small business owners and their lawyers. For this reason, the two courses organize employee management and employee benefits around common dimensions and themes of the small business workplace, rather than artificially segregating the topics in two, independent courses.

Units: 2
Prerequisite: None

CL 9130: ELECTRONIC CONTRACTING, BUSINESS ON THE WEB, AND E-COMMERCE

This course explores the law governing electronic contracting, other business technology, and e-commerce including related issues of security and privacy. Students cover the growing bodies of domestic and international law that govern Internet selling, electronic data exchange, electronic payments, digital signatures, and Internet sales, which define the future of contracting and commerce for all small business.

Units: 2
Prerequisite: None

CL 9135: PROTECTING AND SELLING INTELLECTUAL PROPERTY

This course explores various aspects of intellectual property rights and technology transfer as they apply to small business. The course provides students with the background necessary to effectively advise clients on technology transfer issues and with a more sophisticated understanding of intellectual property licensing issues, strategies, and customary business practices in commercializing technology.

Units: 2
Prerequisite: None

CL 9140: BUSINESS TORTS

This course focuses on torts arising out of competition between businesses. Also covered are high-risk areas of liability including important bases of tort and tort-like business liability to consumers, such as premises and products liability claims, and consumer liability for false and deceptive trade practices under state and “baby” FTC laws that give individual consumers the right to sue. Finally, students examine criminal liability imposed on business owners and managers for tort-like, business-related conduct.

Units: 4
Prerequisite: None

CL 9145: REGULATION AND FINANCE IN STARTING AND GROWING A SMALL BUSINESS

This course examines traditional and creative approaches to capital formation and start-up financing as well as life-cycle financing that ties sources of equity and other funding to the stages of small business development, including personal equity, individual retirement assets, equity and debt investment by friends and relatives, and commercial loans, as well as venture capital and other more complex funding sources. Also covered are government programs, including the SBA, tax breaks, and other public subsidies, aimed at encouraging the growth and development of small businesses.

Units: 2
Prerequisite: None

CL 9150: LAW PRACTICE MANAGEMENT

The course explores the ways and means of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics. Special attention will be given to the use of emerging technologies for the solo an small firm practitioner in compliance with ethical obligations.

Units: 2
Prerequisite: None

CL 9155: CREDITOR AND BANKRUPTCY RIGHTS OF SOLE PROPRIETORS AND SMALL FIRMS

This course examines the special rights of small businesses as creditors under state law and their rights as debtors under provisions of the Bankruptcy Code dealing specially with small business.

Units: 2
Prerequisite: None

CL 9160: FRANCHISE, DISTRIBUTORSHIP, AND RELATIONSHIP LAW

This course covers the two primary forms of franchising (product/trade name franchising and business format franchising) and two categories of governing laws: (1) statutory regulation of the franchise relationship and sales of franchises; and (2) statutory and common law frequently applied to the franchise relationship including areas of trademark, antitrust, consumer protection, and contract law. Also covered are various laws governing the relationship between franchisors and franchisees, federal and state disclosure and registration requirements involved with the sale of franchise units, federal and state laws that focus on franchise relationships in specific industries, and the application of antitrust and vicarious liability laws on franchise businesses.

Units: 2
Prerequisite: None
CL 9165: TAXATION AND SUCCESSION PLANNING

This course covers the tax consequences of forming, operating, and transitioning small business, with a focus on the legal forms most often used including partnerships and LLCs. Topics include organization and operation of small business, distribution of assets, and succession. Students explore the effect tax law has on business and economic decisions such as choice of legal entity, forms of compensation, and modes of distributing assets to enterprise owners. Significant time is devoted to everyday small business issues concerning hardware depreciation, excess inventory, and writing off business-related debt; personal tax issues of small business owners and their families; the mechanics of documentation and record keeping; and tax issues affecting home-based businesses and their owners.

Units: 2
Prerequisite: None

CL 9170: VIRTUAL LAW PRACTICE

The delivery of legal services online is now accepted as a part of the future of the legal profession. In the next 5 to 10 years, many law practices will offer clients some form of virtual delivery in order to remain competitive. Operating a virtual law office requires knowledge of the unique ethics issues and best practices for use of the technology to deliver legal services online to clients. This course will cover the topics to prepare the student to responsibly practice law using a virtual law office. Topics will include structures of a virtual law practice (VLP), technology, unbundling of legal services, launching and marketing a VLP, working with virtual assistants/paralegals, and ethical issues.

Units: 2
Prerequisite: None

CL 9180: REPRESENTING SMALL BUSINESSES

IN GOVERNMENT CONTRACTING

In fiscal year 2011, the federal government awarded more than $91.5 billion in federal contracts to small businesses. An additional $90 billion was awarded to small businesses by federal prime contractors in subcontract awards. Although government contracts represent a tremendous opportunity for small business, the legal issues can be complex and unique. This course covers the legal needs of small business at various stages of the procurement process and examines how small business lawyers can most effectively evaluate and analyze the issues and risks on behalf of the client.

Units: 2
Prerequisite: None

CL 9185: SMALL BUSINESS PRACTICE LLM INDEPENDENT STUDY

This course is available for Small Business Practice LLM students who wish to explore an area of particular importance to small business practitioners. Enrollment is conditioned upon the student finding a faculty sponsor and advance approval from the LLM Program Director. The course requires design and execution of a research project that generally will result in a paper of at least 15 pages for each unit of credit earned or an equivalent project, as agreed upon by the faculty sponsor and LLM Program Director. Students considering this elective should contact the LLM Program Director for further information on the expectations for student work in the course and the process for getting approval of an independent study project.

Units: 2-4
Prerequisite: None
Course Policies

Concord reserves the right to add, drop, or modify courses that are listed in this Catalog based upon faculty availability and student needs.

**JD and EJD Courses**
Unless otherwise noted, JD and EJD courses are considered electives available to both JD and EJD students. Courses noted “JD Only” or “EJD Only” are not available to students in the other program.

**LLM Courses**
LLM courses are also available to 3L and 4L students enrolled in the JD program who meet the minimum cumulative GPA requirements.

**EJD Courses in Partnership With Kaplan University**
EJD students may request enrollment in up to three approved Kaplan University courses. Students who wish to enroll in more than three approved Kaplan University courses must submit a petition to the Associate Dean of the EJD program and provide supporting information, including appropriate documentation, on why additional courses would be an educational benefit to the student. These petitions should be submitted to: ejd_associatedean@concord.kaplan.edu. Students enrolled in the EJD program will have all preapproved course-level prerequisites waived for the Kaplan University courses.

Additional courses may be available to EJD students as they are introduced by Kaplan University.
Administration and Faculty

Administrators and Full-Time Faculty

Sara Berman-Barrett

Professor of Law

Professor Berman-Barrett became professor of law at the UWLA School Of Law after practicing bankruptcy law in Century City, and she began teaching at Concord Law School in 2000. Professor Berman-Barrett has also lectured extensively for BarPassers, West Bar Review, PLI, and other bar reviews, and is a nationally recognized expert on the performance test. Her publications include The Criminal Law Handbook: Know Your Rights and Survive the System and Represent Yourself in Court: How to Prepare and Try a Winning Case (both published by Nolo.com).

Education: BA, University of California, Santa Barbara; JD, University of California, Los Angeles

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure; Community Property; Remedies; and Capstone

State Bar Membership: California

Steven Bracci

Associate Dean of First-Year Programs and Professor of Law

Dean Bracci is a well-known lecturer and has been teaching law since 1979. He has served as academic director for the law school divisions of a number of legal publishers. He is an expert in examination technique and has conducted writing and test-taking seminars nationwide.

Education: BA, University of California, Los Angeles; JD, Whittier College of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Real Property; Remedies; and Capstone

State Bar Membership: California

Greg Brandes

Dean and Professor of Law

Dean Brandes joined Concord as a professor in 1999 after nearly 15 years in corporate and solo practice and a successful career in business. He has over 20 years’ experience preparing law students and prospective law students for the bar exam and other admission and licensing examinations. He has lectured extensively, in CLE and other forums, on negotiation, management, and leadership skills and contract, business, privacy, and employment law. Among other written works, he published Straight Talk on Workplace Law, a commonsense guide to human resources compliance and risk management for small businesses.

Dean Brandes was named Outstanding First-Year Professor in 2003, receiving the 2003 Dean's Award for Excellence in Teaching. He was also recognized by the graduating class of 2003 with its Outstanding Faculty Award, and by a Law School Service Award in 2004. In addition to his State Bar membership, Dean Brandes is admitted to practice before the Supreme Court of the United States.

Education: BA, summa cum laude, Marycrest College; JD, Loyola University of Chicago School of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure; and Evidence

State Bar Memberships: California

Stephen Burnett

Vice President, Legal Education, and Professor of Law

Professor Burnett joins Concord from Seattle University School of Law where he was a professor and associate dean. A nationally recognized expert in law-related technology applications, Professor Burnett has held several administrative positions in the field including: vice president and general manager of business development and general manager of the legal business unit of Pro2Net, Internet development consultant to Lexis Publishing, director of the legal education division of West Publishing Co., president of Tailored Solutions, and director of the George Mason University School of Law Library.

Education: BA, University of California, Los Angeles; JD, University of Connecticut School of Law; MSLS, Southern Connecticut State College

State Bar Membership: Virginia

Barry Currier

Dean Emeritus and Professor of Law

Barry Currier now serves as dean emeritus and professor of law following 6 years of service as Concord's dean. He brought to the position more than 30 years of experience in legal education and the legal profession. Dean Currier served as a law clerk in the United States Court of Appeals For the District of Columbia Circuit in 1971 to 1972. Thereafter, he practiced law at Latham & Watkins in Los Angeles, California.

From 1977 to 1996, he was a member of the faculty at the University of Florida College of Law. There, he was associate dean (1990 to 1996), acting director of the graduate tax program (1983 to 1984), professor of law (1980 to 1996), and associate professor of law (1977 to 1980). From 1996 until 2000, Dean Currier served as dean and professor of law at Cumberland School of Law at Samford University in Birmingham, Alabama. Dean Currier also taught at the University of Kentucky College of Law (1974 to 1976), Duke Law School (1976 to 1977), and Monash University Faculty of Law in Melbourne, Australia (1985). His academic areas of interest are land finance, land use planning, real property, and income taxation.

In 2000, Dean Currier became deputy consultant on legal education at the American Bar Association located in Chicago, Illinois, the position he left to become the dean at Concord. At the ABA, Dean Currier worked closely with the consultant on legal education, the Council of the Section of Legal Education and Admissions to the Bar, and various committees of the Section on law school approval and review and a variety of matters and projects related to legal education and the legal profession in the United States. Dean Currier is a member of the Order of the Coif, the American Law Institute, and the Urban Land Institute. He is a Fellow of the American Bar Foundation. He has served on the Board of Directors of The Access Group, a company in the student loan business that is the major private lender to law students in the United States.

Education: BA, University of California, Los Angeles; JD, University of Southern California

State Bar Membership: California

Alana DeGarmo
**Assistant Dean of Students and Professor of Law**

Dean DeGarmo specializes in legal research and writing and was formerly a sole practitioner in California. She is a former officer in the U.S. Air Force and served as editor in chief of the *Law Review* at the University of La Verne College of Law, where she graduated *cum laude*.

**Education:** BA, California State University; JD, University of La Verne College of Law

**Course:** Legal Analysis and Writing

**State Bar Membership:** California

**James Dodge**

**Professor of Law**

Professor Dodge began teaching at Concord Law School in 2000. Prior to teaching at Concord, he taught in paralegal and legal studies programs in traditional colleges. A former prosecutor and former assistant attorney general (Illinois), Professor Dodge also serves in the Illinois Senate President's Office as deputy counsel where he is part of a multiyear project to rewrite and modernize Illinois' Criminal Code and Code of Corrections. His publications include *Limited Liability Partnerships and Limited Liability Partnerships Under Illinois Law* (both published by the Illinois Institute for Continuing Legal Education).

**Education:** BS, University of Illinois; JD, Southern Illinois University School of Law

**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts; Real Property; and Wills and Trusts

**State Bar Membership:** Illinois

**Jack R. Goetz**

**Dean Emeritus**

Dean Goetz, the founding dean of Concord Law School, is a recognized expert in the field of online learning. His vision and expertise contributed greatly to the creation of Concord in 1998 and its subsequent growth. Dean Goetz has been active with the Distance Education and Training Council (DETC), serving on the Board of Trustees, on a task force on assessment of learning outcomes, as chair of the Business Standards Committee, and as vice chair of the Educational Standards Committee. In April 2002, the DETC recognized Dean Goetz with their Distinguished Recognition Award for outstanding contributions to the advancement of distance education. The Board of Bar Governors of the State Bar of California appointed Dean Goetz to a 3-year term as a member of the Law School Council, which advises the Committee of Bar Examiners on various law school education matters. Dean Goetz also serves as a member of the State Bar of California's ad-hoc task force for online education, which is evaluating Internet legal education.

**Education:** BA, San Diego State University; JD, Boston University School of Law; MBA, Pepperdine University

**State Bar Membership:** California

**Douglas Holden**

**Professor of Law**

Professor Holden has taught at Concord since 1999. He also practices in the areas of business law, estate planning, and real estate. Professor Holden has been responsible for faculty and curriculum development work at Concord and has extensive experience in online education.

**Education:** BS, Regis College; JD, Pepperdine University School of Law

**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts; Corporations and Business Organizations; and Advocacy

**State Bar Membership:** Colorado

**Robert Hull**

**Assistant Dean of Academics and Professor of Law**

Dean Hull writes extensively on legal topics, and his substantive law guides and practice materials have been used by law students and practitioners nationwide. He is a cum laude graduate of the University of San Diego School of Law and has taught for 20 years. His expertise includes curriculum development and writing testing materials.

**Education:** BA, San Diego State University; JD, University of San Diego School of Law

**State Bar Memberships:** Arizona, California, Missouri, and Nevada

**Shaun Jamison**

**Assistant Director of Library Services and Professor of Law**

Dr. Jamison has worked for Thomson-West legal publishers primarily in its Westlaw division. He has also taught undergraduate legal courses in both face-to-face and online formats. Prior to joining Thomson-West, Dr. Jamison was a solo practitioner in the areas of family, criminal, real property, and small business law.

**Education:** BS, National College; JD, University of North Dakota; PhD, Capella University

**Courses:** Real Property, Evidence, and Legal Research

**State Bar Membership:** Minnesota

**Scott Johnson**

**Professor of Law**

Professor Johnson was formerly in private practice with a focus in education law, health law, employment law, and constitutional law. He is an adjunct professor at Franklin Pierce Law Center and was counsel in Claremont v. Governor, the case establishing that New Hampshire students have a constitutional right to an adequate education. He is also the founder of NHEdLaw, LLC, and the Education Law Resource Center, which provide training and information to parents, educators, attorneys, and other professionals involved in education. Professor Johnson is a frequent presenter on legal and educational issues at various forums including continuing education programs, the Education Law Association's annual conference, and the Education Law Institute's annual conference.

**Publications:**

- "Focus on Equality Shifts to Adequacy as Brown v. Board Turns 50."
- "Reexamining Rowley: A New Focus in Special Education Law."
- Bragdon v. Abbott: "Analysis and Implications for People Living with HIV/AIDS and Other Disabilities."
State Bar Memberships: Florida and Georgia

Carole Peterson

Assistant Dean of Students

Dean Peterson double majored in journalism and political science and served as editor-in-chief of the award winning Daily Trojan at the University of Southern California. She attended law school at USC as well. Her legal career began as a litigator with White & Case, before she became a federal prosecutor with the United States Attorney's Office in the Central District of California. She worked as an assistant U.S. attorney for more than 10 years, prosecuting hundreds of cases in the areas of narcotics, gang violence, crimes against children, and counter-terrorism. She has also written numerous appellate briefs and argued before the Ninth Circuit Court of Appeals. Back at USC, she has served as an adjunct professor for the School of Law, teaching trial advocacy. More recently, she has worked as a litigator, representing counties in civil suits brought against law enforcement officials.

Education: BA, University of Southern California; JD, University of Southern California School of Law

State Bar Memberships: California and Tennessee

Timothy Pleasant

Professor of Law

Professor Pleasant is in private practice concentrating primarily on criminal defense work. During law school, he was a federal judicial intern for the U.S. District Court, Middle District of Florida. He also has taught history, ethics, and political science at undergraduate and graduate levels, and was a commissioned officer in the U.S. Marine Corps.

Education: BA, Vanderbilt University; JD, Stetson University College of Law; MSSI, Defense Intelligence College

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure; Civil Procedure; and Constitutional Law

State Bar Membership: Colorado

Melissa Racki

Assistant Dean of Students

Dean Racki has practiced as a plaintiff’s attorney, representing clients with Social Security, disability, ERISA, personal injury, and worker’s compensation claims. She specialized in Social Security and ERISA administrative hearings and appeals, and assisted in the preparation of the ERISA course outline and materials taught at Stetson University College of Law. She also worked as a Social Security law clerk for the U.S. District Court, Middle District of Florida, drafting orders and reports and recommendations for eight U.S. magistrates.

Education: BA, University of Maryland, European Division; JD, Stetson University College of Law

State Bar Membership: Florida

Kathleen Reagan

Professor of Law

Professor Reagan was an assistant district attorney for 8 years. During that time, she prosecuted criminal cases, trained and supervised attorneys, and was chief of the family protection unit. In addition to her Concord responsibilities, Professor Reagan is associated on a part-time basis with a small law firm engaged in the general practice of law in Braintree, Massachusetts.

Education: BA, University of North Carolina at Charlotte; JD, Franklin Pierce Law Center

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Constitutional Law; Civil Procedure; and Medical Products Liability

State Bar Membership: New Hampshire

Mark Kaufman

Professor of Law

Professor Kaufman has extensive experience with the criminal justice system both as a trial attorney and as a teacher. He has worked at the trial and appellate level on a wide range of family, criminal, and poverty/welfare law issues. He has taught at Villanova University School of Law, where he developed a cooperative clinical education program, and at Widener University in its criminal justice program.

Education: BA and JD, University of Maryland

Courses: Evidence, Constitutional Law, and Criminal Procedure

State Bar Memberships: Pennsylvania and Maryland

Edward Monsour

Professor of Law

Professor Monsour has extensive teaching experience in the taxation field. In addition to his Concord courses, he teaches in the Golden Gate University Master’s of Taxation program. Additionally, Professor Monsour teaches at the University of California, Irvine, in its Graduate School of Management. He has also taught in taxation programs for accounting professionals.

Education: BA and MBA, Cleveland State University; JD, Cleveland-Marshall College of Law; CPA

Courses: Federal Taxation, Real Property, and Constitutional Law

State Bar Membership: Ohio

Meredith Muller

Associate Director of Faculty Development and Professor of Law

Professor Muller is a full-time professor and a director of faculty development at Concord. Prior to joining the school, she served as legal editor for LexisNexis. She has also worked as a staff attorney with the Thirteenth Judicial Circuit and as a litigator in private practice. Professor Muller also taught business and family law as an adjunct for Corinthian Colleges.

