

# KAPLAN UNIVERSITY CATALOG

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**KAPLAN  
UNIVERSITY**

CALENDAR YEAR 2010–2011

Effective July 2010



# Kaplan University

## Contact Information

### ONLINE

#### ONLINE REGISTRAR'S OFFICE

550 West Van Buren Street, 7th Floor  
Chicago, IL 60607

Tel: 866.522.7747 (Toll Free)

Fax: 800.588.4127 (Toll Free)

#### ONLINE PROGRAMS/ ADMISSIONS

6301 Kaplan University Avenue  
Fort Lauderdale, FL 33309

Tel: 866.527.5268 (Toll Free)

#### Office for Returning Students

Tel: 888.252.7895,  
ext. 4911 (Toll Free)

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)

#### ONLINE SUPPORT CENTERS

6301 Kaplan University Avenue  
Fort Lauderdale, FL 33309

550 West Van Buren Street, 7th Floor  
Chicago, IL 60607

Tel: 866.522.7747 (Toll Free)

Email: techsupport@kaplan.edu

#### PRIOR LEARNING ASSESSMENT CENTER

550 West Van Buren Street, 7th Floor  
Chicago, IL 60607

Fax: 800.582.9261 (Toll Free)

#### CONCORD LAW SCHOOL

10866 Wilshire Boulevard,  
Suite 1200

Los Angeles, CA 90024

Tel: 310.689.3200

Fax: 310.470.3547

### 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

#### 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

##### Council Bluffs

1751 Madison Avenue, Suite 750

Council Bluffs, IA 51503

Tel: 712.328.4212

#### Des Moines

4655 121st Street

Urbandale, IA 50323

Tel: 515.727.2100

#### Mason City

Plaza West

2570 4th Street, SW

Mason City, IA 50401

Tel: 641.423.2530

#### MAINE

##### 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

##### Frederick\*

5301 Buckeystown Pike, Suite 103

Frederick, MD 21704

Tel: 877.510.2300 (Toll Free)

Tel: 301.682.4882

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

##### Hagerstown

18618 Crestwood Drive

Hagerstown, MD 21742

Tel: 800.422.2670 (Toll Free)

Tel: 301.739.2670

#### NEBRASKA

##### Lincoln

1821 K Street

Lincoln, NE 68508

Tel: 402.474.5315

##### Omaha

5425 North 103rd Street

Omaha, NE 68134

Tel: 402.572.8500

### KAPLAN UNIVERSITY LEARNING CENTERS

#### KAPLAN UNIVERSITY LEARNING CENTER, DELRAY BEACH

3333 South Congress Avenue

Delray Beach, FL 33445

Tel: 561.381.6340

#### KAPLAN UNIVERSITY LEARNING CENTER, MILWAUKEE

201 West Wisconsin Avenue

Milwaukee, WI 53203

Tel: 414.223.2105

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

1807 Park 270 Drive

St. Louis, MO 63146

Tel: 314.205.7900

#### KAPLAN UNIVERSITY LEARNING CENTER, INDIANAPOLIS

9000 Keystone Crossing, Suite 120

Indianapolis, IN 46240

Tel: 877.320.5430

#### KAPLAN UNIVERSITY LEARNING CENTER, PLANTATION

1601 SW 80th Terrace

Plantation, FL 33324

Tel: 954.382.6840

## Business Offices

	6301 KAPLAN UNIVERSITY AVENUE FORT LAUDERDALE, FL (ONLINE)*	1601 SW 80TH TERRACE PLANTATION, FL (ONLINE)	CHICAGO, IL (ONLINE)*	DAVENPORT, IA (ONSITE)	PHOENIX, AZ (ONLINE)*	ORLANDO, FL (ONLINE)*
Academic Advising	X		X	X	X	
Admissions	X	X	X	X	X	X
Financial Aid	X		X	X	X	X
Online Registrar's Office			X			
Support Services	X			X		

\*No instruction will be provided at the Fort Lauderdale, Chicago, Phoenix, or Orlando sites; therefore, no faculty listing is included.

# Kaplan University Program Offerings

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
<b>PROFESSIONAL LAW DEGREES</b>												
Master of Laws (LLM)	X											
Juris Doctor (JD)	X											
Executive Juris Doctor (EJD)	X											
<b>MASTER'S DEGREES</b>												
Master of Arts in Teaching	X											
Master of Business Administration	X	X	X	X	X	X			X	X	X	
Master of Health Care Administration	X											
Master of Public Administration	X											
Master of Public Health	X											
Master of Science in Accounting	X											
Master of Science in Criminal Justice	X					X						
Master of Science in Education	X											
Master of Science in Education in Instructional Technology	X											
Master of Science in Environmental Policy	X											
Master of Science in Higher Education	X											
Master of Science in Homeland Security and Emergency Management	X											
Master of Science in Information Technology	X											
Master of Science in Legal Studies	X											
Master of Science in Management	X											
Master of Science in Nursing	X											
Master of Science in Psychology	X											
<b>BACHELOR'S DEGREES</b>												
<b>Advanced Start</b>												
Advanced Start Bachelor of Science in Accounting	X	X	X	X		X				X	X	
Advanced Start Bachelor of Science in Business Administration	X	X	X	X	X	X	X		X	X	X	
Advanced Start Bachelor of Science in Communication	X	X	X	X		X					X	
Advanced Start Bachelor of Science in Criminal Justice	X	X	X	X	X	X			X	X	X	
Advanced Start Bachelor of Science in Criminal Justice Administration and Management	X											
Advanced Start Bachelor of Science in Environmental Policy and Management	X											
Advanced Start Bachelor of Science in Fire and Emergency Management	X											

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

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

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
<b>Associate's Degrees (continued)</b>												
Associate of Science in Interdisciplinary Studies	X	X	X	X	X	X			X	X	X	
Associate of Science in Nursing (offered in Fort Lauderdale, Florida, only)	X											
<b>DIPLOMA PROGRAMS</b>												
Dental Assistant Diploma											X	
Practical Nursing Diploma			X	X		X			X		X	
<b>CERTIFICATE PROGRAMS</b>												
Cisco Networks Postbaccalaureate Certificate	X											
Computer Forensics Postbaccalaureate Certificate	X											
Computer Systems Technician Certificate		X	X	X		X			X	X	X	
Corrections Certificate	X											
Crime Scene Technician Certificate	X											
Graduate Certificate in Accounting	X											
Graduate Certificate in Entrepreneurship for Growth Ventures	X											
Graduate Certificate in Entrepreneurship for New Ventures	X											
Graduate Certificate in Human Resources	X											
Graduate Certificate in Information Security	X											
Graduate Certificate in Project Management	X											
Human Resources Postbaccalaureate Certificate	X											
Information Security Postbaccalaureate Certificate	X											
Information Technology Pathway Certificate	X	X										
Internet and Website Development Certificate	X	X										
Internet Web Design Postbaccalaureate Certificate	X											
Introduction to Computer Programming Language Certificate	X	X										
Legal Secretary Certificate	X											
Linux System Administration Postbaccalaureate Certificate	X											
Management and Supervision Certificate in Criminal Justice	X											
Medical Assistant Certificate							X					
Medical Billing/Coding Certificate							X					
Microsoft Operating Systems Postbaccalaureate Certificate	X											

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
<b>Certificate Programs (continued)</b>												
National Security Administration Postbaccalaureate Certificate	X											
Nurse Administrator Graduate Certificate	X											
Nurse Educator Graduate Certificate	X											
Office Management Certificate		X	X	X	X	X			X	X	X	
Oracle Database Administration Postbaccalaureate Certificate	X											
Pathway to Paralegal Postbaccalaureate Certificate	X	X										
Phlebotomist Certificate							X					
Private Security Certificate	X											
Private Security Management Certificate	X											

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



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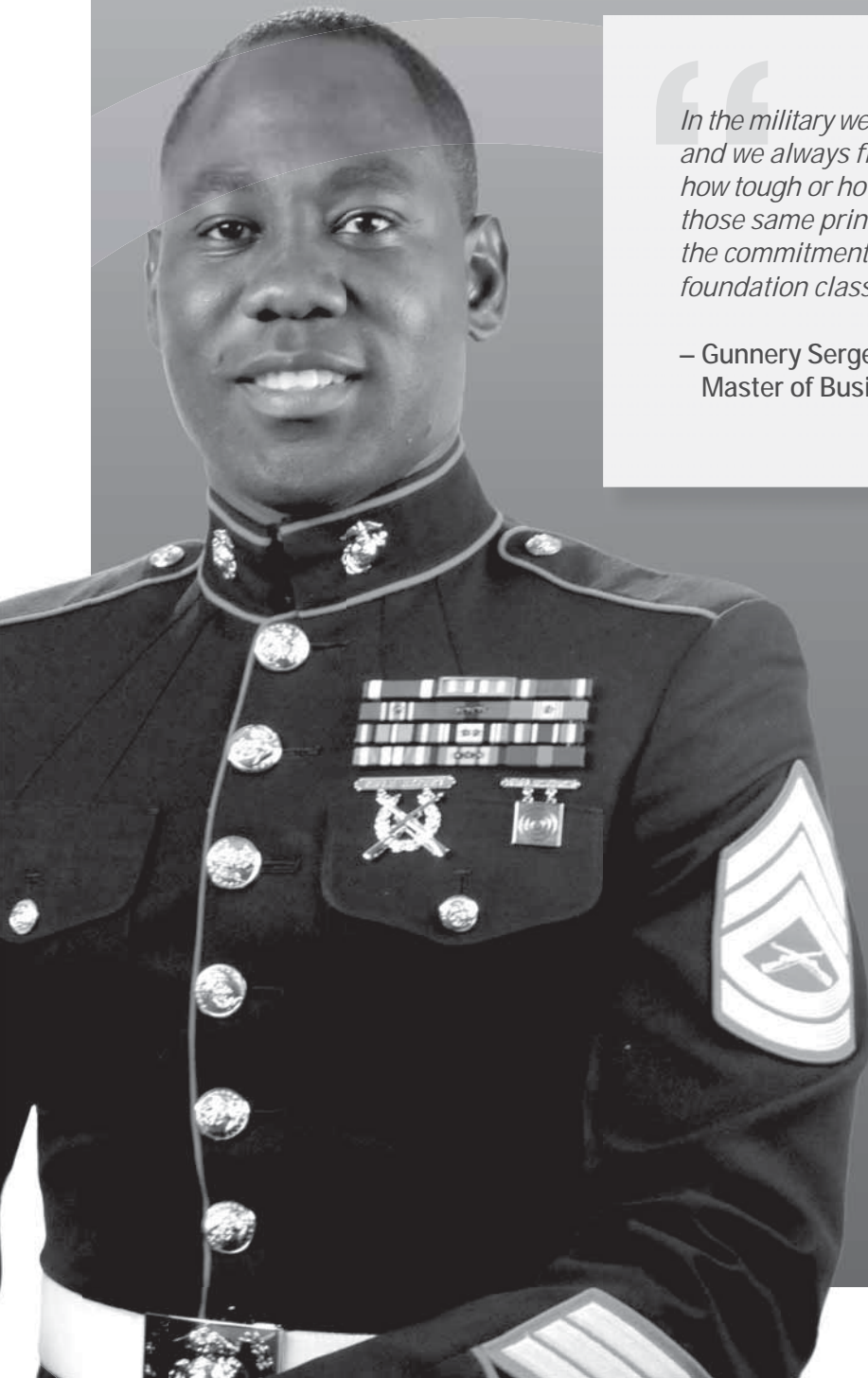
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# POLICY INFORMATION



“  
*In the military we have a creed that...we never leave one behind and we always fight together, shoulder to shoulder, no matter how tough or how hard it gets. Kaplan University has some of those same principles...you feel the honor, the courage, and the commitment no matter what...from the beginning of your foundation class to the very end at graduation.*  
”

– Gunnery Sergeant Al Vincent Mitchell (pictured),  
Master of Business Administration Graduate

# University Information

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

## University Mission

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

## University Purposes

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

1. Provide academic programs that have been developed and assessed by faculty, staff, and members of educational, professional, and business communities.
2. Provide intensive and comprehensive instruction using both onsite and online modes of delivery that strengthens student academic achievement.
3. Instill in its students the value of lifelong learning by stimulating intellectual curiosity, creative and critical thinking, and awareness of culture and diversity.
4. Plan and provide facilities and resources that respond to the needs of students, faculty, and staff.
5. Assist students in developing professional attitudes, values, skills, and strategies that foster success in their careers and in life.
6. Prepare students to meet the ever-changing needs of their communities now and in the future.

## University Philosophy

Kaplan University recognizes the worth and dignity of all people and is sensitive to the diversity of cultural and ethnic backgrounds represented in its student population. All students are encouraged to reach their potential within the framework of their individual needs, interests, and capabilities.

The University employs instructional methods based on adult learning theory and is committed to the development of each student's intellectual, analytical, and critical thinking abilities. Teaching techniques encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. A strong emphasis is placed on ethics, accountability, professionalism, and the individual's commitment to pursuing lifelong personal and professional development.

Kaplan University helps students reach their educational goals by providing them with the communication skills necessary to work successfully with clients and other professionals, offering courses that prepare them to successfully participate in society, equipping them with the business knowledge necessary to succeed in the "real world," and encouraging them to become involved in professional organizations that will promote their learning and professional skills.

## University History

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

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

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

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

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

In 1961, Andover Institute was established in Andover, Massachusetts. In 1967, the Andover Institute of Business was established in Portland, Maine. Located in the Congress Square Building on High Street, the Institute enrolled approximately 40 students. During the next 3 years, the Institute grew and in 1970 was accredited by the Accrediting Commission of the Association of Independent Colleges and Schools.