Education: BA, Berry College; JD, Stetson University College of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; and Intellectual Property

State Bar Memberships: Florida and Georgia

Carole Peterson

Assistant Dean of Students

Dean Peterson double majored in journalism and political science and served as editor-in-chief of the award winning Daily Trojan at the University of Southern California. She attended law school at USC as well. Her legal career began as a litigator with White & Case, before she became a federal prosecutor with the United States Attorney's Office in the Central District of California. She worked as an assistant U.S. attorney for more than 10 years, prosecuting hundreds of cases in the areas of narcotics, gang violence, crimes against children, and counter-terrorism. She has also written numerous appellate briefs and argued before the Ninth Circuit Court of Appeals. Back at USC, she has served as an adjunct professor for the School of Law, teaching trial advocacy. More recently, she has worked as a litigator, representing counties in civil suits brought against law enforcement officials.

Education: BA, University of Southern California; JD, University of Southern California School of Law

State Bar Memberships: California and Tennessee

Timothy Pleasant

Professor of Law

Professor Pleasant is in private practice concentrating primarily on criminal defense work. During law school, he was a federal judicial intern for the U.S. District Court, Middle District of Florida. He also has taught history, ethics, and political science at undergraduate and graduate levels, and was a commissioned officer in the U.S. Marine Corps.

Education: BA, Vanderbilt University; JD, Stetson University College of Law; MSSI, Defense Intelligence College

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure; Civil Procedure; and Constitutional Law

State Bar Membership: Colorado

Melissa Racki

Assistant Dean of Students

Dean Racki has practiced as a plaintiff’s attorney, representing clients with Social Security, disability, ERISA, personal injury, and worker’s compensation claims. She specialized in Social Security and ERISA administrative hearings and appeals, and assisted in the preparation of the ERISA course outline and materials taught at Stetson University College of Law. She also worked as a Social Security law clerk for the U.S. District Court, Middle District of Florida, drafting orders and reports and recommendations for eight U.S. magistrates.

Education: BA, University of Maryland, European Division; JD, Stetson University College of Law

State Bar Membership: Florida

Kathleen Reagan

Professor of Law

Professor Reagan was an assistant district attorney for 8 years. During that time, she prosecuted criminal cases, trained and supervised attorneys, and was chief of the family protection unit. In addition to her Concord responsibilities, Professor Reagan is associated on a part-time basis with a small law firm engaged in the general practice of law in Braintree, Massachusetts.
Stacy Sharp

Assistant Dean of Students and Director of EJD Student Affairs
In addition to her work in private practice, Dean Sharp has many years of experience assisting law students in developing legal analysis and writing skills.

Education: BA, University of Virginia; JD, Tulane Law School
Courses: Legal Research, Evidence, and Criminal Procedure
State Bar Membership: Massachusetts

Andrew Tallmer

Associate Dean of Faculty and Professor of Law
Dean Tallmer has been involved in the public policy arena for much of his career including teaching and development of legal training for public safety agencies at the North Carolina Justice Academy. He has worked as assistant deputy director at the New York City Mayor's Office of Operations. He is also an experienced trial attorney, having worked as an assistant district attorney in Nassau County, New York. Dean Tallmer has also worked as an attorney for the New York City Police Department. He has taught various law-related courses at undergraduate institutions.

Education: BA, Union College of Union University; JD, Albany Law School
Courses: First Year Curriculum—Contracts, Criminal Law, and Torts
State Bar Memberships: North Carolina and New York

Kiyoko Tatsui

Associate Dean of the EJD Program, Degree Program Coordinator, and Professor of Law
Prior to joining Concord, Dean Tatsui spent several years with the State Bar of California managing the Office of Client Relations and the Client Security Fund. Dean Tatsui has done numerous CLE programs, both during her tenure at the State Bar and when she worked for the Los Angeles County Municipal Courts. She is active in local bar affairs.

Education: AB, University of California, Los Angeles; JD, University of California, Berkeley (Boalt Hall)
State Bar Membership: California

Victoria Vidt

Assistant Dean of Students
Dean Vidt is an assistant dean of students at Concord Law School, advising first-year students in both the JD and EJD divisions. In addition to working at Concord, she is currently an assistant public defender in the Appellate Division at the Public Defender's Office in Pittsburgh, Pennsylvania, where she represents indigent defendants on an appellate level. Prior to working as an appellate attorney, she was a law clerk in the Superior Court of Pennsylvania, the intermediate appellate court for Pennsylvania, and also worked as a contract attorney in private practice. Dean Vidt received her JD from the Duquesne University School of Law where she graduated cum laude from the evening division and was a member of the Law Review. Dean Vidt published the article "That Eyewitness of Yours...Is His Identification Reliable?", found in volume 1, issue 2 of The Defender, August 1, 2005.

Education: BA, University of Pittsburgh; JD, Duquesne University School of Law
State Bar Membership: Pennsylvania

Jane Wise

Professor of Law
Professor Wise is a full-time faculty member with Concord. She also serves as an adjunct faculty member at Brigham Young University Law School where she teaches legal research and writing in the advocacy program. She writes and publishes in law journals and is a presenter at legal writing conferences. While at the University of Utah Law School, she was the winner of the moot court competition.

Education: BA, BFA, and JD, University of Utah
Course: Legal Analysis and Writing
State Bar Membership: Utah

Adjunct Faculty

Laurie Aronovsky

Professor of Law
Professor Aronovsky traveled extensively and taught English in Japan before starting law school at New York University. She began her legal career in California, litigating a wide variety of commercial litigation matters while volunteering in a temporary restraining order clinic for battered women. More recently, she practiced in the area of disability rights involving high-impact class action litigation in state and federal courts.

Education: AB, University of California, Berkeley; JD, New York University School of Law
Courses: Civil Procedure and Legal Analysis and Writing
State Bar Membership: California

Robert Barrett

Professor of Law
In addition to teaching at Concord, Professor Barrett teaches Business Organizations, Civil Procedure, and Professional Responsibility at the University of West Los Angeles Law School, where he also directs its Legal Aid Clinic, a walk-in, storefront-type program assisting people in a low-income neighborhood. In addition, he is a full-time professor of law and business at the University of La Verne. He has been a member of the State Bar of California's Business Law Section Education Committee, he has been a frequent MCLE lecturer, and he is a former chair of the California State Bar's Standing Committee on Professional Responsibility and Conduct.

Education: BA, Georgetown University, summa cum laude; JD and MSFS, Georgetown University Schools of Law and Foreign Service, editor of the Georgetown Law Journal
Course: Professional Responsibility
State Bar Membership: California

Jason Burk

Professor of Law
Professor Burk has taught at Concord since 2001. After graduation from Drake University, Professor Burk was in private practice for 9 years in Nevada specializing in medical malpractice and insurance
defense litigation. He is now practicing in Atlanta with a corporate firm.

**Education:** BA, University of Illinois; JD, Drake University Law School  
**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts  
**State Bar Memberships:** Georgia and Nevada

**Scott Burnham**

**Visiting Professor of Law**

Professor Burnham has taught at the University of Montana since 1981 and has been a visiting faculty member at many other law schools. He teaches Contract Drafting at Concord and is the author of The Contract Drafting Guidebook and Drafting and Analyzing Contracts. Professor Burnham is a member of the American Law Institute.

**Education:** BA, Williams College; JD and LLM, New York University  
**Course:** Contract Drafting  
**State Bar Membership:** Montana

**John Ciroli**

**Professor of Law**

Professor Ciroli is an assistant public defender in Pittsburgh. He is in the Appeals unit of his office and practices before all courts in Pennsylvania as well as the United States Supreme Court. In addition to his duties as an assistant public defender, Professor Ciroli is the editor of The Defender, a newsletter produced for practitioners of criminal law in and around Pittsburgh. Prior to becoming an assistant public defender, Professor Ciroli was in-house counsel for a technology company and practiced in the areas of immigration, employment, contracts, government, and international law. Professor Ciroli has studied European constitutional law abroad at Trinity University in Dublin, Ireland, and Charles University in Prague, Czech Republic.

**Education:** BA, Duquesne University; JD, Capital University School of Law  
**Courses:** Criminal Procedure and Evidence  
**State Bar Membership:** Pennsylvania

**Marc S. Cwik**

**Professor of Law**

In addition to teaching at Concord, Professor Cwik is a private attorney practicing general civil litigation with an emphasis in personal injury, family law, construction law, medical malpractice, and insurance defense. Professor Cwik has published several professional articles on family law and fatherhood, conducted a nationwide study on domestic violence and the response of clergy, and has testified before the Wisconsin Governor's Commission on Families and Children on current legal issues facing families and children. Representative Publications:


**Education:** BA and MS, University of Wisconsin-Madison; JD, University of Wisconsin Law School  
**Courses:** Civil Procedure and Medical Malpractice/Professional Liability  
**State Bar Memberships:** Nevada and Wisconsin

**Deena Degenova**

**Professor of Law**

**Education:** JD, Pace University School of Law  
**Course:** Criminal Procedure  
**State Bar Membership:** Florida

**Lynn Feldman**

**Professor of Law**

In addition to teaching at Concord, Professor Feldman maintains a solo practice in appellate law. He also is an adjunct professor of law at University of West Los Angeles School of Law teaching criminal law, criminal procedure, and legal research and writing. Selected publications include: "Alabama v. White: Further Erosion of Fourth Amendment Rights," 22 University of West Los Angeles Law Review, 255 (1991).

**Education:** BS, University of Kansas; JD, University of West Los Angeles School of Law  
**Courses:** Criminal Procedure and Legal Research  
**State Bar Membership:** California

**Joel W. Friedman**

**Professor of Law**

Professor Friedman is the Jack M. Gordon Professor of Procedural Law and Jurisdiction at Tulane Law School where he also directs the Tulane-ITESM PhD program. He is the editor of Employment Discrimination Stories for West Publishing as well as the author of many casebooks, articles, and treatises in the areas of labor law, employment discrimination, and civil procedure.

**Education:** BS, Cornell University; JD, Yale University  
**Course:** Employment Discrimination  
**State Bar Membership:** California

**Richard Herman**

**Professor of Law**

Professor Hermann has been an attorney career counselor for more than 30 years. He was the cofounder of Federal Reports, Inc., a legal career publishing and consulting firm, including www.attorneyjob.com, a business sold to Thomson Reuters in 2007. He is an author and frequent speaker on law and legally related employment at conferences, such as National Association of Law Placement (NALP), national and state bar associations, and law schools across the country. Previously, he was an attorney at the U.S. Departments of Energy and Defense and the General Accounting Office. He was also a consultant to numerous U.S. government departments and agencies on national security law, personnel and employment law, and human resources matters. Legal Career Management, a course he developed and teaches for Concord, is the first course in a law school program to offer a structured approach to managing a legal career.
Rob Landry

Professor of Law

Dr. Landry holds a JD degree, magna cum laude, from the University of Alabama where he served as the lead articles editor on the Journal of the Legal Profession. Dr. Landry also holds a PhD in public administration and public policy from Auburn University. Following law school, he served as law clerk to the Honorable James S. Sledge, U.S. Bankruptcy Judge for the Northern District of Alabama, and he then entered private practice. Since 1996, Dr. Landry has practiced primarily in bankruptcy, commercial, and business law. He currently serves as an assistant U.S. bankruptcy administrator for the Northern District of Alabama and is an adjunct instructor in the College of Commerce and Business Administration at Jacksonville State University where he teaches courses covering business law, business ethics, and real estate law. Dr. Landry has published numerous articles dealing with bankruptcy law, ethics, and public policy in journals such as the Mississippi Law Journal, Mercer Law Review, Journal of Business and Economic Perspectives, Memphis Law Review, American Bankruptcy Institute Journal, and Journal of the Legal Profession.

Education: BS, University of North Alabama; JD, University of Alabama School of Law; MPA, Jacksonville State University; PhD, Auburn University
Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; and Real Property
State Bar Membership: Alabama

David Larson

Professor

Professor Larson is a professor of law at the Hamline University School of Law and a senior fellow at Hamline’s Dispute Resolution Institute. He was the founder and editor-in-chief of the Journal of Alternative Dispute Resolution in Employment (CCH Inc.), served as an arbitrator for the Omaha Tribe, was a hearing examiner for the Nebraska Equal Opportunity Commission, and currently is an independent arbitrator. Professor Larson also has served as a tenured faculty member at the Creighton University School of Law, an appellate attorney at the Equal Employment Opportunity Commission headquarters in Washington, DC, and a litigation attorney in a Minneapolis law firm. Professor Larson has published 50 articles and book chapters and has made more than 120 professional presentations in Austria, Australia, China, England, Ireland, Sweden, and the United States. His recent articles have focused on technology-mediated dispute resolution (TMDR) and are available online at ssrn.com/author=709717

Education: BA, DePauw University; JD, University of Illinois College of Law; LLM, University of Pennsylvania Law School
Course: ADR and Technology
State Bar Memberships: Minnesota; inactive in Illinois and Nebraska

Edward Martin

Visiting Professor of Law

Professor Martin is a professor at Cumberland School of Law where he teaches Torts, Damages, Professional Responsibility, and several other courses in addition to Products Liability. A law professor since 1981, he is the author of Premises Liability Law and Practice (five volumes, Matthew Bender & Co., 1987 to 2006); Personal Injury Damages (John Wiley & Sons, Inc., 1980); and several other works including coauthorship of Torts: Cases, Problems and Exercises (LexisNexis, 2nd Edition 2006). Professor Martin is a CALI Remedies Fellow and has authored and taught a number of online courses at Cumberland including Products Liability and the Endangered Species Act.

Education: BS and JD, University of Tennessee, research editor and assistant editor, Tennessee Law Review
Course: Medical Products Liability
State Bar Membership: Tennessee

Jerry A. Menikoff

Professor of Law

Dr. Menikoff holds a joint law and public policy degree from Harvard University and a medical degree from Washington
University. He currently teaches law, ethics, and medicine at the University of Kansas Medical Center and Law School. He also taught at Harvard University's program in ethics and the professions, the University of Chicago School of Law, Hofstra University School of Law, and University of Akron School of Law. He researches and writes extensively on bioethics, ethical issues within the practice of medicine, ophthalmology, tax, and other health care areas.

**Education:** AB, Harvard College; JD and MPP, Harvard University and Kennedy School of Government; MD, Washington University (St. Louis) School of Medicine  
**Course:** Health Care Policy  
**State Bar Membership:** New York

### Niki Mirtorabi

Professor of Law

Professor Mirtorabi is a graduate of the University of Southern California School of Law where she was the managing editor of The Women's Law Journal. She has practiced in the litigation and employment law fields. In addition to her work with Concord, she is currently working in the corporate headquarters of an insurance firm where her focus is group insurance.

**Education:** BA, University of California, Los Angeles; JD, University of Southern California School of Law  
**Courses:** Constitutional Law and Community Property  
**State Bar Membership:** California

### M. Ellen Murphy

**Program Director, Professor of Law, and Program Developer, Small Business Practice LLM**

Professor Murphy is the course developer and professor of Cross Profession Ethics, which focuses on fundamental, contemporary ethical questions in the practice of law and compares the ethics of the legal profession with other professions including medicine and the clergy. Prior to joining Concord Law School, Professor Murphy served as the executive director for Lawyers Concerned for Lawyers, a private, nonprofit assistance program serving the Massachusetts bar and bench. Professor Murphy is a graduate of Wake Forest University School of Law where she was editor-in-chief of the Law Review. Immediately after graduation, she served as a clerk to the Honorable Frank J. Magill, United States Court of Appeals for the Eighth Circuit in Fargo, North Dakota, followed by several years in private practice where she represented public and private pharmaceutical and biotechnology corporations in commercial business transactions.

**Education:** BS, North Carolina State University; JD, Wake Forest University School of Law  
**Course:** Cross Profession Ethics  
**State Bar Membership:** North Carolina

### Vanessa Rollins

**Professor of Law**

Professor Rollins began her law career as an associate with Workman, Nydegger & Seeley in Salt Lake City, Utah, where she focused on patent and trademark prosecution. She later joined the firms of Finnegan, Henderson, Farabow, Garrett & Dunner in Palo Alto, California, and Parsons Behle & Latimer in Salt Lake City, Utah, where she concentrated her practice in the areas of patent litigation, trademark oppositions, and domain name disputes. She has taught courses in intellectual property law, copyright law, trademark and unfair competition law, patent law, and contract law, and

coached several moot court teams for the state of Michigan competition and the annual intellectual property-focused Giles Rich Moot Court Competition. In addition, Professor Rollins has been an assistant professor of law at Ave Maria School of Law, an adjunct professor of law at Michigan State University School of Law, and, most recently, was a visiting professor of law at Wayne State University School of Law. Her publications include: "Illustrative Fair Use: Braun versus the Bunny," 13 Marquette I.P. L. Rev. 285 (2009); and "If It Walks Like Duck, and Quacks Like a Duck, Shouldn't It Be a Duck? How a 'Functional' Approach Ameliorates the Discontinuity Between the 'Primary Significance' Tests for Genericness and Secondary Meaning," 37 N.M. L. Rev. 147 (2007). Professor Rollins worked as a molecular biologist before entering the legal profession.

**Education:** BS, University of Utah; JD, University of Notre Dame School of Law  
**Course:** Intellectual Property  
**State Bar Memberships:** California and Utah

### Abraham Ronai

**Professor of Law**

Professor Ronai's practice includes patent litigation, patent prosecution, and related counseling in the mechanical, electrical, electromechanical, and medical device-related disciplines. Prior to entering the legal profession, Professor Ronai was a mechanical design engineering intern for the Pratt & Whitney division of United Technologies Corporation. Professor Ronai has a strong scientific, technical, and legal background. Beginning with his undergraduate mechanical engineering degree from Cornell University and continuing with his work at Kenyon & Kenyon LLP and other firms, he has had broad exposure to many areas of technology and the legal issues involved with their application.

**Education:** BS, Cornell University; JD, Cardozo School of Law  
**Course:** Patent Litigation  
**State Bar Membership:** New York

### Diane Schussel

**Professor of Law**

Professor Schussel has worked in the area of affordable housing in Chicago and the Southeast. In addition to teaching legal writing, she taught art history at the undergraduate level prior to joining Concord.

**Education:** BBA, University of Georgia—Athens; JD, Emory University School of Law; MA, University of Alabama—Birmingham  
**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts  
**State Bar Memberships:** Georgia and Illinois

### Robert Schwartz

**Professor of Law**

Professor Schwartz has been on the faculty at the University of New Mexico since 1976. Professor Schwartz is a nationally recognized scholar in the area of bioethics, which he teaches at Concord. He is one of five authors of Health Law: Cases, Materials and Problems, the first textbook that treated health law as a subject when it was first published in 1987 and the leading health law textbook in the United States.