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

In September 1977, the State Board of Education granted Andover Institute approval to change its name to Andover College. Andover College received accreditation as a Junior College of Business in April 1980 by the Association of Independent Colleges. Andover College consolidated operations at 901 Washington Avenue, Portland.

Andover College became the first school of its kind in Maine to receive accreditation from the New England Association of Schools and Colleges (NEASC) Commission on Technical and Career Institutions in 1998. In 1999, Andover College acquired the assets of Casco Bay College and introduced several new programs. Through this acquisition, Andover College inherited the long history of Casco Bay College, dating as far back as the Portland Business College, established in the 1800s. In 2003, Andover College added an instructional site in Lewiston, Maine. The Lewiston site enrolled its first class in March 2004.

In January 2005, the College was purchased by Kaplan Higher Education Corporation. The Portland campus relocated to its current facility, located at 265 Western Avenue in South Portland, in early 2008. In October 2006, Andover College was granted regional accreditation under NEASC's Commission on Institutions of Higher Education.

In 2010, both the Lewiston and South Portland campuses became branch campuses of Kaplan University.

Concord Law School was founded in 1998 as the nation's first wholly online law school and one of Kaplan's first efforts in the area of higher education. Concord was accredited by the Distance Education and Training Council (DETC, [www.detc.org](http://www.detc.org)) before it formally merged with Kaplan University. Concord is a member of the International Association of Law Schools ([www.ialsnet.org](http://www.ialsnet.org)), and is an institutional member of the Council for Higher Education Accreditation (CHEA, [www.chea.org](http://www.chea.org)). Concord is registered as a distance learning law school with the California Committee of Bar Examiners ([www.calbar.ca.gov](http://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 Doctor<sup>SM</sup> (EJD<sup>SM</sup>) degree, a professional law degree that offers individuals interested in an education in law the chance to take courses without becoming a licensed lawyer. The EJD is designed to offer students more flexibility in their studies, as the degree is not aligned with the requirements to sit for the California Bar Exam. Concord also has authority to award the Master of Laws (LLM) degree.

The University offers professional law degrees, master of arts, master of business administration, master of health care administration, master of public administration, master of public health, master of science, bachelor of science, associate of applied science, and associate of science degrees, and diplomas and certificate programs through online instruction and onsite at its main campus in Davenport, Iowa, and additional campuses in Iowa, Nebraska, Maine, and Maryland. Please note not all programs are offered at all sites. Graduates receive comprehensive education through disciplined, professional programs of instruction. The University was founded to provide professional business training and has achieved this objective for over 70 years by keeping abreast of employment demands, employer needs, teaching methods, and the use of various educational resources and industry-standard technology and equipment.

## Accrediting Agencies, 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):  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
Tel: 800.621.7440 (Toll Free)

## SCHOOL ACCREDITATION AND APPROVALS

- Concord Law School received initial affirmation of accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC) in 2000 and reaffirmation of accreditation in 2005. 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](http://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](http://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.

- The Kaplan University School of Business and Management 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 and Management's undergraduate section of this Catalog 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

## PROGRAM ACCREDITATION AND APPROVALS

- 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
- The Bachelor of Science in Nursing program is nationally 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 program offered online and the Practical Nursing Diploma programs offered onsite in Cedar Rapids, Cedar Falls, and Des Moines are approved by the Iowa Board of Nursing. The Master of Science in Nursing program offered online has received interim approval:

Iowa Board of Nursing  
400 SW 8th Street, Suite B  
Des Moines, IA 50309-4685  
Tel: 515.281.3255

- The Practical Nursing Diploma programs offered onsite in Lincoln and Omaha are approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services:

Nebraska Department of Health and Human Services  
Regulation and Licensure  
P.O. Box 95007  
Lincoln, NE 68509-5007

- The Associate of Science in Nursing program has received provisional approval from the Florida Board of Nursing:

4062 Bald Cypress Way  
Tallahassee, FL 32399-3257

- The Associate of Applied Science in Medical Assisting program and the Medical Assistant Certificate program are accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://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

The Associate of Applied Science in Medical Assisting program offered 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 onsite in Hagerstown is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The University is pursuing CAHIIM accreditation for the online Associate of Applied Science in Health Information Technology and Bachelor of Science in Health Information Management programs, which are currently in candidacy status. CAHIIM can be contacted at:

223 North Michigan Avenue, Suite 2150  
Chicago, IL 60601  
Tel: 312.233.1183

- 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 and has been granted the accreditation status of “initial 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

## STATE APPROVALS

- Kaplan University is licensed by the Arizona State Board for Private Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Board:

1400 West Washington, Room 260  
Phoenix, AZ 85007  
Tel: 602.542.5709

- Kaplan University is 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.

- Kaplan University is licensed by the Florida Commission for Independent Education, license number 3296. Additional information regarding this institution may be obtained by contacting the Commission:

325 West Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
Tel: 888.224.6684 (Toll Free)

- Kaplan University has operating authority granted by the Illinois Board of Higher Education. Additional information regarding this institution may be obtained by contacting the Board:

431 East Adams, 2nd Floor  
Springfield, IL 62701  
Tel: 217.782.2551

- Kaplan University is regulated by the Indiana Commission on Proprietary Education:

302 West Washington Street, Room E201  
Indianapolis, IN 46204-2767  
Tel: 800.227.5695 (Toll Free)  
Tel: 317.232.1320

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

- Kaplan University is licensed by the Kentucky Council on Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Council:

1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601  
Tel: 502.573.1555  
Fax: 502.573.1535  
Website: [www.cpe.ky.gov](http://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.

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

- The Frederick and Hagerstown campuses are approved by the Maryland Higher Education Commission as coeducational, nonpublic institutions of higher education offering bachelor’s, associate’s, and certificate programs:

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

- 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 institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

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

- 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](http://www.dhe.mo.gov)
- Kaplan University is authorized by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Commission:  
140 North 8th Street, Suite 300  
Lincoln, NE 68509-5005  
Tel: 402.471.2847
- Kaplan University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission:  
404 James Robertson Parkway, Suite 1900  
Nashville, TN 37243-0830  
Tel: 615.741.5293
- Kaplan University is authorized by the Texas Higher Education Coordinating Board:  
Texas Higher Education Coordinating Board  
1200 East Anderson Lane  
Austin, TX 78711  
Tel: 512.427.6200
- Kaplan University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Kaplan University to advertise and recruit for the following degree programs: Bachelor of Science in Business Administration; Bachelor of Science in Criminal Justice; Bachelor of Science in Information Technology; and Bachelor of Science in Paralegal Studies. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at the following address:  
P.O. Box 4343  
Olympia, WA 98504-3430
- Kaplan University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about this school that have not been satisfactorily answered or resolved by the school should be directed to the Wisconsin Educational Approval Board:

30 West Mifflin Street, 9th Floor  
P.O. Box 8696  
Madison, WI 53708-8696  
Tel: 608.266.1996  
Website: <http://eab.state.wi.us>

#### ADDITIONAL MEMBERSHIPS AND APPROVALS

- Kaplan University is a licensed testing center for the Institute of Certified Travel Agents (ICTA). Tests are offered at select Kaplan University locations.
- Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.
- Kaplan University is approved to train eligible students by the Workforce Development Center.
- Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.
- Kaplan University is a member of the Career College Association:  
1101 Connecticut Avenue NW, Suite 900  
Washington, DC 20036  
Tel: 202.336.6700
- Kaplan University programs are recognized by the following agencies and federal laws:
  - Dislocated Workers Center
  - Iowa Workforce Development Center
  - Job Training Partnership Act
  - Vocational Rehabilitation Services
  - Work Incentive Act

#### Administration, Staff, and Faculty

The University is proud of its carefully selected staff and faculty members who bring varied educational and work experiences from their fields. Many are involved on a day-to-day basis in their profession and contribute knowledge and skills that reflect current trends and requirements of their respective fields. A list of the University's faculty and staff is provided as a supplement to this Catalog.

#### Facilities

Each Kaplan University onsite program is taught in specially built classrooms, including computer and medical labs. Facilities are partially accessible to persons with physical impairments. Lounge facilities are available for student use.

#### CAMPUSES

The Davenport, Iowa, campus is located at 1801 East Kimberly Road, Suite 1. This building encompasses 35,100 square feet.

The Cedar Falls, Iowa, campus is located on the south side of the city at 7009 Nordic Drive and encompasses 30,000 square feet.

The Cedar Rapids, Iowa, campus is located at 3165 Edgewood Parkway SW. The campus is located on four acres and consists of a 20,000 square-foot building.

The Council Bluffs, Iowa, campus is located at 1751 Madison Avenue, Suite 750. The campus consists of 16,500 square feet in a newly customized facility at the Mall of the Bluffs.

The Des Moines, Iowa, campus is located at 4655 121st Street. This campus consists of 38,000 square feet in suburban Des Moines.

The Mason City, Iowa, campus is located at 2570 4th Street, SW. The building is a 30,000 square-foot space on the city's west side.

Kaplan University serves students at the South Portland, Maine, campus and at an instructional site in Lewiston, Maine. The South Portland campus is at 265 Western Avenue in South Portland, and the Lewiston site is at 475 Lisbon Street in the Southern Gateway to Lewiston. Both locations provide easy access from the communities they serve.

The Frederick, Maryland, campus is located at 5301 Buckeystown Pike, Suite 150. This building encompasses approximately 11,000 square feet and is conveniently located 33 miles from Washington, DC, and 50 miles from Baltimore, Maryland.

The Hagerstown, Maryland, campus is located at 18618 Crestwood Drive. The campus consists of 3 buildings totaling approximately 50,000 square feet.

The Lincoln, Nebraska, campus is located at 1821 K Street. This 47,000 square-foot building is located close to both business and cultural activities.

The Omaha, Nebraska, campus is located at 5425 North 103rd Street and occupies a 42,000 square-foot building.

## LEARNING CENTERS

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

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

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

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

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

## Online Platform

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

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

## Library

Each onsite University location maintains and develops information resources and services that support the education goals of students,

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

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

Students enrolled in any of the University's educational delivery systems are assured access to educational resources and services through a variety of communication media.

Kaplan University also offers students a full complement of library services through its relationship with the UAH Salmon Library at the University of Alabama in Huntsville, Alabama. The UAH Salmon Library is a fully appointed university library with a collection of over 326,000 volumes along with collections of U.S. government documents, materials in microform and microfiche, and manuscript collections. In addition, the library has over 60,000 e-books and receives over 100,000 print and online serials. The library's catalog is available online, and students can easily access a description of any item in the collection. Library books can then be delivered physically to borrowers; articles and excerpts can be scanned and delivered electronically. Availability of journals and texts is subject to change.

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

These databases offer thousands of full-text articles, all instantly available to Kaplan University students.

## Tutoring

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

## Statement of Assessment

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



# Admissions Information

## General Policies

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

1. All applicants to the University must complete an Enrollment Agreement and all required documents and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if the applicant is under 18 years of age.
2. All applicants must complete an informational interview. For campus interviews, parents or spouses are encouraged to be present.
3. All applicants are encouraged to tour the campus and/or online learning environment prior to starting classes.
4. All courses are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the University's admissions test or placement exam (if applicable), an interview, and the completion of any necessary documents.
5. Kaplan University is authorized under federal law to enroll nonimmigrant, alien students. International students who wish to be admitted to any Kaplan University for-credit program must be 18 years or older, complete admissions requirements, and provide evidence of adequate financial resources. To ensure that international students are prepared to complete college and university-level coursework, they must demonstrate a command of oral and written English skills. Please refer to the International Applicants Admissions Policy for specific requirements.
6. All applicants must complete financial arrangements prior to starting class. If applicable, financial aid applications must be completed.
7. Prior to starting an academic program, undergraduate students may be required to participate in entrance assessments. A minimum performance score on these assessments may be required to begin an academic program at the University. This requirement may be waived for online students who can provide an unofficial transcript prior to enrollment showing evidence of a 2.0 CGPA (on a 4.0 scale) in prior college coursework from an accredited institution.

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

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

Online students who are required on the basis of their score to enroll in foundational coursework will be considered

conditionally admitted to the University and will not receive financial aid while in this status. All University policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully instated student during the period of conditional admittance.

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

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

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

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

8. All applicants must complete any programmatic admissions requirements, if applicable.
9. Students enrolled in an advanced start program must furnish an official transcript indicating receipt of a comparable associate's degree or bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If this document is not submitted by the end of the first term, the student will be blocked from future classes until such documentation is provided. If, for any reason, the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
10. The state of Maine requires all students born after 1956 and enrolled in an onsite degree program to provide proof of specific immunizations at the time of admission.

Students seeking admission to a Kaplan University campus in the state of Maine must submit proof of immunization against measles, mumps, rubella, diphtheria, and tetanus.

Proof of immunization must detail the administration of:

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

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

11. Prior to enrollment, students enrolled in a graduate program, unless otherwise noted, must submit an unofficial transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term (end of the second term for business and information technology students enrolled in a master's degree program), students must provide the University with an official copy of the transcript. If an official transcript is not submitted by the end of the first term (end of the second term for business and information technology students enrolled in a master's degree program), the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
12. The Dean has the final discretion to approve candidates for admission to a graduate program.
13. An applicant to the University's undergraduate programs must:
  - a. Be a high school graduate, or
  - b. Possess a General Education Development (GED) certificate, or
  - c. Possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by the student's home state, and be beyond the age of compulsory attendance in that state, or
  - d. Be a high school senior eligible to apply and submit proof of high school graduation.