**Education:** BA, Stanford; JD, Harvard Law School  
**Course:** Bioethics  
**State Bar Memberships:** New Mexico and New York
Christine Seymour

Professor of Law

Professor Seymour maintains, in addition to her work with Concord, an active practice in the areas of real estate, wills and estates, municipal law, school law, and civil litigation concerning construction contract negotiations, construction liability, consumer law, employment discrimination, civil rights, premises liability, professional liability, products liability, and personal injury. Professor Seymour has represented national department stores, school districts, municipalities, and other local government agencies in litigation involving civil rights defense, employment discrimination, personal injury, and premises liability. She has tried more than 60 cases to verdict in both first and second chair capacity and served as solicitor to municipalities, school districts, and municipal authorities.

Education: BA, cum laude, Washington and Jefferson College; JD, Duquesne University School of Law

Course: Real Property

State Bar Membership: Pennsylvania

Angela Slater

Professor of Law

Professor Slater obtained her Juris Doctorate from New York University School of Law where she received two American Jurisprudence Awards. She has been actively practicing law for nearly 20 years. She has devoted her private practice to litigation with an emphasis on complex scientific, pharmaceutical, medical device, and toxic tort litigation. She has significant experience in Food and Drug Administration (FDA) related litigation issues. Professor Slater has been a litigation director for a number of law firms. She is a past chair of the New Jersey State Bar Association Products Liability and Toxic Tort Section and has been an active speaker at various New Jersey Bar continuing legal education programs. She also is an elected member of the International Association of Defense Counsel and has been active through the years in various ABA committees. Professor Slater has lectured nationally on topics related to complex product liability actions including FDA issues, admissibility of expert scientific and medical testimony, and preemption. She has represented major pharmaceutical and medical device manufacturers in state and federal actions, both locally and nationally.

Education: BA, Montclair State University; JD, New York University School of Law

Course: Patent Application Drafting

State Bar Membership: New Jersey

Deena Sturm

Professor of Law

As an associate at Kenyon & Kenyon LLP, Professor Sturm has experience in a wide variety of intellectual property matters including drafting and prosecuting patent applications, preparing patent invalidity and noninfringement opinions, and participating in patent and trademark litigations. Professor Sturm’s work has primarily focused on clients in the software and mechanical fields. She has also worked on matters related to other areas including surgical devices, electronic management systems, foreign language learning systems, and entertainment and media matters. Publications:


Education: BS, York University; JD, Cardozo School of Law

Course: Patent Application Drafting

State Bar Membership: New York

Jeffrey Van Detta

Professor of Law

Professor Van Detta clerked for a federal appeals court and then was in private practice for 12 years at an international law firm. In his practice, he concentrated on labor law, employment discrimination law, international business counseling, and federal court litigation. He has published extensively in the law reviews and is on the faculty at the John Marshall Law School in Atlanta, Georgia.

Education: BA, Union College; JD, Albany Law School

Courses: Civil Procedure, Commercial Law, Conflicts of Laws, and Contract Drafting

State Bar Memberships: Georgia and New York

Paul Virgo

Professor of Law

Professor Virgo practices in Los Angeles, California, where he is of counsel to the Century Law Group. He specializes in the defense of attorneys in regulatory and licensure proceedings and civil actions. He is an adjunct professor of law in professional responsibility at Whittier Law School and the University of West Los Angeles School of Law. He is a frequent lecturer on legal ethics and professional responsibility before numerous organizations, associations, and committees. Professor Virgo retired from the State Bar of California after 25 years of service, the last 12 of which he was an assistant chief trial counsel.

Education: BA, California State University, Northridge; JD, Whittier Law School

Course: Professional Responsibility

State Bar Membership: California

Terry L. Watt

Professor of Law

Dr. Watt is a director of an IP group for the Tulsa firm of Feller, Snider, Blankenship, Bailey and Tippen, P.C. His practice includes trademark, copyright, and patent law and litigation, with particular focus on computer and software law. Dr. Watt is a registered patent attorney and an adjunct professor at the College of Law, University of Tulsa.

Education: BA, JD, MBA, and PhD, University of Tulsa; MA, Princeton University

Course: Patent Law Fundamentals

State Bar Membership: Oklahoma

Katy Yang-Page

Professor of Law

Professor Yang-Page graduated with Phi Beta Kappa honors from Northwestern University and received her law degree from New York University in 1994. Professor Yang-Page has been a practicing lawyer for more than 10 years, focusing primarily on constitutional, employment, and immigration law. After graduating from law school, she clerked for federal district court judge Mary M. Lisi in the district.
of Rhode Island. She was an attorney for the Justice Department as well as for large private law firms in Los Angeles. Professor Yang-Page was also a staff attorney at the Indiana Civil Liberties Union, an affiliate of the American Civil Liberties Union. She has published in several areas of constitutional law and has lectured students, lawyers, and employers on such topics as the Fourth Amendment, campaign finance reform, and sexual harassment and diversity in the workplace. Professor Yang-Page is currently in private practice in Indianapolis, Indiana.

**Education:** BA, Northwestern University; JD, New York University

**Course:** Constitutional Law

**State Bar Memberships:** California, Hawaii, and Indiana

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**Barbara Youngberg**

**Professor of Law**

Professor Youngberg is the former vice president of insurance, risk, quality, and legal services for the University Health System Consortium, an alliance of 92 academic medical centers located across the United States. She has served as an adjunct professor for 9 years at the Loyola University Chicago College of Law and Health Law Institute. She is the primary author of four textbooks related to health care risk management and patient safety, and serves on the editorial board for the American Journal of Medical Quality and Patient Safety and Quality Health Care.

**Education:** BSN, Illinois Wesleyan; JD, DePaul University, College of Law; MSW, University of Illinois, Jane Addams College of Social Work

**Course:** Risk Management

**State Bar Membership:** Illinois

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**Visiting and Supplementary Lecturers**

The Concord curriculum also is enriched by visiting and supplementary lecturers. Working with the Concord faculty, nationally known subject matter experts provide video lectures and guidance to the course content. The lecturers have over 150 years of combined law teaching experience, are recognized experts in their field, and have taught thousands of law students in their respective subjects. The lecturers include:

- **Professor John Blum**
  **Health Law**
  Loyola University Chicago School of Law

- **Professor Mary Cheh**
  **Constitutional Law**
  George Washington University School of Law

- **Professor Rafael Guzman**
  **Criminal Law, Criminal Procedures, and Evidence**
  University of Arkansas School of Law

- **Professor Marci Kelly**
  **Federal Taxation and Wills and Trusts**
  Golden Gate University School of Law

- **Professor Laurel Leifert**
  **Community Property**
  Private practice

- **Professor Lawrence Levine**
  **Torts**
  McGeorge School of Law

- **Professor Arthur Miller**
  **Civil Procedure and Intellectual Property**
  Harvard Law School

- **John Moye, ESQ**

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**Contracts and Corporations and Business Organizations**

Private practice; former associate dean of the University of Denver and past president of the Colorado Bar Association

- **Professor Douglas Whaley**
  **Commercial Law**
  The Ohio State University

**Program Developers and Course Directors, Small Business Practice**

**LLM**

- **Daniel B. Bogart**
  **Course Director**

Professor Bogart is the Donley and Marjorie Bollinger Chair in Real Estate Law at the Chapman University School of Law and a specialist in the area of commercial leasing. He is the coauthor of several textbooks, including *Commercial Leasing, A Transactional Primer*, the only law school text devoted to the subject. Bogart is also a contributing editor of *Friedman on Leases* (Randolph Edition), the leading treatise on commercial leasing practice. Professor Bogart's scholarly articles have appeared in the *UCLA Law Review, American Bankruptcy Law Journal, and Pittsburgh Law Review*, among others. He is a Fellow of both the American College of Real Estate Lawyers and the American Bar Foundation. Professor Bogart is also an elected member of the American Law Institute.

**Education:** BA, JD, and MA, Duke University

**Courses:** Leasing Commercial Real Estate

**State Bar Membership:** Georgia

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**Rodney S. Dowell**

**Course Director**

Professor Dowell is the director of the Law Office Management Assistance Program (LOMAP), which helps Massachusetts attorneys implement and institutionalize professional office practices and procedures to increase their ability to deliver high-quality legal services, strengthen client relationships, and enhance their quality of life. LOMAP's free and confidential assistance is provided through its consulting services, reference materials, educational programs, and referrals. LOMAP's law practice management blog can be found at masslomap.blogspot.com, and Professor Dowell's microblog is available at twitter.com/rodneydowell. In addition to his work with LOMAP, Professor Dowell is a frequent lecturer on law practice management issues including presentations on terminating client relationships, law office finance, data security, and time management. He has lectured at that ABA's TECHSHOW, the Massachusetts Continuing Legal Education, Inc., the Massachusetts Bar Association, the Boston Bar Association, and the Women's Bar Association, among others. He has authored articles for the ABA's *Law Practice* magazine, the ABA LPM's e-zine *Law Practice Today*, the MBA, and the BBA. In addition, Professor Dowell is the co-chair of the Massachusetts Bar Association's Law Practice Management Section and an active participant in the American Bar Associations' Law Practice Management Section where he is an editor of the Law Practice magazine. Prior to starting LOMAP, Professor Dowell was a founding partner at the litigation firm of Berman & Dowell, from 1998 through 2007, where he focused on employment law, tort defense, including attorney malpractice, and insurance coverage.

**Education:** BA, University of Colorado, Boulder; JD, Cornell Law School

**Courses:** Electronic Contracting, Business on the Web, and E-Commerce; and Law Practice Management
David Epstein

Program Developer and Course Director

Professor Epstein divides his time between practicing law and teaching law. He is currently counsel to the Haynes and Boone law firm and the George E. Allen Chair of Law at the University of Richmond. Previously, he was a partner in the Atlanta-based law firm, King & Spalding, dean of two different law schools, and professor or visiting professor at twelve other law schools. He has authored and co-authored books on bankruptcy, creditors' rights, and other subjects and regularly lectures on bankruptcy topics at continuing legal education programs and continuing judicial education programs around the country.

Education: BA and JD, University of Texas at Austin; LLM, Harvard University

Courses: Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms

State Bar Membership: Arizona, Georgia, and Texas

Jon M. Garon

Course Director

Prior to joining Concord, Professor Garon joined Hamline in 2003, serving as the law school's ninth dean from 2003 to 2008. From 2005 to 2006, he also served as the interim dean of Hamline's Graduate School of Management. He is a nationally recognized authority on intellectual property, particularly entertainment practice, copyright law, cyberspace, and intellectual property entrepreneurship. Professor Garon is the author of Own It—The Law and Business Guide to Launching a New Business through Innovation, Exclusivity and Relevance, a concise and readable overview of the IP law issues related to starting a business and building it on IP.

Publications:


Education: BA and JD, University of Texas at Austin; LLM, Harvard University

Courses: Protecting and Selling Intellectual Property

State Bar Membership: California, Minnesota, and New Hampshire

Steve H. Nickles

Program Developer

Professor Nickles holds the C.C. Hope Chair in Law and Management at Wake Forest University School of Law. He has served in the Office of the Governor of the State of Arkansas. He has numerous publications in the area of bankruptcy and debtor-creditor relations.

Education: BA, JD, and MPA, University of Arkansas; LLM and JSD, Columbia University

Courses: Debtor-Creditor Law

Anna Richardson Smith

Course Director

Professor Smith is a labor and employment lawyer with the Virginia law firm of Kaufman & Canoles. She frequently counsels small and large employers on compliance with federal and state employment laws including the Fair Labor Standards Act, Title VII of the Civil Rights Act, the Americans With Disabilities Act, and the Age Discrimination in Employment Act. Professor Smith provides ongoing employment advice to institutional employers, including professional corporations, colleges, and public school systems, as well as representing private and municipal employers in federal and state discrimination cases at both administrative and judicial levels.

Prior to private practice, Professor Smith served as a clerk to the Honorable James E. Bradberry, U.S. Magistrate Judge, Eastern District of Virginia in Norfolk, Virginia. Professor Smith is a graduate of Wake Forest University School of Law where she was senior articles editor of the Law Review and a Carswell Scholar.

Education: BA and JD, Wake Forest University School of Law; MA, University of New Mexico

Courses: Employee Management and Benefits I and II

State Bar Membership: Virginia

Ralph C. Thomas, III

Course Director

Ralph Thomas, a partner at Barton, Baker, Thomas & Tolle, LLP, focuses his practice on legal issues affecting small businesses in the federal procurement arena. He represents all categories of small businesses in federal bid protests, small business-size protests, contractor claims appeals, small business certification appeals, Inspector General investigations, commercial arbitrations, dispute resolution with federal agencies, and structuring teaming arrangements between large and small businesses. Mr. Thomas regularly counsels major corporations on the practical implementation of federal small business regulatory compliance issues.

From 1992 through 2005, Mr. Thomas was the associate administrator for small and disadvantaged business utilization at the National Aeronautics and Space Administration (NASA) in Washington, DC, where he reported directly to the head of NASA. Under Mr. Thomas's leadership, prime and subcontract dollars going to small, minority- and women-owned businesses dramatically increased and rose to the highest amount of dollars going to such entities in NASA's history during his tenure. He received numerous awards, including the Presidential Rank of Distinguished Executive, an award restricted to 1 percent of the 6000 + Federal Senior Executive Service, from President Bush, as well as the Presidential Rank of Meritorious Executive, an award limited to 5 percent of the Federal Senior Executive Service, from President Clinton. Internationally, he received the coveted Special Honour Award from the World Association for Small & Medium Enterprises at its annual conference in Mumbai, India.

Education: BA, University of California at Berkley; JD, Harvard University School of Law

State Bar Membership: District of Columbia

Howard P. Walthall, Sr.

Course Director
In addition to his work with Concord, Professor Walthall is a professor of Law at the Cumberland School of Law at Samford University. He is an expert in many aspects of small business law including unincorporated business entities, business planning, taxation, and Uniform Commercial Code issues. Prior to joining the Cumberland faculty, Professor Walthall was a partner at Berkowitz & Lefkowitz (now Baker, Donelson, Bearman, Caldwell & Berkowitz), in Birmingham, Alabama, where his practice focused on the representation of small business clients. Professor Walthall is a member of the American Law Institute as well as: reporter for the Business Organizations Act, National Conference of Commissioners on Uniform State Laws; Fellow, Alabama Law Institute; reporter for the Alabama Limited Partnership Act, Alabama Model Business Corporation Act; reporter for Alabama UCC Investment Securities Article, Alabama Merger and Conversion Act, and Alabama Business and Nonprofit Entity Code; and member of the Alabama Limited Liability Act Committee, Alabama Revised Limited Partnership Act and Alabama Revised Uniform Partnership Act.

Education: BA and LLB, Harvard University

Courses: Structure and Governance of Small Firms and Other Closely Held Business Organizations

State Bar Membership: Alabama

Jared D. Correia

Course Director

Jared D. Correia, Esq., is the law practice management advisor at LOMAP. Prior to joining LOMAP, he was the publications attorney for the Massachusetts Bar Association (MBA). He was the first publications attorney for the MBA, and established the continuing legal education (CLE) publication protocols and standards. In addition to overseeing the MBA’s CLE publications, he also managed the MBA’s version of Casemaker, an online legal research product provided free of charge to MBA members. Prior to joining the MBA, Mr. Correia was a private practice attorney, working in the areas of general practice and disability law in small firms on the South Coast, north of Boston, and just outside of Boston. Mr. Correia’s general practice encompassed a diverse range of legal subjects including the handling of administrative hearings, personal injury law, family law, tax law, and property law matters. Mr. Correia is active in raising funds for cancer research and has founded a charitable organization to benefit autistic children.

Education: BA, Saint Anselm College; JD, Suffolk University Law School

Stephanie Kimbro

Program Developer

Ms. Kimbro has operated a Web-based virtual law office in North Carolina since 2006 and delivers unbundled estate planning to clients online. She is the recipient of the 2009 ABA Keane Award for Excellence in eLawyering and has won the Wilmington Parent Magazine Family Favorite Attorney Award five years in a row for her virtual law office. Her book, Virtual Law Practice: How to Deliver Legal Services Online, was published by the ABA/LPM in October, 2010. She is also the cofounder of Virtual Law Office Technology (VLOTech), which was acquired by Total Attorneys in the fall of 2009.

Education: BA, Centre College; MA, Miami University; JD, University of Dayton School of Law

Courses: Virtual Law Practice

State Bar Membership: North Carolina
Nondegree-Seeking Students
Information for Nondegree-Seeking Students

This section details the available Kaplan University Credits (KUC) programs, which are designed to provide individual course offerings. In addition, this section outlines the University policies that are applicable to you, as a KUC student, and defines KUC program-specific policies. You must meet all general admissions policies as well as any additional admissions requirements outlined in each KUC program overview.
General Policies

Admissions Information

While enrolled at Kaplan University, you will be held to all of the University's policies as outlined in the Kaplan University Catalog, unless expressly stated otherwise in this section.

General Policies

If you are seeking admission to a KUC program, you must follow the below requirements and procedures:

1. You must complete an Enrollment Agreement and any other required documents and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if you are under 18 years of age.

2. All courses are conducted in English. You must be able to speak, read, and write English fluently.

3. You must complete financial arrangements prior to starting class.

4. Refer to each KUC program section for additional admissions requirements.

Student Services

Student services information specific to nondegree-seeking students is noted below.

Tutoring Services

You will have access to all tutoring services available to degree-seeking students. Occasionally, this could mean there is no tutoring available. You will not be permitted to serve in the capacity of peer tutor.

Career Services

You are not eligible for career or alumni services.

Student Interaction

You are not permitted to participate in any Kaplan University-sponsored clubs or organizations.

Academic Information

Academic information specific to nondegree-seeking students is noted below.

Course Enrollment

With the exception of the General Nondegree-Seeking Option program, your enrollment is limited to one Kaplan University course per term. Refer to the specific program sections for a listing of courses available.

You will not be registered into a dedicated section, and interaction with the degree-seeking student population is to be expected in classrooms and elsewhere within the University platform.

All course prerequisites, sequencing, and other considerations apply to course registration for KUC courses. In situations where seat availability is limited, preference will be given to degree-seeking students. However, if you are already registered for a course, you will not be required to cede your seat.

You may not enroll in self-paced/flexible-exit, independent study, internship/externship, or practicum courses unless the course itself is explicitly included in the original agreement between the University and any sponsoring school system. You may enroll in lab courses as a part of the General Nondegree-Seeking Option only if explicitly listed in the courses available. Exceptions will require the approval of the Dean and/or the Vice President of the school in which the course is housed.