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

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

Online students must attest to high school graduation or equivalent. Acceptable attestation for Kaplan University may be the proof of graduation attestation included on an Enrollment Agreement, the Free Application for Federal Student Aid (FAFSA), or any other document deemed acceptable by the University. If, for any reason, this attestation of high school graduation or its equivalent is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions. The statements made in this attestation are verified through a random sampling of students admitted to the University. If a student is selected for this verification, he or she will have 30 days in which to provide the University with such proof of graduation as is described

above. If Kaplan University is required to obtain this proof of graduation on the student's behalf, there will be a \$10 fee charged to the student's account. Title IV financial aid cannot be used to pay this fee. If this fee is charged, it must be paid by the student using his or her own funds. All graduates of foreign high schools must provide actual proof of graduation.

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

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

## Acceptance to the University

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

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

## International Applicants

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

1. Be 18 years or older;
2. If applying to an onsite program, submit bank statement(s), with balance(s) converted into U.S. dollars, indicating that the student or parent/guardian has sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire program of study, or a certified government sponsor letter indicating that tuition, fees, and/or living expenses will be paid in advance of each term. If enrolled in English language course(s) at another institution, bank statement(s) or a certified government sponsor letter proving sufficient funds for the entire University program can be submitted along with the Enrollment Agreement;
3. Demonstrate a command of oral and written English skills to ensure they are prepared to complete college- or university-level coursework. Evidence of the student's English language proficiency must be provided at the time of enrollment and may include the following:
  - a. The minimum required TOEFL, ELTS, EIKEN, or PTE Academic score;

TOEFL	PAPER-BASED	COMPUTER-BASED	INTERNET-BASED
Undergraduate	525	195	71
Graduate	550	213	80

IELTS	
Undergraduate	6 (no band less than 5.5)
Graduate	6.5 (no band less than 5.5)

EIKEN	
Undergraduate	Grade 2A
Graduate	Grade Pre-1

PTE ACADEMIC	
Undergraduate	48
Graduate	53

- b. Proof of completion of secondary education (or higher) in a country where English is the primary language
  - c. A transcript indicating completion of at least 45 quarter credit hours (or equivalent) and a CGPA of 2.0 or higher (or equivalent) from a university located in an English-speaking country
  - d. Proof of completion of secondary education at an international high school where English is the primary language of instruction
  - e. A transcript indicating completion of an English composition course with a grade of “C” or above from a U.S. institution of higher learning
  - f. The minimum required score on the Kaplan University English Proficiency examination
4. If applying to an onsite program, submit an enrollment fee of \$100.00 U.S. with the Enrollment Agreement, which will exempt the student from paying administrative, application, and registration fees stated on the Tuition and Fees Schedule, if applicable. The application fee is fully refundable if the applicant decides not to complete the enrollment process or is not accepted by the University;
  5. If applying to an onsite program, submit a registration fee of \$100.00 U.S. Upon receipt of the Enrollment Agreement, the University will issue the appropriate paperwork to students attending a residential campus in order to apply for a student visa. If enrolled in English language course(s) at another institution, final acceptance will be contingent upon submission of the above-referenced evidence of English language proficiency and sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire University program;
  6. If applying to an online program, submit a tuition deposit and/or application fee as stated on the Enrollment Agreement; and
  7. Submit a high school or official college transcript (as required by the program of application). Transcripts from foreign institutions must meet the same requirements as domestic institutions. Foreign transcripts must be translated into English along with an explanation of the grading scale, and evaluated for equivalency to

a United States high school or college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator and submitted prior to enrollment. Evaluation documents must include U.S. equivalency of the degree and/or diploma, and a course-by-course equivalency evaluation if the student desires to receive credit for individual courses. For undergraduate students, any costs incurred as a result of this service will be the responsibility of the student, and may range from approximately \$50.00 to \$150.00 U.S. If the evaluation document indicates that a foreign institution allows a student to directly receive a postgraduate degree without conferring a bachelor’s degree, the foreign postgraduate degree may be accepted for admission to Kaplan University’s graduate programs, or advanced start bachelor’s degree programs, if the foreign postgraduate degree is equivalent to a U.S. postgraduate degree offered by an institution accredited by a U.S. Department of Education-recognized accrediting agency.

## Returning Students

The reentry process involves coordinating the clearance of the student’s account, acceptance of financial aid, when applicable, completion of a new Enrollment Agreement, collection of all required official transcripts and/or any other documentation required at the point of the program into which the student is reentering, and course registration.

## Policy of Nondiscrimination

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

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

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

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

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

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

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

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

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

## ONLINE

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

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

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

## ONSITE

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

## Prior Learning Assessment

All students who possess prior learning are encouraged to submit evidence of such and apply for credit evaluations. Those who receive veterans benefits through Kaplan University must submit documentation of previous education for review. The University may award credit for various forms of prior learning, including courses taken at other institutions, experiential learning, military credit, and others. These are described in detail and guidelines for evaluation are given below. All prior learning is reviewed on a case-by-case basis and credit is awarded ultimately at the discretion of the University.

Prior learning credits are not used in calculating the cumulative grade point average. Applicants who are denied credit may present a written appeal for reconsideration. The Academic Dean or his or her designee will review the appeal and either approve or deny the appeal.

To be considered, official transcripts and exam scores should be sent to the Office of the Registrar of the student's campus. Please refer to the address listings at the front of the Catalog. Online students should send their documentation to the following address:

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

To pursue credit for experiential learning, online students must enroll in EL 203: Portfolio Development. Students are strongly encouraged to enroll in this course within their first two terms at Kaplan University.

## GENERAL GUIDELINES FOR UNDERGRADUATE PROGRAMS

The following guidelines apply to students enrolled in all undergraduate programs. Certain programs may have additional policies governing the application of prior learning credit, which can be found in the individual school sections of this Catalog:

1. Credits earned in any combination of prior learning credit will not exceed 75 percent of the credits required for degree and diploma programs or 50 percent of the credits required for certificate programs.
2. Students must complete a minimum of 50 percent of the major requirements for their program, including the capstone course, at Kaplan University.
3. Applications for credit for previous education, training, experiential learning, or CLEP must be completed prior to the first day of the course for which the transfer credit is requested.
4. Transcripts from foreign institutions must meet the same requirements as domestic institutions, and must be evaluated by an approved foreign credential evaluator before being reviewed by the Prior Learning Assessment Center.

## GENERAL GUIDELINES FOR GRADUATE PROGRAMS

The following guidelines apply to students enrolled in all graduate programs. Certain programs may have additional policies governing the application of prior learning credit, which can be found in the individual school sections of this Catalog:

1. A student may apply as many as three courses earned at another college or university toward the total number of credits required for graduation at Kaplan University.
2. Unless otherwise noted below, graduate students may only apply transfer credit into their academic programs and are not eligible for other kinds of prior learning credit.
  - Students enrolled in the Master of Business Administration program may apply Challenge Exam credit toward GB 512: Business Communications and GB 513: Business Analytics.
  - Students enrolled in the Master of Science in Management program may apply Challenge Exam credit toward GB 512: Business Communications.
  - Students enrolled in the Master of Science in Nursing program who have completed a doctoral degree in a related field may apply Challenge Exam credit toward select courses. Refer to the School of Nursing—Graduate section of this Catalog for additional information.

3. Courses must have been completed prior to matriculation.
4. Courses must be relevant to the degree in which the student is enrolled.
5. Graduate transfer work completed more than 5 years prior to admission to Kaplan University will be evaluated on a case-by-case basis in order to determine the applicability of the coursework.

7. Information technology transfer credits must be consistent with the current knowledge and skills taught in an information technology course to be awarded transfer credit.
8. The University does not guarantee the transferability of credits from other educational institutions.
9. Additional requirements may apply to individual programs, which can be found in the individual school sections of this Catalog.

## TYPES OF CREDIT

### Transfer Credit

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

1. Official transcripts are required to conduct an official credit evaluation. An official transcript is defined as one that arrives at Kaplan University directly from the awarding institution and is marked "official" or otherwise verified as official by the University.
2. All transcripts for transfer credit evaluation must be received by the end of the first full term of enrollment (second term for business and information technology students enrolled in a master's degree program). Transcripts received after this time may be denied eligibility for official transfer credit evaluation.
3. Transfer credit minimums:
  - Grades in courses submitted for consideration must correspond to a "C" or better for undergraduate courses and a "B" or better for graduate courses.
  - Credit will not be given for a mark of "Credit" on a "Credit/D/Fail" option or for a grade of "Pass" on a "Pass/Fail" option, unless those marks are transcribed as equivalent to a "C" or better for undergraduate courses and a "B" or better for graduate courses.
  - Courses listed as under 100-level, or otherwise designated as remedial, college preparatory, or not at the college level, will not be considered for transfer.
4. Coursework submitted for transfer credit evaluation must be from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
5. Coursework must be relevant to the degree in which the student is enrolled and equivalent to the course requirements of the program selected. Course syllabi, objectives, catalog descriptions, or other documentation may be requested to show equivalencies to Kaplan University course outcomes.
6. Conversions from semester credit to quarter credit systems will follow the standard conversion such that 1 semester hour equals 1.5 quarter hours. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversions.

### Credit by Examination

Credit by examination may be awarded based on passing scores on standardized tests that have been designed to assess college learning on specific subjects. Official results of standardized tests must be received by the Office of the Registrar/Prior Learning Assessment Center prior to the student's final term

### Challenge Exams

Currently enrolled students may request to "test out" of certain courses by passing a Challenge Exam with a predetermined score. Challenge Exams are tests designed to assess competencies in the learning outcomes of specific Kaplan University courses. Not all courses provide this option, and the Education Department (onsite) or a student's Academic Advisor (online) will have a list of those courses that offer Challenge Exams. For online students, a fee will be charged for taking a Challenge Exam. Students earning credit through Challenge Exams will be awarded the grade of "CC." Challenge Exams from other colleges or universities will not be accepted.

Students will have only one attempt to enroll in and take a particular Challenge Exam. The student cannot take a Challenge Exam if he or she has already begun the Kaplan University course equivalent or has received a failing grade in the Kaplan University course equivalent. Official results of Challenge Exams must be received by the Office of the Registrar/Prior Learning Assessment Center prior to the student's final term.

### External Examinations

Externally administered examinations may also be considered for credit. Kaplan University students may be qualified to receive credit by examination through DANTES Subject Standardized Tests (DSSTs), College Level Examination Program (CLEP), Advanced Placement Program (AP), Defense Language Proficiency Tests (DLPTs), or other similar exams. Students earning credit from external examinations will receive the grade of "CC."

Credits may be awarded with 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. Official results of standardized tests must be received by the Office of the Registrar/Prior Learning Assessment Center prior to the student's final term.

### Reviewed Professional Learning

Reviewed professional learning consists of transcribed coursework from a professional or nonacademic environment that has been reviewed by the American Council on Education (ACE) or Kaplan University staff using ACE guidelines, and determined to be college level. Students earning credit through reviewed professional learning will be awarded the grade of "TC." Such learning will be reviewed for applicability to a student's degree plan and to avoid duplication with other sources of credit, such as experiential learning credit. Credit from Kaplan University-reviewed programs will be awarded for the course to which it has been articulated. All credit for reviewed professional learning will be reviewed and awarded on a case-by-case basis.

## Military Training

Kaplan University recognizes the validity of military training as potential college credit. All military training that has been reviewed by the American Council on Education (ACE) and meets the requirements of a student's degree plan may be eligible for transfer credit. Students earning credit through their military training will be awarded the grade of "TC."

Students interested in this option should send an official transcript of their training to the Office of the Registrar/Prior Learning Assessment Center.

## Experiential Learning Portfolio

Portfolios demonstrate prior learning from work or other experience. Online students who wish to submit a portfolio to obtain experiential learning credit must enroll in EL 203: Portfolio Development. Onsite students who wish to obtain experiential learning credit must follow the process as outlined by the Academic Dean of their campus.

Portfolios will be evaluated to determine equivalency to college-level coursework. Equivalency to related coursework may be determined by submission of supporting documentation such as a job description, a description of equipment used, a description of the work environment, verification of employment by the supervisor or employer on the employer's letterhead, and/or various other appropriate forms of documentation verifying employment or work learning. Online students must document the fulfillment of course objectives based on the chosen course syllabus and must follow the portfolio development process embedded in EL 203. Onsite students must follow the process outlined in the Experiential Learning Portfolio Submission Manual. A key criterion in the evaluation of the portfolio is the student's ability to organize and present verifiable evidence of college-level learning through proper documentation and a course narrative. Based upon faculty review of the portfolio, students may be awarded college credit.

Credit earned through Experiential Learning Portfolios will be awarded the grade of "EC." All portfolios must be submitted and evaluated prior to the start of a student's final term, and according to the specified time frame delineated in the Portfolio Development course. The student will be charged a Portfolio Development course fee.

The portfolio is evaluated by instructors who teach related courses. When a portfolio covers college-level learning of a subject matter that falls outside of the University's online course offerings, an outside faculty member who is considered a qualified subject matter expert and employed by a nationally or regionally accredited university will be engaged to evaluate the portfolio.

## Transfer of Credit Between Kaplan Higher Education Institutions

Course credits may be transferred from any Kaplan Higher Education institution upon a student's acceptance to the receiving Kaplan Higher Education institution. The transfer of credit award will be based on:

1. Courses that have a grade of "C" or better;
2. Course descriptions, objectives, or outcomes;
3. Applicability of core/major courses to the program; and
4. Conversions from quarter to semester credit systems, or vice versa. This will follow common practices for academic credit conversions, as noted above. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversions.

Credit cannot be transferred until an official transcript is submitted to the Kaplan Higher Education institution receiving and evaluating the transfer credit.

Students transferring from any Kaplan Higher Education institution must complete a minimum of 25 percent of the credits required for their degree at the Kaplan Higher Education institution awarding the graduation credential.

## TRANSFER OF CREDIT BETWEEN KAPLAN UNIVERSITY CAMPUSES

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

## Student Technology Requirements for Online Courses

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

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

To enroll in classes online, all Kaplan University students must have access to a computer with the below minimum requirements. Some courses and programs may have additional software and hardware requirements. Students should review the Hardware and Software Requirements document, which is provided as a supplement to the University Catalog, for their school's specific requirements.

### HARDWARE

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

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

## SOFTWARE\*

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

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

<sup>†</sup>Microsoft Word is required to submit all assignments. Some classes require the use of additional software such as Microsoft Office 2007. Students are responsible for ensuring that they have the licensed software required and should not enroll in courses for which they do not have the necessary licensed software.

## INTERNET/EMAIL

- An Internet service provider (ISP)
- A dedicated, reliable 128 Kbps or faster Internet connection

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

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

# Student Information and Services

## Academic Freedoms and Student Responsibilities

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

1. Students have the right to an impartial, objective evaluation of their academic performance. Students shall receive in writing, at the beginning of each course, information outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.
2. Students will be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
3. Students will be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure adequate notice and hearing for all students subjected to the disciplinary process.
4. When confronted with perceived injustices, students may seek redress through grievance procedures established in accordance with the University nondiscrimination policy. Such procedures will be available to those students who make their grievances known in a timely manner.
5. Students may take reasonable exception to the data or views offered in any course of study and may form their own judgment, but they are responsible for learning the academic content of any course for which they are enrolled.
6. Students will be given full disclosure and explanation of all fees and financial obligations to the University.
7. Students have the right and responsibility to participate in course and instructor evaluations and give constructive criticism of the services provided by the University.
8. Students have the right to quality education. This right includes quality programs; appropriate instructional methodologies and content; instructors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.
9. Students have the responsibility to conduct themselves in a professional manner within the institutional, clinical, externship, and lab settings, and to abide by the policies of the University.
10. Students are expected to conduct all relationships with the University staff and faculty, their peers, and their clients with honesty and respect.
11. Students are to comply with directions by University faculty and staff members who are acting within the scope of their employment, subject to their rights and responsibilities.
12. Students have the right and responsibility to develop personally through opportunities such as formal education, work and volunteer experiences, extracurricular activities, and involvement with others.
13. Students are encouraged to apply creativity in their own learning processes while striving for academic excellence and to share their knowledge and learning experiences with fellow students in the interest of greater learning and better practice of the profession.
14. The responsibility to respect and protect the learning environment at Kaplan University is shared by all members of the academic community and administration. The freedom and effectiveness of the educational process at Kaplan University depends on maintaining an environment that is supportive of diversity and the uniqueness of ideas, cultures, and student characteristics. This diversity and uniqueness is the essence of academic freedom.

## Conduct

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

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

## ADDITIONAL CODE OF CONDUCT FOR ONSITE ACTIVITIES

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

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



2. The use of any tobacco products in the University buildings, and eating or drinking in the classrooms or any location other than designated areas.
3. Bringing animals onto University property. No animals are allowed on the premises unless they are assisting the physically impaired or are being used as classroom subjects.
4. Bringing children into the University teaching areas.  
The University does not provide childcare services and cannot assume responsibility for their health and safety.
5. Failure to comply with all emergency evacuation procedures, disregarding safety practices, tampering with fire protection equipment, or violation of any other health and safety rules or regulations.
6. Inappropriate use of pagers, cell phones, or other electronic devices. All electronic devices must be in the "off" position while in the classroom.
7. Bringing dangerous items such as explosives, firearms, or other weapons, either concealed or exposed, onto University property.
8. 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.
9. Rape, including acquaintance rape and/or sexual assault, in any form.
10. Unauthorized presence in, or forcible entry into, a University facility or University-related premises.
11. All forms of gambling.
12. Being in the presence of and/or aiding/abetting any of the aforementioned conduct violations.

A student committing any of the violations listed above may receive a written warning concerning the misconduct and may receive disciplinary action up to and including immediate suspension and/or dismissal.

## Responsible Use of University Technology

Kaplan University values freedom of expression and encourages diverse viewpoints endemic to an academic institution. At the same time, Kaplan University expects all students to act in a responsible, ethical, and legal manner when using Kaplan 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 students to post their own content or communicate with others. When students use any Sites to post or transmit text, video, audio, or other material ("User Content") for social networking purposes, they agree to accept sole responsibility for their User Content.

Kaplan University Sites are intended to be used for business and educational purposes only. Students must agree that their 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), may not:

1. Infringe on the intellectual property, trade secret, privacy, or publicity rights of others or contain copyright-protected material without the written permission of the copyright owner;

2. Contain any material that could be considered unlawful, harmful, threatening, abusive, harassing, defamatory, vulgar, obscene, indecent, sexually explicit, or hateful, or content that refers negatively to people or groups on the basis of their age, race, ethnicity, religion, sexual orientation, gender, national origin, handicap, disability, veteran status, or similar characteristics;
3. Be posted in a false name or the name of another person, or include impersonations of any person, except where such impersonations are obvious and are included exclusively for the purpose of parody;
4. Include illegal material or encourage, solicit, or glorify illegal activity;
5. Contain false statements or misrepresentations that could damage themselves, Kaplan University, or other students;
6. Include commercial advertisements or solicitations, except if Kaplan University has specifically authorized their inclusion; or
7. Include material that is otherwise objectionable to Kaplan University.

Kaplan University does not have control over and cannot censor all User Content students submit to its Sites or prevent students from uploading or adding inappropriate User Content to its Sites. It does, however, monitor its Sites to the best of its ability to ensure that students do not submit, upload, add, or exchange any inappropriate User Content to or on its Sites.

If students' User Content contains anything described above, it may result in a written warning to those students concerning the misconduct and further disciplinary action up to and including immediate suspension or dismissal.

If students see or hear inappropriate User Content on Kaplan University Sites they should promptly report it pursuant to the procedures set forth in the Problem Resolution, Student Complaints, and Grievance Procedures listed in this University Catalog.

All Kaplan University Sites and computer equipment, email accounts, facsimile equipment, Internet access, instant messaging, voicemail, and supplies, if provided, are done so exclusively to assist students in their educational activities. Students should not expect that computer files, email, voicemail, Internet bookmarks, or any of their User Content are confidential or private, and, therefore, should have no expectation of privacy whatsoever related to their usage of these Sites to the extent that the information is not considered an educational record under FERPA.

Even when content, such as a message or file, is erased, it may still be possible to recover the message or file. Therefore, Kaplan University cannot ensure the privacy of content that is not considered an educational record. Messages sent through Kaplan University email or instant messaging accounts and University-owned facsimile equipment, the contents of the hard drives of any computer that is the property of Kaplan University, any User Content, and any voicemail messages saved on telephones that are the property of Kaplan University may be used in administrative, judicial, or other proceedings such as those resulting from student grievances, even where the information is considered an educational record.

In addition, Kaplan University licenses software to support its educational processes. Without express written consent of the University, students are not permitted to copy, remove, alter, or install software on equipment owned by Kaplan University. By using the University's computer equipment, software, and communications devices, all students knowingly and voluntarily consent to their use of these systems being monitored and acknowledge the University's right to conduct such monitoring.

## The Honor Code

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

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

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

- Any application for admission or supporting documentation;
- Any final or midterm examination;
- Any quiz;
- Any essay, research paper, or other assignment for a course that a student is expected to complete on his or her own;
- Any misrepresentation concerning grade point average, academic honors, class rank, or personal history that is made for the purpose of inducing another person to act or refrain from acting on the basis of that misrepresentation.

### PROHIBITED ACTIVITIES

- Plagiarism (see the Plagiarism Policy in this Catalog);
- Altering academic or clinical records;
- Falsifying information for any assignments;
- Partly or wholly completing an assignment(s) by submitting work partially or wholly completed by another student; and
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.

## Disciplinary Actions, Suspensions, and Dismissals

All students are expected to conduct themselves as responsible adults, to comply with all University policies and regulations, to attend classes regularly, to meet their financial obligations to the University, and to maintain a satisfactory level of academic achievement. The University reserves the right to suspend or dismiss any student who:

- Exhibits conduct that is found by the administration to be detrimental to fellow students, other individuals, the community, or the University, as addressed in the Conduct section of this Catalog;
- Fails to maintain satisfactory academic progress;
- Fails to provide required documents (e.g., transcripts) by the stated deadline or provides inadequate or false documentation, as required by certain degree programs;
- Fails to meet attendance standards; and/or
- Fails to meet financial obligations to the University.

Any violation of University policies or regulations may result in one or more of the following disciplinary actions:

- Verbal warning from instructor or advisor
- Written warning
- Grade reduction
- Suspension
- Dismissal

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

Students may submit a written appeal to the appropriate University Review Committee within 10 business days of receiving notification of the disciplinary action. All grade-related and plagiarism appeals are to be directed to the Academic Appeals Committee. The appeal must include a General Report/Compliance Form (available from the student's Academic Advisor or a compliance coordinator) and sufficient information to permit fact-finding and investigation. The Committee will hold a meeting and the student will be notified of the Committee's decision within 5 business days after the meeting.

## Problem Resolution, Student Complaints, and Grievance Procedures

Many questions or concerns that students may have can be resolved simply through discussion. Students with concerns should observe the following steps in seeking a resolution:

### ONLINE

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

Step 2: Communicate with their Academic Advisor.

Step 3: Communicate with the Dean of the academic program or administrative manager.

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

Step 5: Unresolved concerns may be reviewed by the Appellate Review Board if recommended by a compliance coordinator. The Appellate Review Board's decision is final and binding.

### ONSITE

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

Step 2: Communicate with the Program Coordinator.

Step 3: Communicate with the Campus Academic Dean.

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

Step 5: Contact the Campus President/Executive Director.

### THE REVIEW COMMITTEE

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

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

Students will be contacted in writing with the Committee's decision within 5 business days after the meeting.

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

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

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

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

For Wisconsin residents only: Any questions or concerns about this school that have not been satisfactorily answered or resolved by the school should be directed to the Wisconsin Educational Approval Board. 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](mailto:EABmail@eab.state.wi.us)

## Crime Awareness and Campus Security

### ONSITE

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

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

## Drug and Alcohol Abuse Awareness and Prevention

### ONSITE

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

## Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords eligible students and their parents certain rights with respect to their education records including:

- 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 the student 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 the student last attended. Academic transcripts are maintained indefinitely.
- Students have the right to inspect and review their 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. The University does not permit students to inspect or review confidential student guidance notes maintained by the University, nor financial records, including any information those records contain, of their parents or guardians.
- Students have the right to request the amendment of education records that they believe are inaccurate, misleading, or a violation of privacy. Students requesting amendment of an education record should submit a written, dated request to the Campus President/Executive Director, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of privacy. If the University decides not to amend the record, the University will notify the student of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- Students have the right to consent to disclosures of personally identifiable information contained in the student's 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 the student's education records to outside employers, agencies, or individuals without first securing a written release from the parent or eligible student, 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.

- Students 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

The rights accorded to, and consent required of, parents under this Act transfer from the parents to the student once the student becomes eligible.

## Directory Information Public Notice

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Kaplan University maintains an online directory for the Kaplan University community. Upon the first day of University attendance, students' profile listings, including student names and user names, become available to the Kaplan University community (students, faculty, and administrators). The online directory may also include information commonly referred to as "directory information." Kaplan University designates the following categories of student information as directory information:

- Student's name
- Student's address
- Student's telephone number
- Student's email address
- Photographic representations of students
- Student's field of study
- Student's grade level
- Student's enrollment status
- Student's dates of attendance at Kaplan University
- Student's degrees, honors, and awards received
- Student's participation in officially recognized campus activities

Kaplan University does not accept responsibility for information published by users in the directory and reserves the right to delete or modify information posted to the directory that is abusive, inflammatory, defamatory, infringing of intellectual property, or otherwise inappropriate in an academic environment. Students who improperly use the directory or any information it contains may be subject to disciplinary action. Students have the ability to enter or restrict the listing of personal directory information through an online user interface. Upon withdrawal from Kaplan University, student directory information will be removed. Upon graduation from Kaplan University, student directory information will become eligible for inclusion in an alumni directory.

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

Currently enrolled students may choose to withhold disclosure of their directory information by obtaining the Directory Information Withholding Request Form from the Campus Registrar (onsite) or the Kaplan University Registrar's Office (online), completing the form,

and returning it to the Campus Registrar/Kaplan University Registrar's Office. Kaplan University will honor a student's request to withhold directory information; however, cannot assume responsibility for subsequently contacting the student for permission to release information to prospective employers, relatives, or other persons. The failure on the part of any student to specifically request that his or her directory information be withheld indicates individual approval for disclosure. Additionally, the student's request to withhold directory information will not affect previous disclosures made by Kaplan University prior to receipt of the request.

## Career Services

Career Resources is a student-focused service that provides comprehensive career planning to Kaplan University online students at all levels of study and to Kaplan University alumni. Onsite students have access to their campus's Career Services Department. Experienced career specialists and career coaches empower individuals to make and implement well-conceived career plans by providing expertise, resources, and support.

Recognizing that career development is a lifelong process, the Career Resources team strives to help students master the arts of self-assessment, occupational exploration, decision making, goal setting, self-marketing, the job search, and developing productive connections in the workplace. Career Resources offers a collaborative instructional link between students, faculty, prospective employers, and the global community. Career Resources fosters a welcoming, accessible environment where diversity is celebrated and the uniqueness of each individual is valued.

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

Although the University will assist the student, finding a job is the ultimate responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all. The Career Resources staff at Kaplan University uses a software product for which online students need to register. Resumes need to be uploaded by students, enabling them to search all available job leads posted by employers interested in Kaplan University online students.