You may not enroll in a course within a program that has explicit entrance requirements, unless you meet the requirements or have approval from the Dean of the school in which the course is housed (e.g., nursing, medical assisting, etc.).

Academic Standards

You will be assessed according to the Kaplan University grading scale (http://catalog.kaplanuniversity.edu/Academic_Grades_and_Marks.aspx) associated with the level of the courses you choose to take. If you fail a course, you will be dismissed from the University and not permitted to return without reapplying. You must wait 1 year from the date of dismissal before being permitted to reapply. Upon approved return to the University, you may retake the failed course once.

Leave of Absence

You are not permitted to take a leave of absence, but rather are required to terminate your enrollment and reapply at a later date.

Enrollment Verifications

If needed, verification of enrollment in coursework at the University can be provided, but it will be clear in this verification that you are enrolled in Kaplan University coursework but not enrolled in a Kaplan University degree-seeking program.

Matriculation Into Kaplan University

If you are a high school student taking courses through a KUC program, you will be able to enroll full time at the University upon completion of your high school credential. You are encouraged to consult with the Kaplan University Prior Learning Assessment Center and the Kaplan University Admissions Department to ensure that any courses taken as a KUC student will be applied to the chosen field of study. Not all courses taken through the KUC program will be applicable toward a Kaplan University degree.

If you wish to enroll in a degree-seeking program at the University, you may have your first available start date be the term following your high school graduation. Occasionally, however, circumstances, including the arrangement of financial aid, etc., will mandate that you begin in a later term.

You may transfer into a Kaplan University program up to 45 quarter credit hours taken as a KUC student. When nearing this mark, you should contact a Kaplan University Admissions Advisor to be counseled on the advantages of moving to full-time enrollment with the University. You will not be permitted to attempt more than 45 credits at the University in KUC status.

Transfer of Credits to Other Schools

If you wish to continue your education at another school, you must not assume that credits earned at the University will be accepted by the receiving institution. You are responsible for acquainting yourself with the requirements of the selected school and the requirements of that state’s licensing, certification board, and accrediting body. Institutions of higher education vary in nature and number of credits...
they will accept toward any program. It is at the sole discretion of that receiving institution to accept credits earned at Kaplan University. This is standard transfer-of-credit procedure. The University cannot guarantee the transferability of any credits to other institutions.

**Financial Information**

You are not eligible for federal financial aid, nor for any Kaplan University-awarded monies.

If you who wish to enroll in courses in addition to the original contractual arrangement, you must complete a new Enrollment Agreement, will be invoiced before the beginning of a term, and must pay in full before you are allowed to start the term.

If you have a ledger card balance, you will not be permitted to register or attend the term for which a balance has accrued, nor any subsequent terms.

If you are paying independently and withdraw from courses, you will be subject to the tuition refund schedule in place at the time of withdrawal.
**Academic Partnership Single-Course Offerings**

**Policies**

**Admissions Requirements**

You must meet all admissions requirements set forth for Kaplan University degree-seeking students, unless noted below.

1. You are not required to complete academic readiness assessments prior to starting courses.

2. Enrollment is limited to employees of preselected organizations engaged in an educational alliance with Kaplan University.

3. If you enroll in nondegree-seeking courses, you are expected to have a fundamental understanding of the courses in which you enroll and must attest to an acceptable level of prior learning, or obtain approval from the Dean or a designee, in order to waive any listed prerequisite requirements. This waiver may be obtained at the cohort level as part of the program offering for the organization.

4. Upon successful completion of all of the requisite courses associated with a certificate program, you may petition for academic graduation from the applicable certificate program. You must meet all additional admissions and academic graduation requirements specified for the certificate program. For a complete listing of these requirements, please reference the admissions requirements section of the certificate program(s) of interest and the general graduation requirements. Certificates will only be conferred upon successful completion of all required courses and satisfaction of all program admission requirements.

**Courses**

You may enroll in any course that has been preselected and approved by Kaplan University and your organization. All enrollments will be subject to the conditions of the prearranged agreement including minimum class size and class availability.
Early College Program

Policies

High school juniors (second semester) and seniors in certain counties are eligible for the Early College Program, which is available at Kaplan University campuses in Maine.

Courses

You may take any course that has been preselected and approved by Kaplan University.
Future Scholars—General Population

Policies

Admissions Requirements

You must meet all admissions requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx) set forth for Kaplan University degree-seeking students, unless noted below.

1. You are not required to complete academic readiness assessments prior to starting courses
2. This program will have a limited number of enrollments accepted. Contact an Admissions Advisor for details.

Academic Standards

If you are enrolled in the Future Scholars program, you may be required to submit documentation every term, including, for high school students, your GPA from your primary institute of learning, to prove you are maintaining KUC programs' academic standards.

Courses

Criminal Justice (CJ)

CJ 100: PREPARING FOR A CAREER IN PUBLIC SAFETY

This course introduces students to careers in criminal justice and describes the Kaplan University public safety degree programs. The field of study, skill sets, and the criminal justice agencies and diverse populations encountered in the field will be discussed. Students will research the public safety degree program and class offerings in conjunction with their professional and personal goals in order to map out their specific degree plan and career goals. This course is designed to ensure criminal justice students have a successful social and academic transition into academic excellence within the Kaplan University community, and provide a foundation for success within the profession.

Quarter Credit Hours: 5
Prerequisite: None

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.

Quarter Credit Hours: 5
Prerequisite: None

CJ 246: HUMAN RELATIONS IN A DIVERSE SOCIETY

This course will offer students the opportunity to examine current issues, social problems, and existing research related to culturally diverse societies. Emphasis will be placed on the need for cultural awareness and diversity education, an enhanced understanding of cultural differences, and a critical thinking and research approach that correlates with the exploration of diversity as it relates to criminal justice.

Quarter Credit Hours: 5
Prerequisite: None

Communication and Composition (CM)

CM 115: COMMUNICATION—CONCEPTS AND SKILLS

Being able to communicate effectively in an information-based and globally connected society is a necessary and vital part of all professions. This course introduces basic communication skills, why intended messages often get misunderstood, how linguistic, cultural, gender, and social differences impact communication, and how to effectively and ethically use technology as a communication tool. Students will be introduced to the knowledge and skills necessary to understand communication and to effectively communicate in both professional and personal applications.

Quarter Credit Hours: 5
Prerequisite: None

Professional Studies (CS)

CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

Quarter Credit Hours: 5
Prerequisite: None

CS 114: ACADEMIC STRATEGIES FOR THE IT PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

Quarter Credit Hours: 5
Prerequisite: None

Health Science (HS)

HS 101: MEDICAL LAW AND BIOETHICS

This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.

Quarter Credit Hours: 5
Prerequisite: None

Information Systems and Technology (IT)
IT 117: INTRODUCTION TO WEBSITE DEVELOPMENT

Learning the value of self-promotion equips students with the ability to demonstrate their skills to an audience. In this course, students will investigate Internet technologies. Students learn the basic concepts of web development along with basic webpage design. By creating an individual online portfolio or biography using HTML, XHTML, and CSS (Cascading Style Sheets), students develop skills for today and tomorrow.

Quarter Credit Hours: 5
Prerequisite: None

IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY

Students will explore the basic concepts of information technology including hardware, software, and networks. The student will gain a practical understanding of how computer hardware and operating systems work. Topics include personal computer configuration and maintenance, along with the fundamentals of system software installation and administration.

Quarter Credit Hours: 5
Prerequisite: None

Legal Studies (LS)

LS 100: EIGHT SKILLS OF THE EFFECTIVE LEGAL STUDIES STUDENT

This course is an important component of the new student experience in the School of Legal Studies’ legal studies program at Kaplan University. It is designed to ensure legal studies students’ successful social and academic transition into and pursuit of academic excellence within the Kaplan University community and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) through dynamic and engaging interactions and presentations by practicing professionals. Real-life examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.

Quarter Credit Hours: 5
Prerequisite: None

LS 102: INTRODUCTION TO LAW

In this course, students will get an introductory overview of law as it developed historically, the American legal system, and the role and influence of law in society, business, personal behavior, communication, and thought.

Quarter Credit Hours: 5
Prerequisite: None

Management (MT)

MT 140: INTRODUCTION TO MANAGEMENT

This course will give students an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios.

Quarter Credit Hours: 5
Prerequisite: None

Paralegal Studies (PA)

PA 101: THE PARALEGAL PROFESSIONAL

This is an introductory course that will familiarize students with the role of the paralegal in both the workplace and the American legal system. The course is designed to expose students to current trends and issues in the profession, the regulation of the profession, the professional associations available to the paralegal, as well as the ethical considerations associated with the legal profession. Students will also receive basic introductions into the various areas of legal practice, such as law office organization, legal research, and litigation and advocacy. This course will provide students with a good introductory overview of the paralegal's role and contribution to today's legal system.

Quarter Credit Hours: 5
Prerequisite: None

Psychology (PS)

PS 115: PSYCHOLOGY PROGRAM AND PROFESSION

This course introduces students to the discipline of psychology and the Kaplan University Bachelor of Science in Psychology degree program. The field of study, skill sets, and contemporary issues related to various psychological fields will be discussed. Students will research the psychology degree and course offerings along with their professional and personal goals in order to map out their specific degree plan and career goals.

Quarter Credit Hours: 5
Prerequisite: None
Future Scholars—High School Dual Enrollment

Policies

(To Be Offered at a Later Date)

Academic Standards

If you are enrolled in the Future Scholars program, you may be required to submit documentation every term, including, for high school students, your GPA from your primary institute of learning, to prove you are maintaining KUC programs' academic standards.

Conduct

If you are suspended or expelled from high school, you will immediately be dismissed from the program and not permitted to return without reapplying. You must wait 1 year from the date of the suspension or expulsion to reapply to the University.

Courses

Courses to be determined at a later date.
General Education Mobile (GEM) Program

Policies

Certain courses offered by Kaplan University are available to approved GEM Program participants. You may enroll in a maximum of five courses and no more than two courses per term.

You may transfer coursework toward a degree at the Community College of the Air Force if the following requirements are met:

- You have successfully completed a course with a grade of "C" or better
- The course is part of the Kaplan University-approved GEM Program course offerings.

You are under no obligation to enroll at Kaplan University upon completion.

Courses

Communication and Composition (CM)

CM 107: COLLEGE COMPOSITION I
Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.
Quarter Credit Hours: 5
Prerequisite: None

CM 214: PUBLIC SPEAKING FOR THE PROFESSIONAL
This course provides students with practical advice and essential skills for public speaking in a variety of professional settings. Students will learn how to create presentations that are organized, well researched and persuasive. In addition to learning how to be effective oral communicators, students will explore how to address diverse audiences and analyze the impact of their communication in terms of persuasiveness, ethical considerations, and intended purpose. They will create and deliver presentations on diverse topics to an array of audiences and critique examples from professional speeches to understand what constitutes effective speaking.
Quarter Credit Hours: 5
Prerequisite: Any College Composition I course

CM 220: COLLEGE COMPOSITION II
This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies and working constructively with colleagues.
Quarter Credit Hours: 5
Prerequisite: None

Humanities (HU)

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,
SS 270: SOCIAL PROBLEMS
This course explores the problems that transcend individual solutions, such as inequality, poverty, racial and gender discrimination, and environmental pollution, and how social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives.

Quarter Credit Hours: 5
Prerequisite: Any college composition course
General Nondegree-Seeking Option

Policies

Admissions Requirements

You must meet all admissions requirements set forth for Kaplan University degree-seeking students, unless noted below.

1. You are not required to complete academic readiness assessments prior to starting courses.

2. If you enroll in nondegree-seeking courses, you are expected to have a fundamental understanding of the courses in which you enroll and may be required to attest to an acceptable level of prior learning in order to waive any listed prerequisite requirements.

3. Upon successful completion of all of the requisite courses associated with a certificate program, you may petition for academic graduation from the applicable certificate program. You must meet all additional admissions and academic graduation requirements specified for the certificate program. For a complete listing of these requirements, please reference the admissions requirements section of the certificate program(s) of interest and the general graduation requirements. Certificates will only be conferred upon successful completion of all required courses and satisfaction of all program admission requirements.

Conduct

You are expected to maintain a standard of conduct in accordance with the stipulations detailed in the Academic Freedoms and Student Responsibilities section.

Limited-Enrollment Courses

Enrollment in certain courses is limited to members of preselected organizations engaged in an educational alliance with the University. You can view these courses by selecting "General NDS Option Limited Enrollment" from the "Course Type" dropdown on the "Courses" tab.

In addition, education (ED), educational leadership (ER), educational technology (ET), higher education (HE), instructional technology (IX), teaching literacy (LT), teaching mathematics (MH), teaching science (SE), and teaching special needs (SN) courses are subject to minimum enrollments.

Enrollment in MN 551: Advanced Pathophysiology Across the Life Span, MN 552: Advanced Health Assessment, and MN 553: Advanced Pharmacology Across the Life Span, which are considered advanced practice nursing core essentials, is limited to students who meet the admissions requirements of the School of Nursing's postgraduate certificate programs.

Courses

General NDS Option

Associate’s Business (AB)

AB 104: PERSONAL FINANCIAL MANAGEMENT

This course examines and applies financial decision-making techniques to everyday life. It will emphasize the importance of setting goals, creating financial statements, preparing budgets, planning for college and retirement, and estate planning. The course will also introduce students to careers that are available within the financial services industry.

Quarter Credit Hours: 5
Prerequisite: None

Communication and Composition (CM)

CM 107: COLLEGE COMPOSITION I

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

Quarter Credit Hours: 5
Prerequisite: None

CM 313: TOOLS FOR THE DIGITAL AGE

This course introduces students to the concepts necessary for effectively using new technologies and digital tools. By applying these concepts to the communication context (purpose and audience), students will be able to decide what tools are most appropriate. Students will also practice using a variety of digital tools and new technologies and reflect on how they affect communication.

Quarter Credit Hours: 6
Prerequisite: None

Education (ED)

ED 502: TRANSFORMING TEACHING PRACTICE

This course explores the knowledge, skills, and dispositions associated with the highest standards of teaching practice and guides students 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.

Quarter Credit Hours: 4
Prerequisite: None

ED 503: EDUCATIONAL PSYCHOLOGY

This course introduces students to prominent research-based theories of learning and examines the impact of these theories on students, learning and motivation, teaching, and assessment. Students critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.

Quarter Credit Hours: 4
Prerequisite: None

ED 506: EDUCATIONAL PSYCHOLOGY

This course introduces students to prominent research-based theories of learning and examines the impact of these theories on students,
ED 511: TEACHING METHODS THROUGH DIFFERENTIATED INSTRUCTION

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.

Quarter Credit Hours: 5
Prerequisite: None

ED 512: ACTION RESEARCH I

In this course, degree candidates will critically analyze readings and examples of action research, apply ideas from the action research paradigm to their own teaching and learning, and gain insight into methods of conducting action research. Candidates will also identify an educational issue and find, review, analyze, and synthesize prior research on an approved topic that pertains to that issue. Candidates will construct a literature review and draft methods sections of the culminating action research project. This course will conclude with an examination of various data analysis techniques and the preparation of an action research plan, which candidates will use as a guide to conduct teacher inquiry in their classrooms or other settings.

Quarter Credit Hours: 5
Prerequisite: None

ED 513: CHILD AND ADOLESCENT DEVELOPMENT

This course examines the course of normal child and adolescent development. Emphasis is placed on strategies for applying development theory to classroom management and educational practice, and understanding how development influences academic achievement. Students will learn how to apply knowledge of child and adolescent development to their teaching practice as a way to identify various student behaviors and create classroom management strategies that address those behaviors.

Quarter Credit Hours: 4
Prerequisite: None

ED 517: CHILD AND ADOLESCENT DEVELOPMENT

This course examines the course of normal child and adolescent development. Emphasis is placed on strategies for applying development theory to classroom management and educational practice, and understanding how development influences academic achievement. Students will learn how to apply knowledge of child and adolescent development to their teaching practice as a way to identify various student behaviors and create classroom management strategies that address those behaviors.

Quarter Credit Hours: 5
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. Students will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.

Quarter Credit Hours: 4
Prerequisite: None

ED 522: CLASSROOM MANAGEMENT

Educators will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas on which to base their own philosophy and practice. Through a case-based approach, students will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. Students will examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.

Quarter Credit Hours: 5
Prerequisite: None

ED 523: RESEARCH ON EFFECTIVE TEACHING

This course acquaints students with the broad body of research on effective teaching, with an emphasis on applying research findings to students’ own classroom instruction. Students will review and synthesize the theoretical and methodological contributions of current research on a selected topic related to K–12 teaching practice.

Quarter Credit Hours: 4
Prerequisite: None

ED 526: READING IN THE CONTENT AREAS

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers’ competencies in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students. Students will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.

Quarter Credit Hours: 5
Prerequisite: None

ED 531: 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.

Quarter Credit Hours: 4
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 the evaluation of best practices in the context of local and national standards-based education. Focus will be on real-world integration of course content. Students are encouraged to personalize curricular approaches and share strategies and effective techniques in order to better understand connections between grade levels and subjects.

Quarter Credit Hours: 5
ED 533: PERSPECTIVES ON DIVERSITY
This course explores the various issues of student diversity and challenges students to examine and define their own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning styles, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.
Quarter Credit Hours: 4
Prerequisite: None

ED 536: 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.
Quarter Credit Hours: 5
Prerequisite: None

ED 541: METHODS OF TEACHING SECONDARY ENGLISH LANGUAGE ARTS
This course focuses on methods of teaching the English language arts (ELA) including oral language, writing, reading, and literature. Students will learn about national and state content standards, effective instructional practices, the role technology plays in ELA instruction, and research-based assessment strategies in the field. Students will apply what they learn to create lesson plans and document how they will assess students' growth in literacy.
Quarter Credit Hours: 4
Prerequisite: None

ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN
This course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings, including students with disabilities, gifted/talented students, and students with limited English proficiency. The course examines a range of learning, emotional, and physiological disabilities, the history of attitudes towards those disabilities, and the federal mandates governing them. Social issues related to students with special needs will also be explored. Additionally, the course addresses individualized education programs and the role of the teacher in implementing them.
Quarter Credit Hours: 4
Prerequisite: None

ED 546: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN
This course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings, including students with disabilities, gifted/talented students, and students with limited English proficiency. The course examines a range of learning, emotional, and physiological disabilities, the history of attitudes towards those disabilities, and the federal mandates governing them. Social issues related to students with special needs will also be explored. Additionally, the course addresses individualized education programs and the role of the teacher in implementing them.
Quarter Credit Hours: 5
Prerequisite: None

ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS
This course examines current research-based practices on effective math teaching and learning that are aligned to national and state standards. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. The course presents information on technology resources for teaching mathematics. Finally, students will discuss the process of becoming an effective mathematics educator.
Quarter Credit Hours: 4
Prerequisite: None

ED 553: HISTORY AND PHILOSOPHY OF EDUCATION
This course introduces philosophical viewpoints that can affect new teachers' priorities and strategy choices in their practice. This course will also provide a historical perspective of how public education has become a democratic right in the United States. Candidates will compare and contrast philosophical theories that have driven pedagogy over the past two centuries. Candidates will also evaluate current research in their quest to develop as reflective and creative practitioners in the twenty-first century classroom.
Quarter Credit Hours: 4
Prerequisite: None

ED 555: LEARNING THEORIES
This course is an in-depth review of theoretical principles, concepts, and research findings on learning and education, with an emphasis on application to educational practices. Learning strategies for child, adolescent, and adult learners are reviewed. Students will explore additional concepts of learning including motivation and intelligence theories, learning styles, and technology-mediated learning. Case studies, problem-solving strategies, collaborative learning, emergent technologies, and distance-learning techniques are discussed and modeled throughout the course.
Quarter Credit Hours: 5
Prerequisite: None

ED 556: METHODS OF TEACHING SECONDARY SCIENCE
This course surveys a broad range of concepts related to teaching various scientific disciplines (e.g., biology, chemistry, and physics) to diverse learners. The course emphasizes a standards-based approach that highlights connections among current research in natural science,
real-world phenomena, and classroom instruction. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. Students will also explore what it means to become an effective science educator.

Quarter Credit Hours: 4
Prerequisite: None

ED 562: STUDENT ASSESSMENT

This course provides students with a broad knowledge base of theory and best practices in the field of student assessment. Topics include the analysis of standard assessment objectives and tools, and their relationship to student achievement and teacher growth. The course will survey the use of formal and informal assessments, norm-referenced and criterion-referenced assessments, and formative and summative assessments. Additionally, students will examine methods of using assessment data to improve instruction and student achievement, as well as to improve teacher professional self-reflection. Students will learn how to design assessments appropriate to the instructional objectives of a school, student population, and content area. Students will also examine grade calculating and reporting software.

Quarter Credit Hours: 4
Prerequisite: None

ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES

In this course, students will explore and develop effective strategies for teaching the core disciplines of social studies (e.g., anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology) at the secondary level. Students will incorporate best practices based on educational research, with an emphasis on helping students develop twenty-first century skills related to the core disciplines of social studies. Special attention will be given to national and state standards, state initiatives, assessment, and the use of appropriate resources, including technology, for effective social studies instruction.

Quarter Credit Hours: 4
Prerequisite: None

ED 581: SECONDARY CLASSROOM MANAGEMENT

This course focuses on training teachers to organize their classroom to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom-management strategies developed by leading educators, including Harry K. and Rosemary Wong. Students will go through online instruction and in-depth reflection, and will demonstrate mastery of course material by designing a personal classroom management action plan that will be easily implemented in their classroom.

Quarter Credit Hours: 4
Prerequisite: None

ED 586: METHODS OF TEACHING A FOREIGN LANGUAGE

This course focuses on principles, strategies, national and state standards, lesson planning, and assessment in foreign language instruction. The course will guide students through the theoretical and research-based foundations of language acquisition. Students will get the opportunity to translate some of these theoretical principles into classroom practice. The course will highlight the teacher’s role as facilitator and enable teachers to harness technology so that language instruction can be presented as authentic, functional communication that fully engages students.

Quarter Credit Hours: 4
Prerequisite: None

ED 587: SECONDARY CLASSROOM MANAGEMENT

This course focuses on training teachers to organize their classroom to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom-management strategies developed by leading educators, including Harry K. and Rosemary Wong. Students will go through online instruction and in-depth reflection, and will demonstrate mastery of course material by designing a personal classroom management action plan that will be easily implemented in their classroom.

Quarter Credit Hours: 5
Prerequisite: None

ED 591: METHODS OF TEACHING VISUAL AND PERFORMING ARTS

This course will focus on theories, methods, and practices in visual and performing arts education. Students will gain experience in creating lessons that meet national and state standards, evaluating and choosing authentic assessment strategies, and learning how to reach diverse learners in their specialty areas. Students will incorporate best practices based on educational research and learn about the role technology can play in instruction. Students will learn about differentiating instruction, cooperative learning, collaborating with peers, and authentic activities. A chance to consider a reflective teaching practice will be provided.

Quarter Credit Hours: 5
Prerequisite: None

Exercise and Fitness (EF)

EF 310: CURRENT TRENDS IN EXERCISE AND FITNESS—AGING WELL ACROSS THE LIFE SPAN

This course focuses on the issues in exercise and fitness that each major age group encounters in society today. Students learn the unique challenges that senior adults, middle-aged and younger adults, and children and adolescents are confronted with, as well as the sociological, psychological, and economic factors that can impact favorable outcomes. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and practiced, and current research in models of exercise and fitness programs in community- and corporate-based settings will be studied and evaluated for effectiveness.

Quarter Credit Hours: 6
Prerequisite: None

Educational Leadership (ER)

ER 502: THE PRINCIPALSHIP

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will inform decision making that influences practice and the effects on students and teachers. Students will review research on leading change in schools, training for tomorrow's principalship, budgeting issues, discipline, students with exceptionality and who are from diverse backgrounds, technology, professional conduct, teacher evaluation, and establishment of effective professional learning communities. Students will review case studies about schools that made significant
improvements under effective leadership.
Quarter Credit Hours: 5
Prerequisite: None

**ER 504: MANAGEMENT OF RESOURCES**
This course will examine the economics of education, funding sources, and regulations regarding the use of such funds. Students will determine major budget pressures facing schools and identify ways they are meeting daily demands to provide quality education. The role of federal and state lawmakers in funding decisions will be explored. Students will consider the implications of poorly funded education and the impact on society. They will also address administering school resources including funding.
Quarter Credit Hours: 4
Prerequisite: None

**ER 506: LEGAL ISSUES IN EDUCATION**
Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government’s funding of education. Topics include constitutional rights, such as Title VII, the First Amendment, and the Fourteenth Amendment, and current events regarding the law and education. Students will analyze resources designed to help educators navigate legal issues.
Quarter Credit Hours: 4
Prerequisite: None

**ER 508: SUPERVISION AND INSTRUCTIONAL LEADERSHIP**
The course addresses major factors that affect school leadership and how leadership can influence teacher effectiveness. Students will examine the role of leadership in building and sustaining a school vision, creating effective teacher teams, sharing leadership, leading learning communities, making data-driven decisions, and monitoring curriculum and instruction. Students will explore models of effective leadership based on best practices. In addition, students will analyze the research on instructional leadership and the methods principals use to exhibit and harness leadership that enable schools to meet their goals.
Quarter Credit Hours: 4
Prerequisite: None

**Educational Technology (ET)**

**ET 501: USING TECHNOLOGY—FUNDAMENTALS OF INTEGRATION**
Degree candidates are introduced to effective strategies for integrating technology into classroom instruction. Candidates use learning theory and best practices to evaluate sample lesson plans and also to develop activities that integrate educational technology. Specific emphasis is given to aligning activities with relevant national standards.
Quarter Credit Hours: 4
Prerequisite: None

**ET 502: USING TECHNOLOGY—PRACTICAL APPLICATIONS**
This course provides students with opportunities to explore a variety of web-based tools and basic computer software applications, and evaluate their applicability in the K–12 classroom. Students will gain technology skills and explore ways to integrate these tools into teaching and learning. Students will develop learning strategies that align with professional standards.
Quarter Credit Hours: 4
Prerequisite: None

**ET 503: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS**
This course provides students with opportunities to explore a variety of instructional technologies including: web-based tools, software, games, simulations, tutorials, and nonprojected visuals. Through readings, class discussions, and hands-on experiences using technologies, students will gain the knowledge and skills needed to integrate technology in lesson planning that meets the needs of diverse learners.
Quarter Credit Hours: 4
Prerequisite: None

**ET 506: LEGAL ISSUES IN EDUCATION**
Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government’s funding of education. Topics include constitutional rights, such as Title VII, the First Amendment, and the Fourteenth Amendment, and current events regarding the law and education. Students will analyze resources designed to help educators navigate legal issues.
Quarter Credit Hours: 4
Prerequisite: None

**Graduate Business (GB)**

**GB 514: FOUNDATIONS OF ENTREPRENEURSHIP—FASTTRAC™ NEWVENTURE™**
In this course, students will learn the process of starting and building a successful business. Using the FastTrac™ NewVenture™ framework, students will explore entrepreneurial attributes while discovering the practical knowledge, strategies, and skills needed to create a viable business plan. Students will learn how to create a plan that attracts the financial and leadership support of internal and external stakeholders needed to achieve success.
Quarter Credit Hours: 2
Prerequisite: GB 515 (Corequisite)

**GB 515: FASTTRAC™ NEWVENTURE™ LAB**
In this course, students will embark on the entrepreneurial process. They will use idea-generating strategies and explore resources for entrepreneurial success for the startup business. Using the FastTrac™ NewVenture™ framework, students will develop and refine a business concept, take it through a rigorous planning process, and outline the critical steps for a successful business launch. Students will also learn how to identify and reach their target markets, set realistic financial goals, and build effective organizations. Students will explore the practical knowledge, strategy, and skills needed to plan for the legal issues, marketing, and management involved in a new business, product, or service launch.
Quarter Credit Hours: 2
Prerequisite: None

**GB 562: SMALL BUSINESS ADMINISTRATION**
In this course, students will learn about the four functions of management as they apply to the small business environment. They will learn the strategies and processes that small businesses employ to manage for success in today's environment. Nonprofit and for-profit small businesses will be examined. Students will apply strategies and practices through a virtual practicum to a startup business. Decision making and adaptability in the small business environment will be stressed.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**GB 564: CORPORATE VENTURING**

This course examines theory and practices that explain how some organizations are effective in creating new businesses and fostering innovation. The course focuses on the concept of corporate venturing, which is the process through which organizations turn a good idea into a viable business. Students will be exposed to concepts of how to encourage entrepreneurship, identify venture opportunities, locate these potential new businesses within the firm, select the right managers, and set up the proper planning processes

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**GB 565: THE ENTREPRENEURIAL LAB**

In this course, students will simulate the entrepreneurial group process. They will use idea-generating strategies and explore resources for entrepreneurial success for the startup business or a new idea or venture for an existing business. Students will explore the practical knowledge, strategy, and skills needed to plan for the legal issues, marketing, and the four functions of management involved in a new business, product, or service launch. Students will practice, in a team environment, all the initial steps involved in the entrepreneurial process to achieve success.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**Health Care Administration (HA)**

**HA 515: LEADERSHIP IN HEALTH CARE**

This course explores organizational theory and behavior essential for successful leadership and management in the health care industry. Emphasis will be placed on communication techniques, self-analysis, and strategies for best practices in order to effectively implement key leadership and management concepts in dynamic health care environments. Key values that guide a leader's personal and professional behavior and influence overall effectiveness will be explored, as well as their impact on overall leadership styles.

Quarter Credit Hours: 4
Prerequisite: None

**Higher Education (HE)**

**HE 543: ASSESSMENT OF ONLINE LEARNING PROGRAMS**

This course presents a comprehensive overview of the quality online program, as outlined by accreditation procedures and standards. Students will learn the systems approach of assessment to evaluate programs and the organization, and consider approaches to establishing a culture of assessment to support online learning. Additionally, the course addresses the development of online curriculum and the alignment of outcomes with assessment instruments.

Quarter Credit Hours: 6
Prerequisite: None

**HE 547: EFFECTIVE ONLINE INSTRUCTION-DESIGN AND PRACTICE**

This course explores the factors that make online learning courses successful as well as what lessons can be learned from less successful online strategies. The course examines how the findings of online learning research, a deep understanding of local context, and the intelligent use of technology tools can work together to allow the development and delivery of top-flight online courses. Practical, applicable skills are stressed in this practice-oriented course.

Quarter Credit Hours: 5
Prerequisite: HE 525 or HE 527 recommended

**HE 557: INTRODUCTION TO ASSESSMENT AND EVALUATION IN HIGHER EDUCATION**

This course presents an overview of past and contemporary approaches to assessment and evaluation theory as they apply to higher education and nonschool organizations. Students will become familiar with basic terminology, research design protocols, the implementation of assessment and evaluation initiatives, and decision making in the context of mission, values, goals, and objectives. Evaluator roles, core competencies, professional standards, and codes of conduct are additional topics.

Quarter Credit Hours: 5
Prerequisite: None

**HE 559: QUANTITATIVE METHODS AND INSTRUMENTS FOR ASSESSMENT**

This course presents an in-depth overview of typical quantitative research designs, methods, data collection tools, and data analysis and reporting used in assessment and evaluation. It focuses on the research process related to assessment and evaluation and the basic skills required to plan, conduct, analyze, report, and evaluate research with a quantitative design. Detailed procedures associated with quantitative research, including experimental, quasi-experimental, survey, and correlational designs, are examined. Practical limitations of quantitative designs in assessment and evaluation and the role of quantitative research in mixed-method approaches are considered.

Quarter Credit Hours: 5
Prerequisite: None

**Health Science (HS)**

**HS 420: ADVANCED HEALTH INFORMATICS**

The health information field is strongly influenced by data and data standards. This course focuses on the structure and use of health information, storage methods, data sets, and e-health delivery. In addition, the development of clinical, financial, and decision support systems are addressed.

Quarter Credit Hours: 5
Prerequisite: None

**Health and Wellness (HW)**

**HW 205: VITAMINS, HERBS, AND NUTRITIONAL SUPPLEMENTS**

This course introduces the most commonly used vitamins, herbs, and nutritional supplements. Single vitamins—their benefits, dosage, precautions, and contraindications—will be reviewed as well as
vitamin formulas routinely recommended. Nutritional supplements will be introduced and their categories, benefits, and safety issues will be explored and discussed. The principal systems of herbal medicine found worldwide will be illustrated along with their individual characteristics and common usage. This course also examines the growing popularity of herbal medicines from a sociological and ecological standpoint.

Quarter Credit Hours: 5
Prerequisite: None

HW 410: STRESS—CRITICAL ISSUES IN MANAGEMENT AND PREVENTION

This in-depth course offers students a detailed look at the extensive research and practical approaches for identification, management, and prevention of stress. The health consequences of stress—physiological and psychological—will be discussed as well as the sociological and economic effects of untreated stress on society as a whole. Current approaches to stress reduction and prevention will be illustrated including mind/body therapies that have shown remarkable rates of success.

Quarter Credit Hours: 6
Prerequisite: None

Instructional Technology (IX)

IX 500: FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY

This course focuses on the field of instructional technology, placing the field within the context of its history, current practices, and future directions. It provides the conceptual framework for other courses within the degree program.

Quarter Credit Hours: 5
Prerequisite: None

IX 510: INSTRUCTIONAL DESIGN

This course presents the philosophical and theoretical foundation of instructional design. Students explore instructional design process models commonly used by practitioners. They will apply the stages of a process model to create design documents in the education and training contexts. The model will address instructional analysis, assessing learning from instruction, media characteristics and selection, managing instruction, formative and summative evaluation, and the motivational design of instruction.

Quarter Credit Hours: 5
Prerequisite: None

IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING

This course presents the knowledge and skills necessary to identify training and/or instructional problems and potential solutions. Students explore the advantages and disadvantages of multiple techniques for performing a needs assessment. Students develop skills and collect resources related to the selection and use of analysis methods. They will conduct a needs analysis and submit a report in an education or training context. Students also consider evaluation taxonomies and models, tools and techniques, and develop an evaluation strategy for an instructional program.

Quarter Credit Hours: 5
Prerequisite: None

IX 540: RESEARCH METHODS FOR

EDUCATION AND INSTRUCTIONAL TECHNOLOGY

This practitioner-oriented course is designed for students to explore different methodologies, designs, and tools used in educational research. Students will examine ethical standards for conducting research and write an applied research proposal on an approved topic in the field of education or instructional design and technology. Other learning activities include examining data analysis techniques, completing the institutional review board certification, and critically analyzing readings and examples of research related to K–12, higher education, military, corporate, and nonprofit organizations.

Quarter Credit Hours: 5
Prerequisite: None

IX 550: PROJECT MANAGEMENT AND IMPLEMENTATION IN EDUCATION AND TRAINING

This course presents approaches to project management for education and training projects. Students explore concepts of project management and leadership, tools, procedures, and methodologies. They focus on creating, monitoring, and reporting project plans from the proposal to the implementation stages. They consider project constraints including time, cost, resource allocation, and scope. Concepts of change management are also explored and applied to implementation strategies used in education and training environments.

Quarter Credit Hours: 5
Prerequisite: None

IX 560: INSTRUCTIONAL TECHNOLOGIES INFRASTRUCTURE

This course provides an introduction to computer networking and establishes a basic understanding of the infrastructure required to incorporate technology into the K–12 environment. Students will learn the basics of computer networks and technology infrastructure. They will also learn how infrastructure supports classroom design for learning with technology tools. Students will identify the skills necessary to design, install, maintain, and troubleshoot the technology and analyze the roles necessary to maintain effective infrastructure. In addition, students will learn how to assess institutional technology needs and plan for future growth.

Quarter Credit Hours: 6
Prerequisite: None

IX 562: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS-K-12

In this practitioner-oriented course, students will explore existing and emerging multimedia technologies used in K–12 classrooms through peer and individual assignments. They will evaluate existing instructional resources available with classroom textbooks in open source content and learning object repositories. They will design and create an instructional lesson appropriate for the K–12 setting while adhering to federal, state, and local mandates regarding media development.