Although average starting wage information based on data received from employers and graduates may be available to prospective students, no employee of the University is authorized to guarantee that a graduate will earn any specific amount. The student's program of study, employer needs, current economic conditions, and other factors may affect wage levels. Continuous career services are available to all eligible graduates. Graduates who require additional assistance after their initial employment should contact the University to provide updated resume information and are encouraged to use the resources available in the Career Resources Department.

## PART-TIME EMPLOYMENT

### Onsite

Many students work on a part-time basis during their training to help with their education costs. If a student requires assistance in securing part-time employment while attending classes, the Career Services Department will make reasonable efforts to assist them in their search. Note that such efforts offered by the University are not an obligation or guarantee of employment.

## Guidance Services

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

## Personal Appearance

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

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

Administrators and faculty are responsible for enforcing the dress code. Inappropriately dressed students will be sent home and time missed will be recorded as an absence.

## Personal Property

### ONSITE

The University assumes no responsibility for loss or damage to a student's personal property or vehicle, including the contents of any vehicle.

## Student Activities

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

## Student Housing

### ONSITE

Kaplan University, Hagerstown Campus features a residence hall. Fawley Hall is comprised of 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.

All other onsite campus locations do not have dormitory facilities. Although it is the student's responsibility to find living accommodations, the University will help locate lodging for any student needing assistance.

## Student Interaction

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

## Student Health Services

### ONSITE

The 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. Students requiring nonemergency medical care will be given information about medical services or agencies that they may contact. Any costs incurred for medical services will be the student's responsibility.

# Academic Information

## Academic Calendar

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

## Attendance/Tardiness Policy

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

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

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

The specific requirements for attendance are the following:

- Any first-term student or any student seeking reentry who does not register attendance within the first 7 days (online)/14 days (onsite) of the term will be withdrawn from his or her classes and his or her enrollment will be cancelled.
- Students who have not participated in class by failing to log in for 21 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from their program. Students who fail to log into any class within the first 21 days of the term will be dropped from the class or classes. Students enrolled in a 6-week term may not exceed 14 consecutive days of nonattendance. Nonattendance may affect financial aid eligibility.
- Students withdrawn due to nonattendance must apply for readmission by following reentry procedures appropriate to their location of enrollment and will be permitted to return no sooner than the beginning of the next grading period. Onsite students withdrawn for this reason may be readmitted only at the discretion of the Campus President/Executive Director.
- Students may appeal to their school's Dean (online) or the Campus President/Executive Director (onsite) if they feel an error has been made in their attendance calculation.
- Courses are presented in weekly units. The weekly attendance period begins Wednesday at 12:00 am ET and ends on Tuesday at 11:59 pm ET.

## Changes in Programs or Policies

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

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

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

## Definition of a Unit of Credit

Kaplan University courses are awarded credit based on an assessment of course and program outcomes and not on a traditional measurement of seat time. The University measures its programs in quarter credit hours.

## Definition of an Academic Year

### UNDERGRADUATE

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

### GRADUATE

**Master of Science in Criminal Justice, Master of Science in Education, Master of Science in Environmental Policy, Master of Science in Higher Education, Master of Science in Homeland Security and Emergency Management, Master of Science in Legal Studies, Master of Science in Nursing, Master of Arts in Teaching, Master of Public Health, Master of Health Care Administration, Master of Public Administration, and Master of Science in Education in Instructional Technology**

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

### Standard Graduate Programs

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

### Nonstandard Graduate Programs

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

### STUDENT COURSE LOAD

Students can register for no more than 18 credits per term without approval from the Dean of their program or the Campus President. A credit overload may result in changes to tuition charges and financial aid awards. Certain programs may have their own specific policies governing student course loads, which can be found in the individual school sections of this Catalog.

## Dropping or Adding Courses

Students may drop or add courses according to the following guidelines:

### DROPPING COURSES

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

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

Any of the above actions could affect the student’s financial aid and it is ultimately the student’s responsibility to determine his or her financial obligation ahead of time by contacting the Financial Aid Office.

### Dropping Courses Due to Military Duties

Students who must drop or withdraw from courses due to receipt of military orders and, as a result, are unable to attend class for more than 14 days, will not be responsible for any tuition or fees incurred for the term in which the military order takes effect. Receipt of orders may include mobilization, activation, or a temporary duty assignment. Students must notify their Academic 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:

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

### ADDING COURSES

Students may add a course through the end of the first week of classes based upon the availability of scheduling by the University. All schedule changes must be requested through the student’s Academic Advisor (online)/Academic Services and reviewed by Financial Aid (onsite). Graduate students wishing to add a course after the start of a term must receive approval from the Dean of their program.

## Leave of Absence

The University may grant, on a limited basis, a leave of absence to students when the student is experiencing such extenuating circumstances as to prevent attendance and/or endanger academic success. Requests must be approved for onsite students by the Campus President/Executive Director and the Financial Aid Officer, and for online students by the Dean of the student’s school or

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

The following policies apply:

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

## Makeup Standards

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

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

## Program Transfers

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

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

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

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

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

Some programs have additional requirements for program transfers, which can be found in the individual school sections of this Catalog.

## Transcripts and Certifications

### DIPLOMAS

Students should receive their diploma approximately 6 weeks after the end of the term in which they graduated, provided all academic and financial obligations have been satisfied. Students who would like to receive a duplicate or replacement diploma should contact the Office of the Registrar. A replacement fee may apply.

### TRANSCRIPTS

Official transcripts of academic records may be obtained from the Office of the Registrar. To obtain transcripts, students must submit a Transcript Request Form along with the appropriate payment. There is no charge for unofficial transcripts. Students who graduate from the University will receive one free copy of their official transcript. Students must be in good financial standing for official transcripts to be issued.

### CERTIFICATIONS OF ENROLLMENT

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

## Transfer of Credits to Other Schools

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

## Withdrawal From the University

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

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



# Academic Standards

## Academic Grading System

### UNDERGRADUATE

The grading system listed below is used for all undergraduate courses. The Practical Nursing Diploma program employs a unique grading system, which can be found in the Practical Nursing Program Student Handbook. Letter grades are used for transcripts only. Students should be aware that grades are based in part on participation in onsite class discussions and the online class discussion boards.

GRADES	POINTS	DEFINITION
A	4.0	Superior
A-	3.7	Superior
B+	3.3	Above Average
B	3.0	Above Average
B-	2.7	Above Average
C+	2.3	Average
C	2.0	Average
C-	1.7	Average
D+	1.3	Below Average
D	1.0	Below Average
F	0.0	Failure
AU		Audit
CC		Credit by Examination
EC		Experiential Credit
I		Incomplete
NR		Not Required
P		Pass
R		Repeat
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal

### GRADUATE

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

GRADES	POINTS	DEFINITION
A	4.0	Superior
B	3.0	Above Average
C	2.0	Average
F	0.0	Failure
AU		Audit
CC		Credit by Examination

GRADES	POINTS	DEFINITION
I		Incomplete
P		Pass
R		Repeat
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal

**AU...Audit.** The student who chooses to audit a course will be assigned a grade of "AU." This grade will not affect the student's CGPA, and no credits are earned. This grade has no impact on a student's satisfactory academic progress (SAP) calculation.

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

**EC...Experiential Credit.** The student who has been granted credit for an internally reviewed Experiential Learning Portfolio will be assigned a grade of "EC." This grade has no impact on a student's SAP calculation.

**I...Incomplete.** This grade will not affect a student's CGPA until a final grade is assigned. If students do not complete the required classwork, assignments, and tests within the extension period, they will receive a grade of "0" for the incomplete work. The "0" will be averaged with the student's other grades to determine the final grade for the course.

**NR...Not Required.** Students receive a "NR" if they are not obligated to enroll in a course to complete their degree requirements. This grade has no impact on the CGPA.

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

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

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

**W...Withdrawal.** Students receive a "W" if they withdraw during a course. This grade has no impact on the CGPA.

## Pass/Fail Option

### UNDERGRADUATE COURSES

Kaplan University students enrolled in undergraduate courses may elect to take up to two, 100-level courses in each of their first two terms on a pass/fail basis. Students enrolled in the Bachelor of Science in Communication program may not choose the pass/fail option for CM 107: College Composition I. Students must elect to take a course

pass/fail by the Tuesday of the fifth week of the term. Students who must submit grades to employers, to funding agencies, to other academic programs, or who anticipate transferring to another institution should also consult the appropriate offices before electing the pass/fail option.

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

All students should consider carefully before exercising the pass/fail option.

## GRADUATE COURSES

### Master of Arts in Teaching

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

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

## Honors and Awards

### TERM COMPLETION HONORS

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

### DEGREE COMPLETION HONORS

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

- Cum Laude: Students graduating with a 3.50 to 3.69 cumulative grade point average.
- Magna Cum Laude: Students graduating with a 3.70 to 3.79 cumulative grade point average.
- Summa Cum Laude: Students graduating with a 3.80 to 4.0 cumulative grade point average.

## First-Term Proficiency Standard

### PROGRAM CANDIDACY

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

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

## Satisfactory Academic Progress Standards

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

### MAXIMUM TIME FRAME

#### Undergraduate

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

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

#### Graduate

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

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

### EVALUATION SCHEDULE

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

REQUIREMENTS BY PROGRAM TYPE	MINIMUM CGPA	MINIMUM RATE OF PROGRESS
Undergraduate (Non-Nursing)	2.0	66.6%
Undergraduate (Nursing)	2.5	66.6%
Graduate	3.0	66.6%

### ACADEMIC PROBATION AND DISMISSAL

#### Academic Warning

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

#### Academic Probation

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

At the end of a probation term, the student will be evaluated again with one of the following outcomes:

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

## GRADES AFFECTING ACADEMIC PROGRESS

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

Any credits awarded for prior learning ("TC," "CC," and "EC") will be deducted from the program length when calculating the maximum time frame and will not be included in the rate of progress calculation. For a student reentering or changing to a different program, only courses applicable to the new program will be considered when assessing academic progress.

## REPEATED COURSES

If a student repeats 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 appear on the student's transcript with an "R" grade, representing a repeated course. Any student who repeats a course will be charged the current tuition for the course and must assume the responsibility for all associated fees.

An undergraduate, non-nursing student who fails the same course or its equivalent three times or an undergraduate nursing or graduate student who fails the same course or its equivalent twice will be academically dismissed from the University. A failing grade is defined as any grade below the grade required for graduation in the student's program of study.

A student requesting to enter a program that requires a course the student has failed the maximum number of times must successfully complete the failed course at another accredited postsecondary institution. It is the student's responsibility to ensure that both the institution and the course(s) taken there meet Kaplan University's criteria for transferability.

## ACADEMIC DISMISSAL APPEALS AND REINSTATEMENT PROCEDURES

### Academic Dismissal Appeals Procedures

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

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

## Reinstatement Procedures for Academic Dismissals

If the Review Committee approves an academic dismissal appeal, they will determine whether an exception to the satisfactory academic progress standards is warranted in order to extend the student's eligibility for federal financial aid. If no exception is granted, the student will be ineligible for Title IV funding upon reentry. In either case, the student will reenter in extended enrollment status and have two terms to meet the satisfactory academic progress criteria. Students who at the end of two terms fail to meet all satisfactory academic progress criteria will be dismissed. Extended enrollment students cannot be returned to active status until they are compliant with all satisfactory academic progress standards. The Title IV eligibility status will be specified on the University transcript of extended enrollment students.

A student granted the opportunity to apply for readmission will need to address any outstanding balances and fulfill any other obligations before being permitted to return to the University. A student applying for readmission to the University on appeal may not resume coursework less than one grading period after being dismissed.

## Plagiarism Policy

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

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

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

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

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

- 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 a student's record permanently. Any offenses a student accumulates while completing a program will be carried over if and when a student reenrolls in a program or begins a new program at the University.

Procedures for processing plagiarism offenses are as follows:

Charges of academic dishonesty brought against a student shall be made in writing by the instructor to the Provost's Office. When an offense has been committed, the Provost's Office sends the student a copy of the plagiarism policy and a letter of the action taken, and informs the Academic Department Chair, the Academic Advisor (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

#### Undergraduate

Step 1: Within 10 days following notification of action for academic dishonesty, a student who wishes to appeal must first contact the faculty member of the class in which the incident occurred. The student should explain his/her reasoning for reconsideration. If the faculty member and the student 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 the student wishes to pursue the appeal, the student 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 the student.

Step 3: If the student wishes to pursue the appeal, he/she 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 the program in which the student is enrolled, and the appeal will be forwarded to the Academic Appeals Committee, which will review the case and make a decision.

Step 4: If the student disagrees with the Academic Appeals Committee's decision, he/she must send a written letter of appeal to the Provost's Office/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.

#### **College of Arts and Sciences Graduate Programs, School of Business and Management Graduate Programs, School of Criminal Justice Graduate Programs, School of Graduate Education Programs, School of Health Sciences Graduate Programs, School of Information Systems and Technology Graduate Programs, School of Legal Studies Graduate Programs, and School of Nursing Graduate Programs**

Step 1: Within 10 days following notification of action for academic dishonesty, a student who wishes to appeal must first contact the faculty member of the class in which the incident occurred. The student should explain his/her reasoning for reconsideration. If the faculty member and the student agree to a resolution, the faculty member notifies the Provost's Office.

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

Step 3: If the student does not agree with the decision, the student will 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 the graduate program in which the student is enrolled. 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 the student does not agree with the Dean's decision and wishes to pursue the appeal, he/she must notify the Provost's Office within 10 days of the Dean's decision. The Provost's Office will send notice of the appeal to the faculty member and the Dean, and the appeal will be forwarded to the Academic Appeals Committee, which will review the case and make a decision. A copy of the Committee's decision will be sent to the Provost's Office.

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

## GRADE APPEALS PROCEDURES

### Undergraduate

- Step 1: A student who alleges unfair grading practices for an assignment or course must first communicate with the faculty member of the class within 10 days of grades being posted online. The burden of proof is on the student and the student shall provide evidence that unfair grading practices occurred.
- Step 2: If the faculty member and the student agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and the student wishes to continue with an appeal, the student will send the Academic Appeal Form to the Provost's Office/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 the program in which the student is enrolled, and the Academic Appeals Committee, which will review the case and make a decision.
- Step 3: If the student disagrees with the Committee's decision, he/she must send a written letter of appeal to the Provost's Office/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.

### College of Arts and Sciences Graduate Programs, School of Business and Management Graduate Programs, School of Criminal Justice Graduate Programs, School of Graduate Education Programs, School of Health Sciences Graduate Programs, School of Information Systems and Technology Graduate Programs, School of Legal Studies Graduate Programs, and School of Nursing Graduate Programs

- Step 1: A student who alleges unfair grading practices for an assignment or course must first communicate with the faculty member of the class within 10 days of grades being posted online. The burden of proof is on the student and the student shall provide evidence that unfair grading practices occurred.
- Step 2: If the faculty member and the student agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and the student wishes to continue with an appeal, the student will send the Academic Appeal Form to the Dean of the program in which the student is enrolled within 10 days of the faculty member's decision. The Dean or his/her designee will either approve or deny the appeal and send a copy of his/her decision to the Provost.
- Step 3: If the student disagrees with the decision, the student will notify the Provost's Office within 10 days of the decision by the Dean. The Provost's Office will forward the appeal to the Academic Appeals Committee, which will review the case and make a decision. A copy of the decision will be sent to the Provost.
- Step 4: If the student disagrees with the Committee's decision, he/she must send a written letter of appeal to the Provost's Office within 10 days of the Committee's decision. The Provost will review the material presented and make a final ruling.

# Financial Information

## Enrollment Status

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

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

### UNDERGRADUATE

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

### GRADUATE

**Master of Science in Criminal Justice, Master of Science in Education, Master of Science in Environmental Policy, Master of Science in Higher Education, Master of Science in Homeland Security and Emergency Management, Master of Science in Legal Studies, Master of Science in Nursing, Master of Arts in Teaching, Master of Public Health, Master of Health Care Administration, Master of Public Administration, and Master of Science in Education in Instructional Technology**

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

### Nonstandard Graduate Programs

- Full-time: 4 credit hours per term
- Three-quarter-time: 3 credit hours per term
- Half-time: 2 credit hours per term

## Financial Aid Services

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

### Federal Grants (undergraduate only)

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

### State Grants (undergraduate only)

- Arizona Early Graduation Scholarship Grant Program (Arizona residents)
- Arizona Postsecondary Education Grant Program (Arizona residents)

- Arizona Postsecondary Education Student Assistance Program (must possess associate's degree from an Arizona community college)
- Florida Scholarship for Children and Spouses of Deceased or Disabled Veterans and Servicemembers (Florida residents)
- Florida Bright Futures Scholarship Program (Florida residents)
- Florida Post-Secondary Student Assistance Grant (Florida residents)
- Florida Access to Better Learning and Education Grant Program (Florida residents)
- Florida José Martí Scholarship Challenge Grant Fund (Florida residents)
- State of Iowa Scholarship Program (Iowa residents)
- Iowa Tuition Grant (Iowa residents)
- Iowa Grant (Iowa residents)
- Iowa National Guard (Iowa residents)
- Maine State Grant (Maine residents)
- Nebraska State Grant (Nebraska state residents—onsite only)
- Rhode Island State Grant (Rhode Island residents)
- Vermont State Grant (Vermont residents)

### State Grant (undergraduate or graduate)

- Florida Critical Teacher Shortage Tuition Reimbursement Program (Florida residents)

### Loans (available to all students, subject to eligibility requirements)

- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

### Work Study (undergraduate only)

- Federal Work Study Program
- State Work Study Program

### Other Agencies or Programs (undergraduate and graduate)

- Promise Jobs
- Veterans Administration Benefits
- Workforce Development Center
- Workforce Investment Act\*
- Division of Vocational Rehabilitation
- Defense Activity for Non-Traditional Education Support (DANTES)

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

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

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

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

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

## Refund Policy

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

### CANCELLATION OF ENROLLMENT AGREEMENT

A student may cancel an Enrollment Agreement for the University without any penalty or obligation if requested in writing and delivered to the University management within 3 business days after signing the agreement, excluding Saturday, Sunday, and federal and state holidays. Onsite students who have not visited Kaplan University prior to enrollment will have the opportunity to withdraw without penalty within 3 business days, excluding Saturday, Sunday, and federal and state holidays, either following attendance at a regularly scheduled orientation or following a tour of the University facility and an inspection of the equipment. After this period, the University will retain the enrollment fee. Indiana, Tennessee, and Wisconsin residents should refer to their state-specific Enrollment Agreement. International students should refer to their international Enrollment Agreement.

### DROPPING COURSES

Provided students remain enrolled in their program, they may drop a course prior to or during the first 7 calendar days of the course without any financial obligation. Students who drop a course beyond the first 7 calendar days are subject to the Kaplan University Refund Policy.

### NOTICE TO STUDENTS

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

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

1. To determine the percentage of the payment period for which federal financial aid was awarded and completed, the percentage of the payment period or term completed, which is the number of days completed up to the withdrawal date, is divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, the student will have earned 100 percent of the federal financial aid funds already disbursed to him/her. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to student withdrawal. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student is required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debt balance to the institution. If a student earned more aid than was disbursed to them, the institution would owe the student a postwithdrawal disbursement, which must be paid within 180 days of the student's withdrawal.

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

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

## WITHDRAWAL AFTER COMMENCEMENT OF CLASSES

The effective withdrawal date for a student shall be when any of the following occur:

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

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

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

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

\*Day 7 for Florida residents.

<sup>†</sup>Less \$100 Administrative Fee

## Scholarships

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

### ONLINE

Interested students should contact their Admissions Advisor for additional information on scholarships or refer to online. [kaplanuniversity.edu/Pages/Scholarships.aspx](http://kaplanuniversity.edu/Pages/Scholarships.aspx). Kaplan University is pleased to offer six different scholarships for qualified students—the Kaplan University Success Scholarship, the Phi Theta Kappa Scholarship, the Kaplan University Criminal Justice, Fire Science, and Emergency Services Scholarship, the Kaplan University Accelerated Scholars Award, the California Commitment Scholarship, and the Experiential Learning Scholarship.

### ONSITE

Interested students should see their campus representative for a full listing of scholarships, awards, and discounts offered at each location.

## Tuition and Fees

A complete list of attendance costs is provided as a supplement to this Catalog.



# UNDERGRADUATE PROGRAMS



# Policies Governing Undergraduate Study

## Undergraduate Admissions Requirements and Guidelines

In addition to the general University admissions requirements, some programs have additional admissions requirements that are listed in the individual school sections of this Catalog.

## Certification, State Board, and National Board Exams

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

In addition, a GED or high school diploma may be required for graduates to take their state, national, or certification exams. Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before a student can be placed in an externship or take professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams. These students may also be denied a license or certification to practice in some states, even if the certification or licensing exam is taken and successfully completed. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice or, if the student's circumstances change, at that time and at the time of making application for certification or licensure.

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

## Required Background Checks

For some programs, applicants may be required to undergo criminal background checks before starting classes; before students can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors 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, these students 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 of this Catalog. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice.

## Externships and Clinical Experiences

In particular phases of study, some programs include an externship or clinical experience. The following guidelines are general and if a program has additional or different policies, these are detailed in the individual school sections of this Catalog and supersede those listed below.

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

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

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

During externship or clinical training, students 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, night students 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 students should take this into account when selecting a program). Students should contact their program's Externship Coordinator for specific information on site availability and times. Students may arrange the days or times of externship or clinical training only with written permission from the University. If a student is absent from externship or clinical training, both the site and the University must be informed by the student.

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.

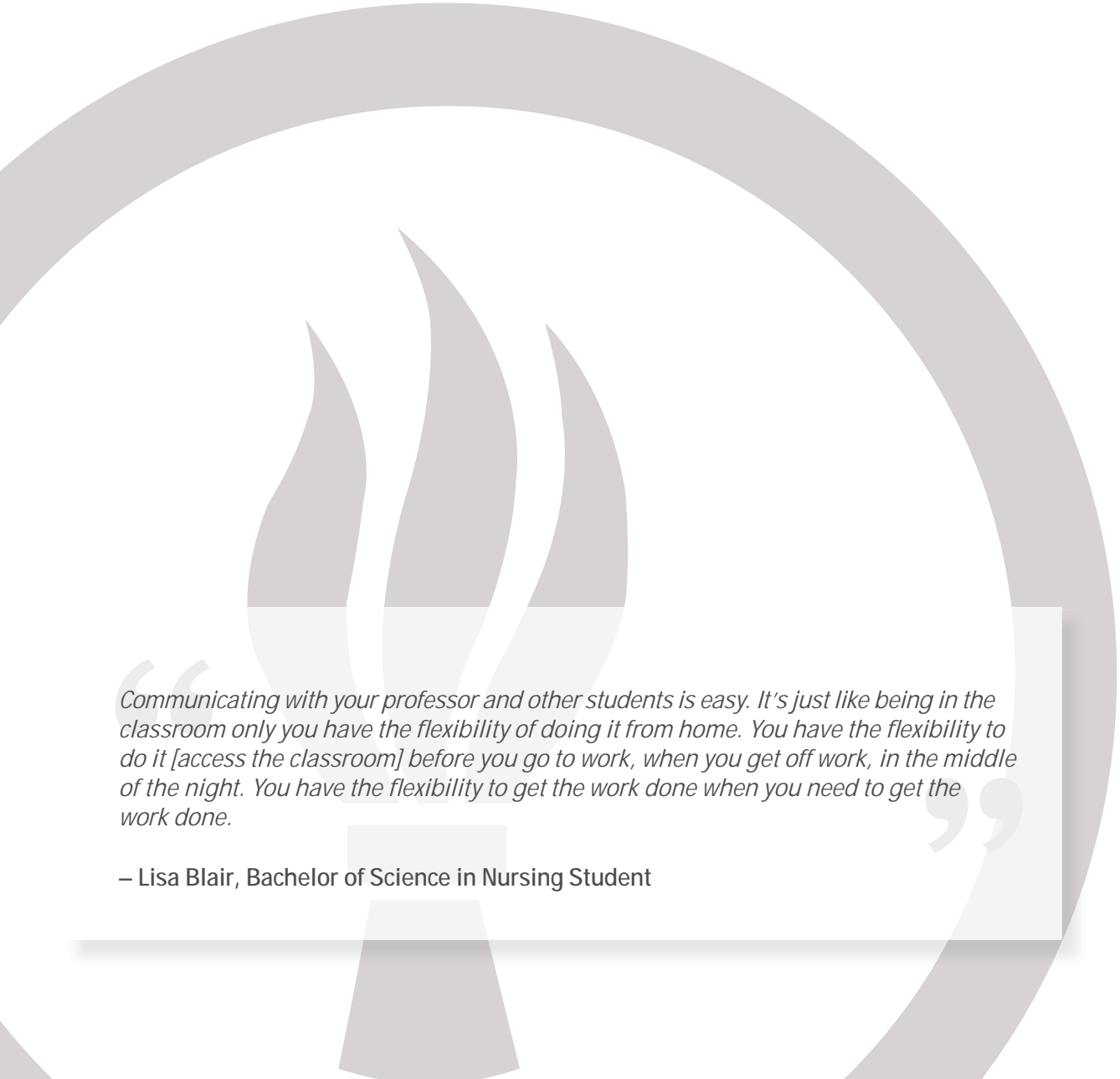
## Graduation Requirements

To graduate, all undergraduate students must successfully complete 100 percent of the required courses for their program of study and obtain the minimum CGPA required by their program of study within the maximum time frame permitted (see the Satisfactory Academic Progress Standards section for further information). 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 of this Catalog.

All undergraduate students must:

1. Return all property belonging to the University.
2. Attend Career Resources and Financial Aid exit interviews, if applicable.
3. 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: Students in advanced start bachelor's degree programs 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.



*“Communicating with your professor and other students is easy. It’s just like being in the classroom only you have the flexibility of doing it from home. You have the flexibility to do it [access the classroom] before you go to work, when you get off work, in the middle of the night. You have the flexibility to get the work done when you need to get the work done.”*

– Lisa Blair, Bachelor of Science in Nursing Student

# State-Specific Curricular Requirements

## 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.

## Illinois

### ASSOCIATE'S DEGREES

- Associate of applied science degrees must be composed of at least 22.5 quarter credit hours of general education courses.
- Associate of science degrees must be composed of at least 55.5 quarter credit hours of general education courses.

### BACHELOR'S DEGREES

Degrees must be composed of at least 55.5 quarter credit hours of general education courses.

General education courses include communication, mathematics, social and behavioral sciences, life and physical sciences (including a laboratory component), and humanities and fine arts.

## 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, Indiana residents enrolled in an associate of applied science program must take one of the following courses:

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

## Maryland

Students attending an onsite campus in the state of Maryland 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

NOTE: Students residing in a state listed above should consult their Academic Advisor for details regarding methods of fulfilling the curricular requirements specific to their state.

When state-specific curricular requirements are not fulfilled by the courses prescribed in the student's program of study, the student, in consultation with his or her Academic Advisor, must select appropriate courses in the place of open electives.

# GENERAL EDUCATION PROGRAM

## 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

The primary goal of the General Education program is to help ensure that students are literate in each of the general education areas listed below. This means students 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 students to the basic concepts, terminology, and methodology of each area. Furthermore, each course at the 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 engage students in reflection on their personal experience. Through repeated practice and study throughout their program, students will understand the interrelationship of broad fields of human inquiry and how they apply to their personal and professional lives.