Quarter Credit Hours: 6
Prerequisite: None

IX 570: DESIGN OF ONLINE INSTRUCTION IN K-12 ENVIRONMENTS

In this application-based course, students will explore similarities and differences between Web-based learning and on-ground learning in K-12 classrooms. They will learn how to repurpose existing material
Teaching Literacy (LT)

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.
Quarter Credit Hours: 4
Prerequisite: None

LT 505: 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.
Quarter Credit Hours: 5
Prerequisite: None

LT 507: READING AND WRITING ACROSS THE CURRICULUM
This course covers methods of teaching reading and writing across the K–12 curriculum. The focus is project-based teaching that incorporates strategies for prewriting; developing writing skills; developing reading skills, which include analysis, problem solving, and critical thinking; and integrating technology into instruction. Students will align lessons with National Council of Teachers of English (NCTE) and state standards. Teachers will learn the process of designing and implementing instruction that develops their students' growth in functional and digital literacy.
Quarter Credit Hours: 5
Prerequisite: None

LT 516: READING AND WRITING ACROSS THE CURRICULUM
This course covers methods of teaching reading and writing across the K–12 curriculum. The focus is project-based teaching that incorporates strategies for prewriting; developing writing skills; developing reading skills, which include analysis, problem solving, and critical thinking; and integrating technology into instruction. Students will align lessons with National Council of Teachers of English (NCTE) and state standards. Teachers will learn the process of designing and implementing instruction that develops their students' growth in functional and digital literacy.
Quarter Credit Hours: 4
Prerequisite: None

Teaching Mathematics (MH)

MH 521: PRINCIPLES, PEDAGOGY, AND STANDARDS FOR MATHEMATICS
This course focuses on the development of teachers prepared to offer mathematics instruction for high school students. The focus is on instructional strategies that help students gain the mathematics skills they will need for personal, academic, and professional life. The course gives teachers the opportunity to explore emerging knowledge and tools and new ways for communicating and teaching mathematics. Teachers will study foundational principles for school mathematics; equity, curriculum, teaching, learning, assessment, and technology. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.
Quarter Credit Hours: 4
Prerequisite: None

MH 530: NUMBERS AND OPERATIONS
This course is a study and application of strategies, techniques, materials, technology, and current research used in the teaching of mathematics at the middle school and high school levels. Learners will review and apply the National Council of Teachers of Mathematics (NCTM) standards and principles involved in teaching mathematics at the middle school and high school levels. Learners will develop an awareness of the constructivist theory, professional resources, materials, technology, and information available for educators, and prepare unit and lesson plans with related assessment procedures on a mathematical topic.
Quarter Credit Hours: 4
Prerequisite: None

MH 531: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA
This course provides an in-depth examination of the content and instructional strategies that help middle school and high school students develop mathematical proficiency and an understanding of algebraic concepts and functions. The course examines best practices for helping students explore and represent problem situations using...
This course integrates advanced knowledge of pharmacology, Pharmacokinetics, pharmacodynamics, and genomics across the life span and prepares the advanced practice nurse to prescribe pharmacotherapeutics safely and effectively. Students will apply client history and physical examination findings, together with laboratory and imaging studies, in the evidence-based selection of the correct prescriptive and nonprescriptive medications for therapy. Students will examine ethical, legal, regulatory, and cost-effective prescribing practices of the advanced practice nurse. Communication plans for the interdisciplinary team, clients, and/or families for both prescriptive and nonprescriptive drug therapies will be created.

Quarter Credit Hours: 5
Prerequisite: MN 551

Nutrition Science (NS)

NS 435: ECOLOGICAL AND ENVIRONMENTAL PERSPECTIVES ON FOOD
This course presents ecological and environmental impacts on food choices and food production. Studies include the changes in food quality due to air, water, and ground pollution. Students learn the current trends in methods to prevent and manage the ecological and environmental pollution as it relates to food.

Quarter Credit Hours: 6
Prerequisite: None

Psychology (PS)

PS 124: INTRODUCTION TO PSYCHOLOGY
This course provides a broad introduction to the field of psychology, one of the social sciences. Students will be introduced to a range of topics that offer insight into human thought and actions including what motivates us to study human behavior, ethical decisions, problem solving, and theories on memory, learning, intelligence, and personality. This course will highlight the use of critical thinking and the application of the concepts. In addition, it will draw on practical psychological concepts related to students' personal and professional relationships.

Quarter Credit Hours: 5
Prerequisite: None

PS 512: RESEARCH DESIGN IN APPLIED BEHAVIOR ANALYSIS
This course will introduce students to the different mixed-method approaches to research used within the field of Applied Behavior Analysis. Students will learn how to use this knowledge to select an appropriate research method when given a real-world situation. Students will also be introduced to the practical, legal, ethical, and sociocultural issues that are unique to research design within the field of Applied Behavior Analysis.

Quarter Credit Hours: 5
Prerequisite: None

PS 517: ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS
This course covers advanced principles, theories, and concepts of Applied Behavior Analysis. The assessment and development of behavioral interventions are covered, along with real-life examples, case studies, and current research in this area of psychology.

Quarter Credit Hours: 5
Prerequisite: None
PS 522: BEHAVIORAL MEASURES AND INTERPRETATION OF DATA

This course will provide students with a foundational knowledge of measurement and analysis in Applied Behavior Analysis (ABA). Students will learn how to identify and measure target behaviors, as well as evaluate the accuracy of the data presented within current research studies and real-life examples. Finally, students will learn how to communicate the results of a research study in a clear, efficient, and parsimonious manner.

Quarter Credit Hours: 5
Prerequisite: None

PS 527: IMPLEMENTING BEHAVIORAL CHANGE

This course covers the fundamentals of implementing a behavior change program in Applied Behavioral Analysis. Students will gain skill and practice in how to design an effective behavior change program through the use of real-life case study examples. The different factors involved in maintaining and promoting the generalization of behavioral change in real-world settings will be explored.

Quarter Credit Hours: 5
Prerequisite: None

PS 532: CLINICAL APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS

This course provides an overview of the various theoretical models of behavior change, along with more current research on evidence-based best practices in Applied Behavior Analysis. Students will incorporate the practical, ethical, legal, socioemotional, and cultural needs of a client into an effective behavior change plan.

Quarter Credit Hours: 5
Prerequisite: None

Public Health (PU)

PU 615: GRANT AND CONTRACT WRITING

This course provides a general overview of the grant-seeking process. Students study types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. Students design a grant application using a real-life scenario needs statement, develop a project that will address that need, write clear goals and objectives for that project, develop a budget, and identify an evaluation tool that could be used to measure outcomes for the project. All phases of the contract formulation process are addressed, and students learn how to write a statement of work document for commonly used contracts in public health administration.

Quarter Credit Hours: 4
Prerequisite: None

Teaching Science (SE)

SE 521: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE CLASS (GRADES 6–12)

This course will provide an active instructional environment that fosters the development of teachers effectively prepared to offer inquiry-based science instruction for middle and high school students. The course focuses on instructional strategies that help students gain an understanding of the perspectives and practices scientists use when they approach the natural world through scientific inquiry. The course addresses practices for planning, facilitating, and assessing learning activities that encourage students to actively engage in their own scientific inquiries. The course emphasizes congruence with national and state standards for science teaching, scientific literacy, and student achievement.

Quarter Credit Hours: 4
Prerequisite: None

Teaching Special Needs (SN)

SN 505: TEACHING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS

This course explores strategies for meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined including curriculum accommodations and modification in the content areas, instructional approaches, and behavioral supports in the general education classroom setting.

Quarter Credit Hours: 5
Prerequisite: None

General NDS Option Limited Enrollment

Associate’s Business (AB)

AB 221: CUSTOMER SERVICE

In this course, students will learn how companies can develop customer loyalty and address personalized customer needs. Students will apply concepts learned to real-world scenarios and learn how to reincure previous customers and acquire new ones through effective relationship-building strategies. Online communication tools and call center strategies will also be examined.

Quarter Credit Hours: 5
Prerequisite: CM 107

Accounting (AC)

AC 501: FINANCIAL ACCOUNTING AND REPORTING

This course provides a comprehensive, international perspective on accounting and financial reporting systems. Financial accounting and reporting issues are viewed from both theoretical and practical perspectives. Topics include, but are not limited to, the factors that managers and executives must consider as they confront complex and important financial accounting and reporting issues including traditional issues, such as revenue recognition, valuation allowances, and leases, and contemporary issues, such as pensions, stock options, and financial derivatives.

Quarter Credit Hours: 4
Prerequisite: None

AC 502: REGULATION

This course will advance the student’s knowledge of business law as it applies to accounting. Students will be introduced to the major legal requirements that will be encountered by the professional accountant. Topics include, but are not limited to, the Uniform Commercial Code, contracts, and the legal liability and responsibilities of agencies and accountants.
AC 503: ADVANCED AUDITING
This course addresses the examination of financial statements and systems from the viewpoint of an independent auditor. Emphasis is on the application of auditing techniques and the professional standards that direct audit performance and reporting. Topics include, but are not limited to, external audit services, audit reports, auditor and management responsibilities, professional standards of external auditors, and how information technologies enhance internal control and procedures used to audit through a computerized system.
Quarter Credit Hours: 4
Prerequisite: None

AC 504: ETHICAL ISSUES IN BUSINESS AND ACCOUNTING
This course examines moral development and ethical choices within the framework of business and accounting. Psychological, social, and other theories used to predict human choices are introduced and applied to the current practice and environments of public and corporate accounting. The dilemmas commonly encountered by accounting professionals and their accepted solutions are examined.
Quarter Credit Hours: 4
Prerequisite: None

AC 505: ADVANCED MANAGERIAL/COST ACCOUNTING
This course focuses on the role of cost accounting as a tool for managerial decision making and the application of these skills to the overall operation of a business. Topics include, but are not limited to: budgeting, cost volume-profit analysis, job order costing, absorption costing, differential analysis, and capital budgeting.
Quarter Credit Hours: 4
Prerequisite: None

AC 507: CORPORATE TAX DECISIONS AND STRATEGIES
This course will emphasize the effect of the federal income tax on business, the federal income tax structure, and the concept of taxable income as it relates to business. Business transactions are influenced by the rules of taxation. Examples of particular interest include, but are not limited to: buying and selling business assets, mortgages, liquidating or reorganizing a business, and transactions between a business and an employee.
Quarter Credit Hours: 4
Prerequisite: None

AC 550: ACCOUNTING INFORMATION SYSTEMS
This course is focused on the development, design, and implementation of accounting information systems with an emphasis on internal control. Students will examine how to develop new information systems or modify existing systems. Identifying and using controls to uncover security strengths and weaknesses will be a major emphasis.
Quarter Credit Hours: 4
Prerequisite: None

AC 551: ACCOUNTING RESEARCH
This course focuses on research methods used to assess the impact of accounting information on business and business decision making. In this survey of research on accounting theory, students learn how to assess empirical studies and initiate and develop research projects through research paper discussions and replicating and extending existing research studies. This course is devoted to the analysis of current financial reporting issues.
Quarter Credit Hours: 4
Prerequisite: None

AC 554: ENTERPRISE RISK ANALYSIS AND PLANNING
This course explores the evolving nature of risk, expectations about its management, and the pressure it has placed on previous working practices. Risk management has traditionally been segmented and carried out in silos. Enterprise risk management (ERM) is a response to the sense of inadequacy caused by using a silo-based approach to manage increasingly interdependent risks. Students will gain an understanding of the interdependencies between risks and how risks in one business area may increase the impact of risks in another business area.
Quarter Credit Hours: 4
Prerequisite: None

AC 555: FRAUD EXAMINATION
This course provides an overview of fraud examination, which includes the introduction of techniques for obtaining documentary evidence, interviewing witnesses and potential suspects, writing investigative reports, testifying to findings, and forensic document examination. Students will learn to apply prevention, detection, and investigative strategies to determine why and how occupational fraud is committed. Students will analyze human behaviors such as greed, deception, and cheating.
Quarter Credit Hours: 4
Prerequisite: None

AC 556: GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING
This course examines the financial and managerial accounting concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units, educational institutions, and charitable organizations. Topics include, but are not limited to: budgeting, financial reporting, and governmental auditing standards.
Quarter Credit Hours: 4
Prerequisite: None

AC 557: INTERNAL CONTROL ASSESSMENT AND DESIGN
This course prepares students to design and assess the internal control system or process. Students will become familiar with risk assessment and management, and compliance with the Sarbanes-Oxley Act and COSO. Control concepts introduced will include control types, the cost/benefit of control, control responsibilities, the plan-do-check-act concepts, and the control responsibilities and standards issued by the FASB, SEC, New York Stock Exchange, AICPA, and other similar organizations.
Quarter Credit Hours: 4
Prerequisite: None

AC 558: INTERNATIONAL ACCOUNTING STANDARDS AND GLOBAL FINANCIAL
REPORTING
This course focuses on the relationship between international accounting and global business and investment decisions. The influences of cultural, political, and economic variation within the practice of international business are examined. Topics include, but are not limited to, managerial decision making, the evaluation of foreign financial statement information, and the impact of culture and political practices on capital formation.
Quarter Credit Hours: 4
Prerequisite: None

AC 559: INTERNATIONAL TAX PLANNING AND ISSUES
This course focuses on U.S. income tax on foreign-earned income and the taxation methods of other countries. The effect of U.S. taxation on international transactions and its impact on multinational businesses will be examined and discussed. The tax laws of other countries will be surveyed with emphasis on the treatment of capital gains, dividends, and depreciation. Various tax treaties will be identified and discussed.
Quarter Credit Hours: 4
Prerequisite: None

AC 560: TAX RESEARCH AND THE IRS
This course introduces students to the concepts, processes, and information sources relevant to tax research. The Internal Revenue Code, treasury regulations, and federal and state tax cases are examined. Topics include, but are not limited to, interpretations of the tax code, ethical considerations, sources for research, and appropriate presentation of results.
Quarter Credit Hours: 4
Prerequisite: None

AC 561: TAXATION OF ESTATES AND TRUSTS
This course is a study of the federal estate and gift taxes, and the impact of income tax. Topics will include an introduction to interstate succession, the drafting and enforcement of wills, living trusts, gifts, marital property, and the avoidance of probate. The course covers the preparation of fiduciary income tax returns with an emphasis on unique tax issues such as income of a descendent, distributable net income, and fiduciary accounting.
Quarter Credit Hours: 4
Prerequisite: None

Graduate Business (GB)

GB 500: BUSINESS PERSPECTIVES
This course is the cornerstone experience for the MBA student. Students will analyze the fundamental processes that comprise a business system, building a conceptual understanding of how businesses prosper. Students will examine business functions, resources, and processes in order to appreciate their synergy and interrelatedness. Students will apply methodical approaches to evaluate choices in complex business situations. Finally, students will assess and plan to develop their own capability relative to business leadership.
Quarter Credit Hours: 4
Prerequisite: GB 512 and GB 513

GB 512: BUSINESS COMMUNICATIONS
Business Communications focuses on effective communication strategies for various stakeholders using oral and written formats for different purposes, including one-on-one communication and engagement with larger audiences.
Quarter Credit Hours: 4
Prerequisite: None

GB 513: BUSINESS ANALYTICS
This course provides an analytical foundation for MBA students. Students will learn to adopt a quantitative approach to problem solving, while becoming familiar with the analytical context in which business decisions are made. Analytics is the extensive use of data, statistical and quantitative analysis, explanatory and predictive models, and fact-based management to drive decisions and actions. Topics covered will include a review of basic algebra, mathematical functions, mean and standard deviation calculations, histograms, pie charts and line plots, distributions, sampling, and the basics of hypothesis testing and regression analysis. Microsoft Excel will be used extensively in the course.
Quarter Credit Hours: 4
Prerequisite: None

GB 518: FINANCIAL ACCOUNTING PRINCIPLES AND ANALYSIS
This course covers the basics of how accounting systems are used to assess economic events and produce financial statements for internal and external users. The course also delves into the analysis, synthesis, and evaluation of accounting information and how to use accounting information for strategic decision making.
Quarter Credit Hours: 4
Prerequisite: GB 500

GB 519: MEASUREMENT AND DECISION MAKING
This course provides students with the foundations of measurement and decision making in organizations. Students will examine the role of accounting and operating information in directing the activities of organizations. They will assess the importance of various types of information in planning and controlling activities and making effective decisions. They will also analyze and evaluate situations using a wide variety of decision-making approaches and techniques.
Quarter Credit Hours: 4
Prerequisite: GB 518 or AC 501

GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT
Students will examine human resource management from a strategic perspective. They will analyze theories and practices in terms of organizational effectiveness when competing in a global business environment. They will investigate ongoing operational human resource issues, such as compensation, organizational development, benefits, recruitment, training, and leading employees to high performance. Current issues that challenge human resource practitioners will be explored, such as downsizing, implied contracts between employer and employee, managing knowledge workers, and the issues of the changing legal environment.
Quarter Credit Hours: 4
Prerequisite: GB 512

GB 530: 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.
Quarter Credit Hours: 4
Prerequisite: GB 519

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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 533: SALESFORCE MANAGEMENT
This course provides an analysis and evaluation of theories and practices involved in the building and managing of effective sales forces. 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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 534: CONSUMER BEHAVIOR
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.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 540: ECONOMICS FOR GLOBAL DECISION MAKERS
This course covers micro- and macroeconomic principles with an emphasis on decision making and strategic applications. Microeconomic topics include scarcity, supply and demand, elasticity, utility, profit maximization, cost structures, economic systems, labor markets, and entrepreneurship. Macroeconomic topics include international trade, national income accounting, exchange rates, money and banking, economic growth, and fiscal policy.
Quarter Credit Hours: 4
Prerequisite: None

GB 541: EMPLOYMENT LAW
We depend upon the law as well as ethics and common sense to help us make good decisions about issues surrounding employment that are routinely decided in workplaces every day. These issues can have devastating financial and productivity consequences if mishandled by the employer. Yet it seems as if few employers or their managers are equipped to handle them well. Employment law helps to regulate the workplace environment by protecting employees from discrimination and harassment, and providing a safer, fairer workplace where the rules provide for certain rights and responsibilities for both employees and employers alike. Those who choose to work in the business arena must understand basic legal concepts, plus have working knowledge of regulatory and compliance issues in order to effectively manage a business. In this course, students will analyze and evaluate legal concepts and learn to identify potentially troublesome employment-related legal and ethical issues in order to avoid liability as well as to develop an understanding of how to manage employees to maximize productivity.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 542: TRAINING AND DEVELOPMENT
Students will examine how organizations can incorporate employee training and development concepts and theories into their human resources strategy and will analyze the relationship between human resource development (HRD) and human resource management (HRM). Students will also explore the internal and external factors that affect employee behavior. Other topics covered include: maximizing employee learning, conducting a training needs assessment, writing training objectives, designing and delivering effective training programs, evaluating training effectiveness, employee orientation, workplace competencies, coaching, performance management systems, and online and computer-based learning technologies. In addition to covering HRD concepts and theories, the course considers organizational development (OD) concepts and the role of the HRD professional in creating intervention strategies to improve organizational effectiveness, HRD and OD challenges stemming from changing demographics and a more diverse, global workforce are identified and the strategic challenges presented to organizations of a changing workforce are explored.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 545: STRATEGIC REWARD SYSTEMS
This course examines how an organization can leverage their reward systems to sustain, motivate, and retain its desired workforce to help achieve business objectives. The course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Students will be exposed to major reward issues in the context of current theory, research, and real-business practices.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GB 546: RECRUITMENT AND SELECTION
This course provides a solid foundation in the fundamentals of attracting, hiring, and assessing talent. It takes a closer look at the “war for talent” in the competitive marketplace today, and provides the impetus for more proactive and timely recruitment practices, effective and legally conscious selection methods, and valid assessment techniques. This course highlights the importance of refining talent-acquisition strategies as organizations and HR
practitioners seek to improve the pipeline of new hire and job promotion candidates. By the end of the course, students will be familiar with multiple recruitment, selection, and assessment models and will synthesize these approaches from a talent management perspective.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