### 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 University course 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 equivalent (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).

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

# COLLEGE OF ARTS AND SCIENCES

## Mission Statement

The mission of the Kaplan University arts and sciences programs is to foster an environment that nurtures and supports the integration of general education and the development of professional skills in Kaplan University degree programs.



## Admissions Requirements

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

### BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES

Prior to enrollment, students applying for admission to the Bachelor of Science in Professional Studies must submit an unofficial transcript indicating previously earned college credit from a regionally accredited institution or an institution accredited by an agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If an official transcript is not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

Students without prior college credit may gain entry to the program if they possess prior learning from work or other experience that can be evaluated by Kaplan University and applied to degree requirements. Students interested in this option should contact their Admissions Advisor for more information on qualifying for experiential learning credit.

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

### ASSOCIATE'S-LEVEL PROGRAMS

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

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

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

## Program Transfers

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

## Progression Requirements

In addition to the general undergraduate student progression and satisfactory academic progress requirements, the College of Arts and Sciences has specific requirements for the following programs:

### BACHELOR OF SCIENCE IN COMMUNICATION

- Bachelor of Science in Communication students must achieve a minimum grade of "C" or better in both CM 107: College Composition I and CM 220: College Composition II.
- If required to take the course, advanced start students in the Bachelor of Science in Communication program must achieve a minimum grade of "C" or better in CM 220: College Composition II.

### ACCELERATED BACHELOR OF SCIENCE IN PSYCHOLOGY-TO-MASTER OF SCIENCE IN PSYCHOLOGY OPTION

Eligible Kaplan University students enrolled in the Bachelor of Science in Psychology program who wish to continue on to pursue a Kaplan University Master of Science in Psychology may take the following graduate-level psychology courses in place of open electives:

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

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

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

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

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

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



## ACCELERATED BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES-TO-MASTER OF ARTS IN TEACHING OPTION

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

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

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

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

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

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

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

## The College of Arts and Sciences Honors Program

Membership in the College of Arts and Sciences Honors Program is limited to online students.

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

### GENERAL ELIGIBILITY REQUIREMENTS FOR THE HONORS PROGRAM

Application to the College of Arts and Sciences Honors Program is voluntary, and qualification is based on evidence of academic achievement and leadership potential. The College of Arts and Sciences Honors program is not available to students enrolled in advanced start programs or students enrolled in the Associate of Science in Interdisciplinary Studies open concentration option.

Students who wish to enter the College of Arts and Sciences Honors Program must:

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

Honors students must maintain a minimum CGPA of 3.5 to remain in good standing in the College of Arts and Sciences Honors Program. Honors students falling below a CGPA of 3.5 will be placed on probation.

Honors students on probation will have two terms to attain a CGPA of 3.5. Honors students who fail to raise their CGPA to 3.5 within the designated two terms will be dropped from the Honors Program. Students may reapply to the Honors Program when they have raised their CGPA to the required 3.5 minimum.

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

### SERVICE COMPONENT

The College of Arts and Sciences Honors Program service component requirements can be found in the College of Arts and Sciences Honors Handbook.

# Bachelor of Science in Communication

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
6. Global Awareness: Demonstrate multicultural literacy in the global workplace.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 116: College Success Strategies for the Communication Professional OR	
CS 121: Pathways to Academic Success*	5
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
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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
CM 115: Communication—Concepts and Skills	
CM 206: Interpersonal Communications	
CM 214: Public Speaking for the Professional	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>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.

# Bachelor of Science in Human Services

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 students to meet the complex challenges of the twenty-first century in the growing field of human services.

The program is designed to help students 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. The curriculum blends theory and practice to teach students how to critically evaluate their social worlds as they explore the public and private policies that drive the day-to-day operations of human service agencies in this country and how they can best intervene on behalf of the clients they will serve. The program helps prepare graduates with a broad understanding and the practical skills to discern how they can be most helpful to clients and proactive participants in the agencies where they 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.

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

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

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

The human services administration emphasis area is designed to prepare graduates 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. This emphasis area supports students with an interest in working directly with the growing aging population and as advocates for seniors in our society. The courses are designed to prepare students 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 is intended to help prepare graduates to concentrate on the complexities of the issues and forces that bear down on children and families in our society. Graduates may assess, evaluate, intervene, and re-evaluate social structures, such as adoption, foster care, child protection, and reunification, as they work with children and families.

Kaplan University offers the Advanced Start Bachelor of Science in Human Services degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is

an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills they may need to succeed, while pursuing their lifelong learning aims.

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge 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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 124: College Success Strategies for the Human Services Professional OR	
CS 121: Pathways to Academic Success*	5
HN 115: Introduction to Human Services	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
MM 207: Statistics	5
PS 124: Introduction to Psychology	5
HN 300: Human Services and Social Policy	6
HN 330: Case Management in Human Services	6
HN 410: Human Services Delivery	6
300/400-level: Emphasis Area Courses	24
HN 499: Bachelor's Capstone for Human Services	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives†	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree‡	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HN 115: Introduction to Human Services	
HN 144: Human Behavior and the Environment	
HN 200: Survey of Social Problems	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
HN 300: Human Services and Social Policy	6
HN 330: Case Management in Human Services	6
HN 410: Human Services Delivery	6
300/400-level: Emphasis Area Courses	24
HN 499: Bachelor's Capstone for Human Services	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>
<b>EMPHASIS AREAS</b>	
<b>Option I: Human Services Administration</b>	
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
<b>Option II: Gerontology</b>	
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
<b>Option III: Child and Family Welfare</b>	
HN 370: Child Welfare and Family	6
HN 377: Studies in Child and Adolescent Development	6
HN 430: Advocacy for Families and Youth	6
HN 450: Legal and Ethical Issues in Human Services	6

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

Not all programs or courses are offered at all locations.

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

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

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

# Bachelor of Science in Liberal Studies

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

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

## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 123: College Success Strategies for Professional and Liberal Studies Professionals	5
HU 245: Ethics	5
MM 207: Statistics	5
PS 124: Introduction to Psychology	5
SC 115: Principles of Nutrition	5
100/200-level: Major Electives	15
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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

# Bachelor of Science in Professional Studies

The Bachelor of Science in Professional Studies is designed to help prepare students to advance in the professional ranks of any sector—public, private, or nonprofit. The program integrates courses from across Kaplan University's College of Arts and Sciences, School of General Education, School of Business and Management, School of Information Systems and Technology, School of Criminal Justice, School of Legal Studies, 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.

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

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

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

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

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

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

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred as a block of 90 credits. Upper-level

(300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge 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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 123: College Success Strategies for Professional and Liberal Studies Professionals OR CS 121: Pathways to Academic Success*	5
100/200-level: Communication Course	5
100/200-level: Diversity and Culture Course	5
100/200-level: Ethics Course	5
100/200-level: Major Elective	5
100/200-level: Major Requirements	15
300/400-level: Major Requirements	18
300/400-level: Major Electives	24
PR 499: Bachelor's Capstone in Professional Studies	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>‡</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
100/200-level: Diversity and Culture Course	
100/200-level: Ethics Course	
200-level: Communication Course	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
300/400-level: Major Requirements	18
300/400-level: Major Electives	24
PR 499: Bachelor's Capstone in Professional Studies	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

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

<sup>‡</sup>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.



# Bachelor of Science in Psychology

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate 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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 120: College Success Strategies for the Psychology Professional OR	
CS 121: Pathways to Academic Success*	5
MM 207: Statistics	5
PS 115: Contemporary Issues in Psychology	5
PS 124: Introduction to Psychology	5
PS 200: Introduction to Cognitive Psychology	5
PS 210: History of Psychology	5
PS 220: Child and Adolescent Psychology	5
SC 235: General Biology I—Human Perspectives	5
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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>††</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>§</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
MM 207: Statistics <sup>#</sup>	
PS 124: Introduction to Psychology	
PS 220: Child and Adolescent Psychology	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>
<b>EMPHASIS AREAS</b>	
<b>Option I: Child Development</b>	
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
<b>Option II: Applied Behavioral Analysis</b>	
PS 340: Exceptional Needs Children	6
PS 360: Applied Behavioral Analysis I	6
PS 365: Applied Behavioral Analysis II	6
PS 430: Program Design and Evaluation	6
<b>Option III: Substance Abuse</b>	
PS 370: Health Psychology	6
PS 375: Substance Abuse Prevention and Treatment	6
PS 380: Clinical Psychology	6
PS 450: Case Management	6

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>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.

<sup>‡</sup>Students must take IT 133: Software Applications in place of an open elective.

<sup>§</sup>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.

<sup>#</sup>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.

# Associate of Applied Science in Early Childhood Education

The Associate of Applied Science in Early Childhood Education program is designed to prepare students with applied knowledge, communications abilities, and general knowledge to pursue a wide range of entry-level positions in the field of early childhood education. Successful graduates of this program may pursue employment opportunities as educational technicians/paraprofessionals, infant, toddler, and preschool teachers, or a child care facility owner.

Students will be encouraged to develop a thorough understanding of child development, the value of play in children's learning, and developmentally appropriate practice in the classroom. Students can further specialize their program of study by choosing to complete an emphasis area in early childhood or diverse learners.

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

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

The program is only available onsite.

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

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

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 115: College Success Strategies for Interdisciplinary Studies, Educational Paraprofessional, and Early Childhood Professionals OR	
CS 121: Pathways to Academic Success	5
CE 101: Introduction to Early Childhood Education and Curriculum Planning	5
CE 114: Infant, Toddler, and Early Childhood Development	5
EP 114: Educational Development of School-Age Students	5
100/200-level: Major Electives	15
CE 298: Associate's Capstone in Early Childhood Education	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

### EMPHASIS AREAS

#### Option I: Early Childhood

EP 101: Introduction to Classroom Management	5
EP 210: Math Methods	5
EP 220: Reading and Writing Methods	5

#### Option II: Diverse Learners

CE 207: Diversity, Family, and Community	5
CE 240: Young Children With Special Needs	5
EP 240: Assisting English Language Learners	5

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

Not all programs or courses are offered at all locations.

# Associate of Applied Science in Human Services

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 students to meet the complex challenges of the twenty-first century in the growing field of human services.

The program is designed to help students 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. The curriculum blends theory and practice to teach students how to critically evaluate their social worlds as they explore the public and private policies that drive the day-to-day operations of human service agencies in this country and how they can best intervene on behalf of the clients they will serve. The program helps prepare graduates with 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.

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge 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.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 124: College Success Strategies for Human Service Professionals OR	
CS 121: Pathways to Academic Success*	5
HN 115: Introduction to Human Services	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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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

Not all programs or courses are offered at all locations

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

# Associate of Science in Interdisciplinary Studies

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

The Associate of Science in Interdisciplinary Studies provides a degree-completion program and accommodates both the student whose needs are satisfied by an associate's degree and the student who may wish to pursue study beyond the associate's-degree level. The Associate of Science in Interdisciplinary Studies program allows students to transfer in courses from a regionally or nationally accredited institution of higher education or to design a program of study for degree completion. While the open concentration area can be a combination of courses from a variety of disciplines, the degree rests solidly on a general education foundation. Students plan their degree design in accordance with their employment or higher education objectives. Graduates of this program may find career opportunities in a variety of fields based on their area of concentration.

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

The Associate of Science in Interdisciplinary Studies with an educational paraprofessional emphasis is designed to prepare students with the topical knowledge and skills for assisting teachers in preschool through high school classrooms. Topics covered in the program include child development, educational and learning theories, special education, and classroom and behavioral management, as well as teaching strategies in math, reading, and writing, and the instruction of second language learners. Students may earn an Educational Paraprofessional Certificate as they fulfill the requirements of the No Child Left Behind Act of 2001 and earn their associate's degree. Students are also encouraged to confirm any additional state or local requirements for employment in their individual school districts.

The Associate of Science in Interdisciplinary Studies with an early childhood development emphasis is designed to provide students with the introductory knowledge and skills for working exclusively with infants, toddlers, and preschool- and kindergarten-aged children in early childhood programs, including child care centers, pre-kindergarten/kindergarten programs, Head Start, and other before- and after-school care. Topics covered in the program include developmental and academic issues relevant to young children, nutrition and health, and caring for infants and toddlers with special needs. This emphasis provides the courses required for application for the Child Development Associate Credential (CDA) that most states recognize. Applicants for the CDA are responsible for obtaining the application and completing other application processes.

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

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## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 115: College Success Strategies for Interdisciplinary Studies, Educational Paraprofessional, and Early Childhood Professionals OR	
CS 121: Pathways to Academic Success*	5
HU 245: Ethics	5
PS 124: Introduction to Psychology	5
SC 115: Principles of Nutrition	5
100/200-level: Major Electives	15
IS 299: Associate's Capstone in Interdisciplinary Studies	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

## EMPHASIS AREAS

### Option I: Educational Paraprofessional<sup>†</sup>

EP 114: Educational Development of School-Age Students	5
EP 101: Introduction to Classroom Management	5
EP 210: Math Methods	5
EP 220: Reading and Writing Methods	5
EP 230: Survey of Special Needs	5
EP 240: Assisting English Language Learners	5

### Option II: Early Childhood Development

CE 101: Introduction to Early Childhood Education and Curriculum Planning	5
CE 114: Infant, Toddler, and Early Childhood Development	5
CE 210: Professionalism and Ethical Conduct in Child Care	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Young Children With Special Needs	5

### Option III: Communication

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

### Option IV: Open Concentration

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

#### Option IV-I:

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

#### Option IV-II:

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

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>Students must take the emphasis area courses in the sequence listed.