**GB 550: 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.
Quarter Credit Hours: 4
Prerequisite: GB 540

**GB 560: DESIGNING, IMPROVING, AND IMPLEMENTING PROCESSES**
This course provides students with the skills and theories required to develop, improve, and manage business processes. The focus is on the impact of those activities in the organization that cut across functional and organizational boundaries, with a concentration on performance and impact. Students will apply process management, project management, and change management tools and techniques to create processes and implement continuous process improvement.
Quarter Credit Hours: 4
Prerequisite: GB 550

**GB 570: MANAGING THE VALUE CHAIN**
This course provides students with a focus on a globally integrated value chain. Students will investigate sourcing, negotiation, contracting, vendor management, logistics, inventory management, customer relationship management, and the use of decision support systems.
Quarter Credit Hours: 4
Prerequisite: GB 560

**GB 580: STRATEGIC MANAGEMENT**
In this course, students will explore factors that contribute to long-term business success. Students will create a strategic plan for a business by applying strategic management methods, including environmental scanning, competitive analysis, and organization assessment. Students will examine the leadership skills required to formulate, implement, and evaluate business strategy. Strategic decisions will integrate ethical, social, and global considerations.
Quarter Credit Hours: 4
Prerequisite: GB 570

**GB 590: ETHICS IN BUSINESS AND SOCIETY**
The purpose of this course is to build ethical leadership skills by providing an analysis of orientations and models for ethical decision making with an emphasis on application to current issues in today’s global business and society. Students have the opportunity to reflect on their own values and ethos and analyze models of ethical leadership and moral principles to which they can commit and apply within their professions.
Quarter Credit Hours: 4
Prerequisite: GB 580

**GB 600: LEADERSHIP STRATEGIES FOR A CHANGING WORLD**
This course introduces students to the nature and purpose of leadership in organizations. Students evaluate various leadership approaches and methodologies in terms of organizational effectiveness and efficiency in dynamic corporate environments. In addition, students investigate ethics and social responsibility, diversity, and team management. Students will apply emotional intelligence in self-awareness, personal development, and communication.
Quarter Credit Hours: 4
Prerequisite: None

**GB 601: MBA CAPSTONE**
This course provides the culmination for the MBA program, enabling students to demonstrate leadership competencies and apply their knowledge of business systems. Through individual research, team assignments, and completion of a business simulation, students will apply their problem-solving and analytical skills in dynamic environments to develop a business plan for an international venture. Students will evaluate global business problems integrating ethical considerations for a response that considers multiple stakeholders. They will continue to plan for their post-MBA professional development by incorporating the results of their work into their portfolio.
Quarter Credit Hours: 4
Prerequisite: Capstone must be taken in final term or have approval of the Dean

**Graduate Finance (GF)**

**GF 500: FINANCIAL INSTITUTIONS AND MARKETS**
This course focuses on the workings of the U.S. and world financial markets and institutions. It spans interest rate determination, federal policy, and management and policies of commercial banks.
Quarter Credit Hours: 4
Prerequisite: None

**GF 510: RISK ANALYSIS AND MANAGEMENT**
This course focuses on the financial instruments used for financial risk management, including forwards, futures, options, and swaps. An emphasis is placed on the identification of financial risks and designing an optimal risk management program.
Quarter Credit Hours: 4
Prerequisite: GF 500

**GF 520: CORPORATE FINANCE**
This course is designed to provide a framework for understanding and analyzing the asset, liability, and capital structure of corporations. Students will examine valuation and capital budgeting techniques and risk evaluation, and build a strong understanding of how and why corporations make specific financial decisions.
Quarter Credit Hours: 4
Prerequisite: GF 510

**GF 530: FINANCIAL STATEMENT ANALYSIS**
In this course, students will analyze and utilize financial statements and valuation models to assess the value of a firm. The identification of reliable estimates of fundamental corporate earning power and
earning risks and valuation is a focus of the course.
Quarter Credit Hours: 4
Prerequisite: GF 520

GF 540: INVESTMENT AND SECURITIES ANALYSIS
In this course, students will examine the principles, theories, and methods of investing. Topics include common stocks, options, mutual funds, fixed convertibles, and warrants.
Quarter Credit Hours: 4
Prerequisite: GF 530

GF 550: RETIREMENT PLANNING AND EMPLOYEE BENEFITS
This course explores retirement planning and employee benefits. Students will evaluate the provisions and rules associated with various plans and governmental regulations pertaining to benefits. Topics include retirement needs analysis, compensation plans, and other employee benefits.
Quarter Credit Hours: 4
Prerequisite: GF 540

GF 560: FIXED-INCOME AND FUTURES INVESTING
This course explores the structure, uses, and strategies associated with financial futures markets. Valuation, hedging, speculative activity, and other futures-related risk management issues are covered. The varieties of fixed-income securities and their default risk are also examined, in addition to the valuation of fixed-income securities and their use in investment and risk management.
Quarter Credit Hours: 4
Prerequisite: GF 540

GF 570: PORTFOLIO MANAGEMENT
This course blends portfolio theory with practical issues that students will encounter in their careers as financial professionals. Topics include identifying investor objectives and constraints, recognizing risk and return characteristics of investment vehicles, developing strategic asset allocations among equity, fixed-income, and risk-free assets, and utilizing derivative securities to manage portfolio risk and maximize portfolio returns. Also covered is the evaluation of portfolio and manager performance relative to investment objectives and appropriate benchmarks.
Quarter Credit Hours: 4
Prerequisite: GF 540

GF 580: ETHICS FOR FINANCIAL PROFESSIONALS
This course introduces the ethical standards and practices applicable to the finance industry. Students will investigate ethical problems encountered in financial environments and evaluate the effects various decisions have on stakeholders.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 581: FINANCIAL STRATEGIES FOR A GLOBAL ENVIRONMENT
This course focuses on the financial strategies used in a global environment. The relationship between international accounting and global business and investment strategies are discussed. Topics include recent developments in financial strategy, international trade, and economic decision making.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 582: STATISTICAL METHODS FOR DECISION MAKING
This course covers the theory and application of statistics for decision making when solving financial business problems. Topics include regression analysis and optimization modeling. Students will perform statistical analyses to offer solutions to financial-related problems and issues.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 583: INCOME TAX PLANNING AND STRATEGIES
This course covers income tax planning and strategies used to formulate financial decisions. Students will explore the impact of taxes on family financial decisions. Topics include tax strategies and economic and management principles.
Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GF 584: ESTATE PLANNING
This course focuses on estate planning and the efficient conservation and transfer of wealth, consistent with the client’s goals. Students will examine the legal, tax, financial, and nonprofit aspects of estate planning. Topics include trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes.
Quarter Credit Hours: 4
Prerequisite: Must be taken in final term or have approval of the Dean

Graduate Management (GM)

GM 500: MANAGEMENT THEORIES AND PRACTICES I
This course is the first in a series of two courses that provide a foundation for understanding key management principles in the Master of Science in Management program. Students will analyze
and evaluate key management principles and learn how managers use resources to attain organizational goals through the functions of planning, organizing, leading, and controlling. In this course, students concentrate on the management functions of planning and organizing. Planning involves defining goals for future performance and devising ways to attain these goals, whereas organizing involves assigning and grouping tasks and allocating resources. It is worthy to note that the second course is this series, GM 501: Management Theories and Practices II, will concentrate on the managerial functions of leading and controlling.

Quarter Credit Hours: 4
Prerequisite: GB 512

GM 501: MANAGEMENT THEORIES AND PRACTICES II

This course is the second of two that focus on key management principles. In this course, students concentrate on the management functions of leading and controlling. Leadership involves influencing and motivating employees to achieve organizational objectives, whereas controlling involves monitoring employee activities and performance that affect standards and performance. GM 501 offers specific learning activities to strengthen critical thinking and professional writing skills that students can apply to real-world problems in the workplace.

Quarter Credit Hours: 4
Prerequisite: GM 500

GM 502: LEADERSHIP THEORY AND PRACTICE I

This course examines classic and contemporary leadership theories and practices and explores how each theoretical approach can be applied in real-world organizations and scenarios. The theories and practices studied will enhance the student’s understanding of motivational theories, developing teams, both traditional and virtual-based, and development of their hidden leadership potential.

Quarter Credit Hours: 4
Prerequisite: GM 501

GM 503: LEADERSHIP THEORY AND PRACTICE II

This course builds upon the foundation set in GM 502: Leadership Theory and Practice I, by continuing to examine both classical and contemporary leadership theories and practices. Special emphasis will be placed on understanding transformational leadership, team leadership, leadership ethics, and leading in culturally diverse environments.

Quarter Credit Hours: 4
Prerequisite: GM 502

GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE

This course applies a systems approach to examining the design and execution of business strategies to achieve a competitive advantage. The organization is viewed as a total system that can be managed to achieve continuing high performance in today's dynamic and global marketplace. Strategies for managing enduring change are evaluated.

Quarter Credit Hours: 4
Prerequisite: GM 503

GM 505: ACTION RESEARCH AND CONSULTING SKILLS

This course focuses on action research and the development of critical skills required not only for consultants, but also for any manager desiring to strengthen his or her interpersonal effectiveness as a successful change agent. An introduction to the consulting process, and the consulting skills associated with entry, contracting, meeting management, defining issues and gathering data, diagnosing problems, formulating solutions, and creating and implementing action plans will also be examined.

Quarter Credit Hours: 4
Prerequisite: GM 504

GM 506: STRATEGIC FINANCIAL ANALYSIS

The purpose of this course is to facilitate the nonfinancial manager’s ability to develop a framework for understanding a company’s true value and financial performance. The course will equip the student with the skills necessary to communicate with peers in the accomplishment of shared objectives. Students will learn how to interpret financial statements and use that information in the formulation and implementation of business strategies.

Quarter Credit Hours: 4
Prerequisite: GM 505

GM 541: FOUNDATIONS OF ORGANIZATION DEVELOPMENT

This course provides an overview of the field of organization development, while providing an opportunity for students to apply organizational development principles and best practices, emphasizing intervention theory, to current business problems. The organizational development strategies used in the field to address rapid changes and ethical challenges will also be examined.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 543: ORGANIZATION DIAGNOSIS AND DESIGN

The course conducts an examination of diagnostic models and methods used to help align an organization's strategies, structures, and processes to support each other and to fit appropriately into the environmental context. Emphasis is placed on total system change strategies and the integration of intervention methods for structural, human systems, cultural, and technological changes in order to enhance organizational design.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 585: MENTORING AND COACHING

This course introduces students to the nature and purpose of coaching and mentoring in organizations. Students will learn key principles, tools, and techniques to develop their skills as a coach and mentor. The course uses case analyses to provide students with opportunities to identify the effect of coaching and mentoring on organizational effectiveness. Through scenario analysis, students will apply coaching and mentoring approaches to learn how to effectively lead individuals and teams.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 586: TRANSFORMATIONAL LEADERSHIP

This course examines transformational leadership theory and includes an exploration of the four “I”s of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Students will evaluate
the use of transformational leadership from the lens of follower development, cross-functional teams, and strategies for change, and apply that knowledge through recommendations to improve organizational effectiveness. Through self-analysis and the use of a Self-Directed Learning Plan, students will have the opportunity to develop their transformational leadership potential regardless of their career stage.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 591: STRATEGIC PROJECT MANAGEMENT

This course covers project management from a strategic perspective. The course emphasizes the life cycle project phases and processes advocated by the Project Management Institute (PMI) and defined in the Project Management Body of Knowledge (PMBOK). It stresses the planning, executing, and controlling phases of a project life cycle. The course also covers how these phases relate to the initiation and closing phases, and further examines the impact of various project management techniques on schedule, budget, and performance constraints.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 592: PROJECT INITIATION, PLANNING, AND EXECUTION

This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. The student will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics in this course include: setting project goals and objectives; preparing a project plan; conducting feasibility studies; measurement tools, including the most current and best software tools; strategies for effective human resource allocation; and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 593: PROJECT COST AND SCHEDULE MONITORING AND CONTROLLING

This course provides an analysis of the principles, tools, and techniques for controlling project cost and schedule. The student will use tools, software, and techniques to establish a project baseline and control cost and schedule. Topics in this course include preparing PERT/CPM networks, estimating time and resources, creating the project baseline, controlling the baseline, crashing the network, optimization and heuristics techniques for resource allocation, earned value management, and statistical control tools.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses and GM 592

GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING

This course provides an integrated approach to risk, quality, and procurement. This course demonstrates how to incorporate quality throughout the project. The student explores use of contract types in managing risk and quality. Topics in this course cover all phases of contracting, including procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract close-out. The student will then explore methods of analyzing make-or-buy decisions, as well as legal and ethical considerations in contracting and procurement. Students will construct an element of their Self-Directed Learning Plan from this course, as well as add materials from the course to their Presentation Portfolio.

Quarter Credit Hours: 4
Prerequisite: Completion of all core courses

GM 599: APPLIED RESEARCH PROJECT

This course serves as the capstone course to the Master of Science in Management program, which allows the student to integrate theories with practical application. This course utilizes the conceptual foundations and skills acquired in earlier courses as a basis for an in-depth examination of organizational issues or problems of significance that is of special interest to the student. The student will collaborate with organizational stakeholders to identify a problem and design a research project.

Quarter Credit Hours: 4
Prerequisite: Capstone must be taken in final term or have approval of the Dean

Health Care Administration (HA)

HA 540: HEALTH CARE OPERATIONS AND QUALITY ASSESSMENT

This course provides an interdisciplinary perspective on operations and quality management in health care, taking into account the disciplines of organizational behavior and health management research. Special attention is given to causal tools and approaches that are fundamental to total quality management and continuous quality improvement.

Quarter Credit Hours: 4
Prerequisite: None

HA 545: HEALTH POLICY

This course provides students with an in-depth analysis of health care policy development in the United States of America. Students focus on health care policy formation and evaluation by investigating public policy and politics. Students consider a variety of elements that factor into health policy development such as economics, political science, management, communications, and public health.

Quarter Credit Hours: 4
Prerequisite: None

HA 575: HEALTH CARE MARKETING

This course provides an analysis and evaluation of the principles and concepts of marketing as they apply to health care organizations. The course covers essential elements of marketing as well as direct applications of marketing tools and strategies in the dynamic health care environment.

Quarter Credit Hours: 4
Prerequisite: None

Health Information Technology (HI)

HI 255: MEDICAL CODING II

This course is a continuation of HS 225: Medical Coding I, progressing to more complicated topics such as cerebrovascular coding, respiratory system coding, congenital anomalies, V-codes, late effects, and pregnancies. The course also focuses on applying coding guidelines for statistical and reimbursement purposes, “present on admission,” and severity of illness considerations, and the use of coding references to ensure coding compliance.
Health Science (HS)

**HS 111: MEDICAL TERMINOLOGY**
This course provides a logical understanding of the language of medicine. Basic prefixes, suffixes, word roots, and rules for taking a singular term and making it plural are studied, along with word analysis, word building, spelling, and pronunciation. These principles are applied to the study of the following systems: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular. Each body system is reviewed with anatomy and physiology; diagnostic, lab, and surgical procedures; and pharmacology for interest and knowledge.
Quarter Credit Hours: 5
Prerequisite: None

**HS 120: ANATOMY AND PHYSIOLOGY I**
This course is an integrated study of the human body. The focus is on understanding the interrelated nature of the systems of the body. This includes the concept of homeostasis as well as the relationship between structure and function. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course presents the chemical basis of life and provides 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, endocrine, and senses.
Quarter Credit Hours: 5
Prerequisite: None

**HS 130: ANATOMY AND PHYSIOLOGY II**
This course is the continuation of integrated study of the human body. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course also includes the study of the structures and functions of the following systems: circulatory, lymphatic, respiratory, digestive, urinary, and reproductive.
Quarter Credit Hours: 5
Prerequisite: HS 120

**HS 200: DISEASES OF THE HUMAN BODY**
Studies include the most common diseases of bodily systems, including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. Students also study alternative treatments and pain management.
Quarter Credit Hours: 5
Prerequisite: None

**HS 220: MEDICAL CODING AND INSURANCE**
Using ICD-9-CM, CPT, and HCPCS codes, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance and insurance terminology.
Quarter Credit Hours: 5
Prerequisite: None

**HS 225: MEDICAL CODING I**
This course focuses on established medical diagnosis and procedural coding systems including a study of nomenclature versus classification systems, basic coding principles, and application of coding guidelines in outpatient and inpatient settings.
Quarter Credit Hours: 4
Prerequisite: HS 200 or MR 160 (MR 160 can be completed as a corequisite)

Information Systems and Technology (IT)

**IT 301: PROJECT MANAGEMENT I**
This course introduces students to the principles of project management. Students will gain knowledge of the project management skills and processes needed to select, initiate, and plan a project. Students will explore the project management knowledge areas. Topics include creating the project charter, developing project scope statements, creating the project schedule and budget, and risk planning.
Quarter Credit Hours: 6
Prerequisite: None

**IT 350: STRUCTURED QUERY LANGUAGE**
This course covers fundamental concepts of the SQL programming language. Students expand their SQL query writing skills through focused practice with an increasingly complex problem and solution set. Students will be exposed to working with multiple tables and aggregating data for reporting. In addition, students will see how to maintain data through the use of SQL Insert, Update, and Delete statements. Students will be directed to investigate and practice the skills necessary to ensure quality results and performant queries. Microsoft SQL Server will be the programming environment used.
Quarter Credit Hours: 6
Prerequisite: IT 234

**IT 388: ROUTING AND SWITCHING I**
This course is the first of two routing and switching courses that prepare students to design, configure, and maintain network routing and switching. Students learn the basic concepts, protocols, and functions of network routers and switches. Emphasis is placed on hands-on practice of configuration and troubleshooting using live and simulated labs.
Quarter Credit Hours: 6
Prerequisite: IT 278 and IT 283

**IT 390: INTRUSION DETECTION AND INCIDENCE RESPONSE**
This course provides an introduction to the intrusion detection systems available to protect networks from cybercriminals. Students install and configure various intrusion detection system tools. Topics include principles and classifications of intrusion detection systems, the incident response process, and response types. Additionally, the course presents insight into intrusion detection and forensics and incident response strategies required to protect critical assets.
Quarter Credit Hours: 6
Prerequisite: IT 286

**IT 401: PROJECT MANAGEMENT II**
This course is the second of two project management courses and explores more advanced topics. Students will gain knowledge of the project management skills and processes needed to execute, control, and close a project. Topics include planning project resources,
developing the project team, conducting procurements, measuring project performance, controlling work results, and applying professional responsibility.

Quarter Credit Hours: 6
Prerequisite: IT 301

**IT 411: DIGITAL FORENSICS**

In this course, students learn about computer forensics and techniques used to perform computer forensics examinations. Students learn how to gather and protect evidence used in prosecuting computer crimes. Topics in this course include acquiring digital evidence, bookmarking data, file signature analysis, hash analysis, and other forensic techniques. This course is designed, among other things, to provide the student with the requisite knowledge to sit for the EnCase Certified Examiner (EnCE) exam. While the course may provide the student with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee the student’s eligibility either to take this exam or become certified.

Quarter Credit Hours: 6
Prerequisite: IT 286

**IT 478: WEB SERVERS AND SECURITY**

This course teaches students to install and configure popular web server software. Students learn to determine user access levels as well as server authentication and server-side programming. Various issues involving web security are discussed including web/client security and intrusion detection and recovery.

Quarter Credit Hours: 6
Prerequisite: IT 273

**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.

Quarter Credit Hours: 6
Prerequisite: IT 388

**IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL**

This course provides students with a foundation in the concepts and paradigms that shape information technology today. Students will distinguish between current competing ideologies to expand their technological knowledge and make informed business decisions. A focus will be placed on Internet technologies, hardware and software components, and networked environments, as well as ethical and social issues in information technology. Students will also be introduced to the Master of Science in Information Technology learning team model, which will be built upon throughout the program.

Quarter Credit Hours: 4
Prerequisite: None

**IT 501: PRINCIPLES OF INFORMATION TECHNOLOGY**

This is an introductory course for students entering the Master of Science in Information Technology program who do not have an undergraduate degree in information technology. Students will learn the foundational principles of information technology as the field relates to business and will examine the changing roles of various information technology specialties. The course also provides an introduction to the relationship of information technology courses to other parts of the Master of Science in Information Technology curriculum. Students will analyze case studies, engage in focused discussions on subjects relevant to information technology, and complete research and written assignments that address information technology support of various business scenarios.

Quarter Credit Hours: 4
Prerequisite: Permission from the Dean

**IT 510: SYSTEM ANALYSIS AND DESIGN**

This course provides an in-depth overview of system analysis and design methodologies. Students examine techniques to develop systems more efficiently using the system development life cycle (SDLC). Students use object-oriented approaches to develop information systems using the Unified Modeling Language (UML).

Quarter Credit Hours: 4
Prerequisite: None

**IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT**

Businesses are faced with many challenges when managing their information technology. Since information technology is continually evolving, businesses that stick with their current IT systems may be left behind. In this course, students identify innovative solutions to business problems. Specific topics include the analysis of cost and efficiency benefits found in emerging technologies, the legal and regulatory implications of various IT infrastructure strategies, and the complex process enterprises face in integrating new technology with existing infrastructure.

Quarter Credit Hours: 4
Prerequisite: None

**Nursing(MN)**

**MN 501: ADVANCED NURSING ROLES**

This course explores skills and strategies essential to successful advanced nursing role implementation, as well as graduate program completion. Analysis of existing and emerging roles provides a foundation for selection of an individual advanced role specialization and an individual career development plan.

Quarter Credit Hours: 5
Prerequisite: None

**MN 502: THEORETICAL FOUNDATIONS OF ADVANCED NURSING**

This course explores the evolution of nursing theory and its contribution to advanced nursing science. There is an emphasis on the historical and philosophical foundation of theory development and its impact on nursing practice. Conceptual models are explored relative to nursing administration, education, and practice.

Quarter Credit Hours: 5
Prerequisite: None

**MN 503: ADVANCED STATISTICS FOR THE HEALTH SCIENCES**
This course explores the application of statistical methods in research related to nursing and the health professions and serves as a foundation for research and evidence-based practice. The purpose, assumptions, selection, and interpretation of selected statistical procedures will be explored. Techniques include exploratory, descriptive, comparative, correlational, and inferential statistics. Parametric and nonparametric techniques are presented. Statistical methods in selected research studies will be critiqued.
Quarter Credit Hours: 5
Prerequisite: None

Medical Records (MR)

MR 160: PHARMACOLOGY AND LABORATORY MEDICINE
This course focuses on the broad field of pharmacology. Students study drug classes with an emphasis on the most commonly prescribed drugs including their indication, mechanism of action, and doses. Methods and routes of administration are explored. The course also covers diagnostic tests and laboratory procedures for common diseases. The identification of normal laboratory values and how to select and interpret an appropriate reference source are also included.
Quarter Credit Hours: 5
Prerequisite: 100/200-level mathematics course and HS 200

MR 250: MEDICAL RECORDS TRANSCRIPTION I
Medical Records Transcription I offers students the opportunity to begin transcribing basic health care documents from dictation and integrates the application of English language skills, medical terminology, proofreading, editing, research, and technology. Accuracy rates and productivity standards consistent with beginning transcription will be adhered to in this course.
Quarter Credit Hours: 5
Prerequisite: HS 111 and HS 200

MR 260: MEDICAL RECORDS TRANSCRIPTION II
Medical Records Transcription II builds on students' previous mastery of basic health care dictation by advancing the knowledge base to the intermediate skill level of dictation, proofreading, and editing. Utilizing resource materials and industry-specific software and equipment, students will meet increasingly demanding accuracy and productivity standards.
Quarter Credit Hours: 5
Prerequisite: MR 250

MR 270: MEDICAL RECORDS TRANSCRIPTION III
This course builds on students' mastery of intermediate health care dictation. Using industry-specific software and equipment, students progress in their knowledge of proper format, grammar, and punctuation as well as refine proofreading and editing skills. Students transcribe a variety of advanced difficulty specialty reports by health care providers with and without accents, and increase their familiarity with industry reference materials. Students implement realistic productivity and accuracy standards via a multistep approach of quality control, turn-around time, and records management.
Quarter Credit Hours: 5
Prerequisite: MR 260

Management (MT)

MT 140: INTRODUCTION TO MANAGEMENT
This course will give students an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios.
Quarter Credit Hours: 5
Prerequisite: None

MT 302: ORGANIZATIONAL BEHAVIOR
This course explores human behavior in organizations. Students examine individual behavior, attitudes, personality, values, perception, and emotions and how these affect organization outcomes. The course also looks at the theories, concepts, and application of motivation, as well as the importance of stress management and professional ethics and etiquette. Students gain an understanding and appreciation for communication processes, channels, and styles. They also gain a set of organizational design tools.
Quarter Credit Hours: 6
Prerequisite: MT 140

MT 340: CONFLICT MANAGEMENT AND TEAM DYNAMICS
This course addresses the dynamics of organizations in the increasingly complex work environment. Students examine group behavior, team building, and decision making. This course also looks at the theories and issues of leadership as well as the implications of power, politics, and conflict in the workplace. Students develop a better understanding of individual and group interactions and learn the components and styles of effective negotiation. Students gain an appreciation of organizational culture and diversity, and an understanding of managing change.
Quarter Credit Hours: 6
Prerequisite: MT 302

MT 400: BUSINESS PROCESS MANAGEMENT
This course studies business process analysis through the business process management (BPM) model. Topics include BPM phase steps, outputs in relation to the model as a whole, and the roles of the essential elements that define the model universe: leadership, project management, and people change management. Common risks and mitigation strategies will be assessed throughout the course of study.
Quarter Credit Hours: 6
Prerequisite: Students enrolled in a School of Information Technology program: MM 212; all other students: MM 255 or equivalent 200-level math 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.
Quarter Credit Hours: 6
Prerequisite: MT 219 and MT 453
MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT

In this course, students will learn how to analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes in organizations. Students will compare appropriate total quality tools and performance measures, and examine leadership and teamwork in the business environment.
Quarter Credit Hours: 6
Prerequisite: MT 302

Public Health (PU)

PU 660: INTERNATIONAL EPIDEMIOLOGY AND GLOBAL HEALTH

This course introduces students to recent trends in global health and current problems of health from an international perspective, and examines the influence of economic, population, and sociopolitical trends on health and living conditions in different countries. Students apply the basics of descriptive and analytical epidemiology to global health and key health indicators used in international epidemiology, and analyze the main transnational factors that influence the transfer of risks to health across the globe.
Quarter Credit Hours: 4
Prerequisite: None
Policies

Admissions Requirements

You must meet all admissions requirements (http://catalog.kaplanuniversity.edu/Admissions_Requirements.aspx) set forth for Kaplan University degree-seeking students, unless noted below.

1. You must be a junior or senior at Kaplan College Preparatory School, be referred by Kaplan College Preparatory School, and maintain a minimum 3.0 cumulative GPA in your Kaplan College Preparatory School program.

2. You are not required to complete academic readiness assessments prior to starting courses.

Academic Standards

If you are enrolled in the Kaplan College Preparatory School Dual Credit program, you may be required to submit documentation every term, including, for high school students, your GPA from your primary institute of learning, to prove you are maintaining KUC programs’ academic standards.

Courses

Accounting (AC)

AC 114: ACCOUNTING I

This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.

Quarter Credit Hours: 5
Prerequisite: None

General Business (BU)

BU 204: MACROECONOMICS

This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.

Quarter Credit Hours: 5
Prerequisite: BU 224

BU 224: MICROECONOMICS

This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of "real-world" problems.

Quarter Credit Hours: 5
Prerequisite: None

Health Science (HS)

HS 120: ANATOMY AND PHYSIOLOGY I

This course is an integrated study of the human body. The focus is on understanding the interrelated nature of the systems of the body. This includes the concept of homeostasis as well as the relationship between structure and function. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course presents the chemical basis of life and provides 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, endocrine, and senses.

Quarter Credit Hours: 5
Prerequisite: None

HS 130: ANATOMY AND PHYSIOLOGY II

This course is the continuation of integrated study of the human body. This course encompasses the anatomy of selected systems as well as the physiology and terminology as applied to the body. The course also includes the study of the structures and functions of the following systems: circulatory, lymphatic, respiratory, digestive, urinary, and reproductive.

Quarter Credit Hours: 5
Prerequisite: HS 120

Humanities (HU)

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 how 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.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

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.

Quarter Credit Hours: 5
Prerequisite: Any college composition course

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.
Quarter Credit Hours: 5  
Prerequisite: Any college composition course

**Information Systems and Technology (IT)**

**IT 193: FOUNDATIONS OF PROGRAMMING USING VISUAL BASIC**

This course introduces the fundamentals of programming using Visual Basic. Basic concepts and syntax used to write programs, including variables, input, output, looping, and program flow, are introduced. Students will design and develop simple, graphical user interface-based applications using the Visual Studio development environment.

Quarter Credit Hours: 5  
Prerequisite: None

**Mathematics (MM)**

**MM 207: STATISTICS**

This course serves as an introduction to collecting, organizing and summarizing, and analyzing data using statistical software. Topics include basic terminology, measurement, sampling procedures, graphical and numerical descriptions of data, basic probability, and making inferences from a sample to the population. Statistical software is provided in the course and extensive use of that software is required. The course focuses on “thinking with” statistics rather than “computing” statistics.

Quarter Credit Hours: 5  
Prerequisite: MM 150 or higher

**Social Science (SS)**

**SS 230: MAKING HISTORY—THE FOUNDING FATHERS**

Americans use the term “Founding Fathers” all the time: not only are the Founders a popular subject in history, but they are also cited in modern political debates—almost as if they were still living authorities on contemporary issues. Students will explore the culture of early America, the context that molded the Founders ideologies, and the issues that were central to their time. This course aims to unlock the mystery of the Founding Fathers and to provide students with an accurate, thorough assessment of their historical significance and enduring legacy.

Quarter Credit Hours: 5  
Prerequisite: Any college composition course

**SS 235: TWENTIETH CENTURY AFRICAN AMERICAN LEADERSHIP**

This course is an introduction to African American leadership in the twentieth century United States. Students will learn about the key men and women who helped shape the modern African American community. Through readings, web research, discussion, and writing, students will critically analyze African American leadership, the struggles African Americans faced in the twentieth century, and the qualities leaders in that community embodied to enact change. Understanding the role that history, diversity, and leadership play in our world helps prepare students to lead the way to harmonious and productive interracial relations in their own communities, work places, and society.

Quarter Credit Hours: 5  
Prerequisite: Any college composition course

**SS 260: GENDER AND SOCIETY**

This interdisciplinary course will explore the ways that the expectations of men and women in societies today have been shaped by history, culture, and globalization processes. We will examine how gender affects our perception of ourselves and the ways that we are viewed by society over the life course. This course will help students understand the roles and contributions of women and men in the arenas of family, work, politics, education, and the liberal arts.

Quarter Credit Hours: 5  
Prerequisite: None
Academic Leadership and Administration

Senior Administrators

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BBA, University of Wisconsin—Madison

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6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
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4646 East Van Buren Street
Phoenix, AZ 85008
Tel: 866.527.5268 (Toll Free)

1601 SW 80th Terrace
Plantation, FL 33324
Tel: 866.527.5268 (Toll Free)

12650 Ingenuity Drive
Orlando, FL 32826
Tel: 866.527.5268 (Toll Free)

Office for Returning Students
Tel: 888.252.7895, ext. 4911 (Toll Free)

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6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
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Email: techsupport@kaplan.edu

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Tel: 866.210.5233 (Toll Free)
Email: MSSC@kaplan.edu

Prior Learning Assessment Center
550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Fax: 800.582.9261 (Toll Free)

Concord Law School
10866 Wilshire Boulevard, Suite 1200
Los Angeles, CA 90024
Tel: 310.689.3200
Fax: 310.470.3547

Campuses

When confirming accreditation, please note that Kaplan University's main campus is located in Iowa.

Main Campus
Davenport
1801 East Kimberly Road, Suite 1

Davenport, IA 52807
Tel: 563.355.3500
Tel: 800.747.1035 (Toll Free)
Fax: 563.355.1320

Branch Campuses

Iowa

Cedar Falls
7009 Nordic Drive
Cedar Falls, IA 50613
Tel: 319.277.0220

Cedar Rapids
3165 Edgewood Parkway, SW
Cedar Rapids, IA 52404
Tel: 319.363.0481

Des Moines
4655 121st Street
Urbandale, IA 50323
Tel: 515.727.2100

Mason City
Plaza West
2570 4th Street, SW
Mason City, IA 50401
Tel: 641.423.2530

Maine

Augusta
14 Marketplace Drive
Augusta, ME 04330
Tel: 207.213.2500

South Portland
265 Western Avenue
South Portland, ME 04106
Tel: 207.774.6126
Tel: 800.639.3110 (Toll Free)
Fax: 207.774.1715

Lewiston
475 Lisbon Street
Lewiston, ME 04240
Tel: 207.333.3300
Tel: 800.488.2190 (Toll Free)
Fax: 207.333.3305

Maryland

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18618 Crestwood Drive
Hagerstown, MD 21742
Tel: 301.766.3600

Nebraska
Lincoln
1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315

Omaha
5425 North 103rd Street
Omaha, NE 68134
Tel: 402.431.6100

Kaplan University Learning Centers

Kaplan University Learning Center, Indianapolis
9000 Keystone Crossing, Suite 800
Indianapolis, IN 46240
Tel: 317.208.5311

Kaplan University Learning Center, Milwaukee
201 West Wisconsin Avenue
Milwaukee, WI 53203
Tel: 414.223.2105

Kaplan University Learning Center, Plantation
1601 SW 80th Terrace
Plantation, FL 33324
Tel: 954.382.6840
Note: Effective January 9, 2013, this location is no longer accepting enrollments.

Kaplan University Learning Center, Rockville
1390 Piccard Drive, Suite 100
Rockville, MD 20850
Tel: 301.258.3800

Kaplan University Learning Center, St. Louis
1807 Park 270 Drive
St. Louis, MO 63146
Tel: 314.205.7900
Kaplan Higher Education LLC Campuses

Ownership
As of September 25, 2013, Kaplan Higher Education LLC, 6301 Kaplan University Avenue, Fort Lauderdale, FL 33309, owns the schools listed below. Kaplan Higher Education LLC is a subsidiary of Kaplan, Inc. Kaplan, Inc., is a subsidiary of The Washington Post Company (a publicly traded company).

Kaplan Higher Education LLC Campuses

Bauder College, Atlanta Campus
384 Northyards Boulevard, NW
Suite 190 and 400
Atlanta, GA 30313

Hesser College, Concord Campus
16 Foundry Street, Suite 201
Concord, NH 03301

Hesser College, Manchester Campus
3 Sundial Avenue
Manchester, NH 03103

Hesser College, Nashua Campus
410 Amherst Street
Nashua, NH 03063

Hesser College, Portsmouth Campus
170 Commerce Way
Portsmouth, NH 03801

Hesser College, Salem Campus
11 Manor Parkway
Salem, NH 03079

Kaplan Career Institute, Broomall Campus
1991 Sproul Road, Suite 42
Broomall, PA 19008

Kaplan Career Institute, Charlestown Campus
570 Rutherford Avenue
Charlestown, MA 02129
Note: Effective September 2012, this location is no longer accepting enrollments.

Kaplan Career Institute, Cleveland Campus
8720 Brookpark Road
Brooklyn, OH 44129

Kaplan Career Institute, Dearborn Campus
18440 Ford Road
Detroit, MI 48228
Note: Effective September 2012, this location is no longer accepting enrollments.

Kaplan Career Institute, Franklin Mills Campus
177 Franklin Mills Boulevard
Philadelphia, PA 19154

Kaplan Career Institute, Harrisburg Campus
5650 Derry Street
Harrisburg, PA 17111

Kaplan Career Institute, Nashville Campus
750 Envious Lane
Nashville, TN 37217

Kaplan Career Institute, Philadelphia Campus
3010 Market Street
Philadelphia, PA 19104

Kaplan Career Institute, Pittsburgh Campus
933 Penn Avenue
Pittsburgh, PA 15222

Kaplan College, Arlington Campus
2241 South Watson Road, Suite 100
Arlington, TX 76010

Kaplan College, Bakersfield Campus
1914 Wible Road
Bakersfield, CA 93304

Kaplan College, Beaumont Campus
6115 Eastex Freeway
Beaumont, TX 77706

Kaplan College, Brownsville Campus
1900 North Expressway, Suite O
Brownsville, TX 78521

Kaplan College, Charlotte Campus
6070 East Independence Boulevard
Charlotte, NC 28212

Kaplan College, Chula Vista Campus
Chula Vista Center
555 Broadway, Suite 144
Chula Vista, CA 91910

Kaplan College, Cincinnati Campus
801 Linn Street
Cincinnati, OH 45203

Kaplan College, Corpus Christi Campus
South Coast Plaza
1620 South Padre Island Drive,
Suite 600
Corpus Christi, TX 78416

Kaplan College, Dallas Campus
12005 Ford Road, Suite 100
Dallas, TX 75234

Kaplan College, Dayton Campus
2800 East River Road
Dayton, OH 45439

Kaplan College, El Paso Campus
8360 Burnham Road, Suite 100
El Paso, TX 79907

Kaplan College, Fort Worth Campus
2001 Beach Street, Suite 201
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Kaplan College, Fresno Campus
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Kaplan College, Jacksonville Campus
7450 Beach Boulevard
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Kaplan College, Laredo Campus
6410 McPherson Road
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1421 Ninth Street
Lubbock, TX 79401