# SCHOOL OF BUSINESS AND MANAGEMENT



## 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. Our faculty is composed of practitioners and scholars who focus on intellectual contribution and classroom innovation. Our flexible, learner-centered education empowers students to apply their skills immediately to become insightful decision makers and leaders.

## Admissions Requirements

In addition to the general University admissions requirements, the School of Business and Management has specific requirements for the following programs:

### POSTBACCALAUREATE CERTIFICATES

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

## Progression Requirements

In addition to the general undergraduate student progression and satisfactory academic progress requirements, the School of Business and Management has specific requirements for the following program:

### ACCELERATED MBA OPTION

Eligible Kaplan University students enrolled in the Bachelor of Science in Business Administration program who wish to continue on to pursue a Kaplan University Master of Business Administration (MBA) may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Business Administration program, students who meet the below criteria may apply for entry to Kaplan University's MBA program. If accepted, students 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, undergraduate students must meet the following criteria:

1. Students must complete their undergraduate coursework in the Bachelor of Science in Business Administration program with a minimum cumulative GPA of 3.2.
2. Students must present a resume indicating at least 2 years of applicable work experience.
3. Students must complete the following courses and obtain a grade of "B" 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

4. Students who have not completed AC 116, BU 204, or MT 217 as part of their undergraduate program, but meet all other criteria, will be accepted to the accelerated option at the Dean's discretion.

## Certification, State Board, and National Board Exams

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

### BACHELOR OF SCIENCE IN ACCOUNTING

Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the CPA Exam. Individual state requirements regarding the CPA Exam vary by state and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. Kaplan University suggests and encourages its students to research independently the requirements in any state where they intend to seek licensure.

### HUMAN RESOURCES POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the Professional in Human Resources (PHR) certification exam.

### COMMITTEE ON NATIONAL SECURITY SYSTEMS CERTIFICATIONS

Students who, as a part of their degree plan requirements, successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure 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 a student's degree plan are not eligible for federal financial aid. Therefore, students who wish to take additional courses to receive the CNSS certifications, but do not have sufficient open electives in their degree plan, will be required to make other financial arrangements to pay for the course(s). Students can contact the University Financial Aid Office to inquire about alternative funding.



# Bachelor of Science in Accounting

The Bachelor of Science in Accounting program is designed to prepare students for entry into the accounting profession. In addition to the required core and major courses, students can elect to further specialize their degree with one of five emphasis areas. The emphasis areas available are public accountancy, managerial accountancy, tax accountancy, auditing/forensic accountancy, and government/nonprofit accountancy.

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

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

Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the CPA Exam. Individual state requirements regarding the CPA Exam vary by state and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. Kaplan University suggests and encourages its students to research independently the requirements in any state where they intend to seek licensure.

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. GAAP Application: Apply the conceptual framework of the Generally Accepted Accounting Principles to business applications.
2. Management Tools: Formulate information for assets, liabilities, equities, revenues, and expenses of business entities.
3. Taxation: Categorize taxation of individuals and businesses.
4. Financial Reports: Evaluate financial reports.
5. Communication: Compose communications required for accounting professionals.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 239: Managerial Accounting	5
AC 256: Federal Tax	5
BU 204: Macroeconomics	5
MM 255: Business Math	5
100/200-level: Major Elective	5
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
MT 311: Business Law	6
300/400-level: Major Electives	24
MT 499: Bachelor's Capstone in Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>‡</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
AC 114: Accounting I	
AC 116: Accounting II	
AC 239: Managerial Accounting	

### CORE REQUIREMENTS

300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>

### MAJOR REQUIREMENTS

AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
MT 311: Business Law	6
300/400-level: Major Electives	24
MT 499: Bachelor's Capstone in Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>

### OPEN ELECTIVE REQUIREMENTS

Open Electives	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>

### TOTAL PROGRAM REQUIREMENTS 180

### EMPHASIS AREAS

#### Option I: Public Accountancy

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

#### Option II: Tax Accountancy

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

#### Option III: Managerial Accountancy

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

#### Option IV: Auditing/Forensic Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 450: Advanced Accounting	6
AC 465: Advanced Forensic Accounting	6

#### Option V: Governmental/Nonprofit Accountancy

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

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

Not all programs or courses are offered at all locations.

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

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

<sup>‡</sup>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.

# Bachelor of Science in Business Administration

The objective of the Bachelor of Science in Business Administration is to prepare students 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. Students are taught teamwork and leadership skills, as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills are also emphasized.

Kaplan University offers several options for personalizing a 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 students to concentrate on their individual career interests. Eligible Kaplan University students who wish to continue on to pursue a Kaplan University Master of Business Administration (MBA) may matriculate into a shortened version of the graduate program. Students interested in the accelerated MBA option must complete the associated career focus area.

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	5
Choose one of the following:	5
BU 204: Macroeconomics	
BU 224: Microeconomics	
MT 220: Global Business	
MM 255: Business Math <sup>†</sup>	5
MT 140: Introduction to Management	5
MT 203: Human Resource Management OR MT 209: Small Business Management	5
MT 217: Finance	5
MT 219: Marketing	5
AC 330: Managerial Accounting for Business Professionals	6
MT 302: Organizational Behavior	6
MT 310: Ethics and the Legal Environment OR MT 311: Business Law	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR MT 435: Operations Management	6
MT 445: Managerial Economics OR MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	
MT 140: Introduction to Management	
MT 217: Finance	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
AC 330: Managerial Accounting for Business Professionals	6
MT 302: Organizational Behavior	6
MT 310: Ethics and the Legal Environment OR MT 311: Business Law	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR MT 435: Operations Management	6
MT 445: Managerial Economics OR MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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**CAREER FOCUS AREAS**

**Accelerated MBA Option**

AC 301:	Intermediate Accounting II <sup>§</sup>	6
HR 485:	Strategic Human Resource Management	6
MT 445:	Managerial Economics	6
MT 450:	Marketing Management <sup>#</sup>	6
MT 480:	Corporate Finance OR	
MT 482:	Financial Statement Analysis	6

**Business Process Management**

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

**Criminal Justice**

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

**Entrepreneurship**

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

**Financial Analysis**

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

**Human Resources**

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

**Information Assurance**

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

**Information Systems Management**

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

**Management**

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

**Marketing**

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

**New Media/Internet Marketing**

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

**Operations Management**

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

**Prelaw**

HR 420:	Employment Law	6
MT 310:	Ethics and the Legal Environment	6
MT 311:	Business Law	6
MT 312:	Business Law II	6

**Project Management**

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

**Purchasing**

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

**Retail Management**

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

**Risk Management**

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

**Sales Management**

MT 310:	Ethics and the Legal Environment	6
MT 340:	Conflict Resolution and Team Dynamics	6
MT 455:	Salesforce Management	6
MT 459:	Consumer Behavior	6

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

Not all programs or courses are offered at all locations.

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

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

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

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

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

\*\*Students will need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.

# Associate of Applied Science in Accounting

The objective of the Associate of Applied Science in Accounting and principles relevant to the application of accounting functions in business. Students will be provided with the opportunity to gain the necessary knowledge and skills to enter the field of accounting and for 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.

Students are taught to utilize accounting software applications, and analyze, record, and interpret accounting information based upon industry guidelines.

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.

## Curriculum

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

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

Not all programs or courses are offered at all locations.

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

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

# Associate of Applied Science in Business Administration

The objective of the Associate of Applied Science in Business Administration is to prepare students 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. Students are taught teamwork and leadership skills, as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills are also emphasized.

Kaplan University offers several options for personalizing a degree in business administration by focusing electives on a particular career focus area. Career focus areas consist of a minimum of four 100- or 200-level courses and allow students to concentrate on their individual career interests.

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
5. Human Resources: Recognize human resource concepts and activities in organizational environments.
6. Business Principles: Apply basic economic, finance, and accounting principles to organizational environments.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	5
Choose one of the following:	5
BU 204: Macroeconomics	
BU 224: Microeconomics	
MT 220: Global Business	
MM 255: Business Math <sup>†</sup>	5
MT 140: Introduction to Management	5
MT 203: Human Resource Management OR MT 209: Small Business Management	5
MT 219: Marketing	5
MT 299: Associate's Capstone in Management	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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**CAREER FOCUS AREAS**

**Banking Service**

CM 206:	Interpersonal Communications	5
IT 133:	Software Applications OR	
IT 153:	Spreadsheet Applications	5
MT 202:	Building Customer Sales and Loyalty	5
MT 217:	Finance	5
MT 221:	Customer Service	5

**Business**

AC 116:	Accounting II	5
BU 204:	Macroeconomics	5
IT 133:	Software Applications	5
MT 217:	Finance	5

**Customer Service**

CM 206:	Interpersonal Communications	5
CM 214:	Public Speaking for the Professional	5
MT 202:	Building Customer Sales and Loyalty	5
MT 221:	Customer Service	5

**Event Planning**

TH 117:	Global Hospitality	5
TH 213:	Food and Beverage Management	5
TH 230:	Dynamics of Trip/Event Planning	5
TH 270:	Advanced Meeting Planning	5

**Food/Hotel Management**

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

**Health Club Operations**

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

**Information Processing**

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

**Office Management**

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

**Retail Management**

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

**Sales**

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

**Small Business Management**

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

**Travel Counseling**

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

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

Not all programs or courses are offered at all locations.

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

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



# Human Resources Postbaccalaureate Certificate

The objective of the Human Resources Postbaccalaureate Certificate is to prepare students with the critical knowledge and skills to pursue an entry-level position in human resources. The certificate 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 could also help students prepare for the Professional in Human Resources (PHR) certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exam.

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

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

The Human Resources Postbaccalaureate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
HR 400: Employment and Staffing	6
HR 410: Employee Training and Development	6
HR 420: Employment Law	6
HR 435: Compensation	6
HR 485: Strategic Human Resource Management	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>30</b>

# National Security Administration Postbaccalaureate Certificate

The objective of the National Security Administration Postbaccalaureate Certificate is to prepare students with the critical knowledge and skills to pursue an entry-level position managing information security systems. The certificate is designed to provide foundational knowledge of key information system areas including information technology infrastructure, management control of information systems, and the development of strategic plans.

Students who successfully complete the certificate 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

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

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

The 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 331: Technology Infrastructure	6
MT 300: Management Information Systems	6
MT 460: Management Policy and Strategy	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>18</b>

# Office Management Certificate

The objective of the Office Management Certificate program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in an office setting. Students are exposed to various software applications and are given the opportunity to gain proficiency in these programs.

Duties for graduates of this program may include performing office tasks, such as office reception, scheduling, and customer relations; transcription of various business documents; and use of appropriate computer software applications.

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

The Office Management Certificate program consists of a minimum of 45 credit hours completed over a period of 12 months. Upon successful completion of the program, graduates will be awarded a certificate.

The program is only available onsite.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success	5
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	5
CM 107: College Composition I	5
IT 133: Software Applications	5
MT 140: Introduction to Management	5
MT 219: Marketing	5
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
100/200-level: Elective	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>45</b>

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 CRIMINAL JUSTICE

## Mission Statement

The mission of the Kaplan University criminal justice programs is to provide students with the opportunity to develop a strong foundation and breadth of understanding in the areas of law enforcement, courts, corrections, and security. 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.



## Admissions Requirements

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

### CRIME SCENE TECHNICIAN CERTIFICATE

Students applying for admission to the Crime Scene Technician Certificate program at Kaplan University should possess an associate's or bachelor's degree from a regionally accredited institution or an institution accredited by an agency recognized by the U.S. Department of Education, and/or work experience in the field of criminal justice within the past 18 months of application to the program.

Students who do not possess either, but who feel qualified to enter this program, may be admitted at the Dean's discretion based on a review of work experience and other relevant criteria.

Students will be required to provide an unofficial copy of their 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, the student will be removed from the program.

### MANAGEMENT AND SUPERVISION CERTIFICATE IN CRIMINAL JUSTICE

Students who do not possess an associate's degree at the time of admission may be admitted to the program after providing proof that they have been employed in law enforcement, the military, or an associated area of criminal justice within 18 months of enrollment.

### PRIVATE SECURITY MANAGEMENT CERTIFICATE

Enrollment in the Private Security Management Certificate is limited to employees of preselected corporations engaged in an educational partnership with Kaplan University. Applicants are not required to participate in an entrance assessment.

### ONSITE

Students enrolled in a criminal justice program at a campus location must complete a satisfactory national criminal background check prior to admission. Students will not be admitted to the program if information reveals a felony conviction or other issue that the School of Criminal Justice deems unacceptable.

## Notice to Criminal Justice Students

Any criminal justice student who has been convicted of a serious misdemeanor or felony may experience limitations and/or restrictions on employment opportunities in a variety of criminal justice fields where background checks are required including, but not limited to, police officer, corrections officer, and guard occupations.

Similarly, such students may also experience limitations and/or restrictions when qualifying for various certifications, professional licenses, registration exams, and externship experiences.

The student is responsible for inquiring about current employment, certification, licensing, registration, and externship requirements prior to enrolling in a criminal justice program.

## Progression Requirements

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

## ACCELERATED MASTER'S DEGREE OPTIONS

Eligible students enrolled in a Kaplan University School of Criminal Justice bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Legal Studies, Master of Science in Homeland Security and Emergency Management, or Master of Science in Environmental Policy may choose to complete one of the below accelerated master's degree options.

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

- Students must possess and maintain a minimum cumulative GPA of 3.0.
- Students must obtain a grade of "B" or above in each of the master's-level courses.
- Students must have completed a minimum of 135 quarter credit hours in their bachelor's degree program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours.

Please refer to the individual option sections below for additional requirements.

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

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

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

### Accelerated Master of Public Administration Option

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

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

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

- Students must have at least 20 credits of open electives available in their degree plan.
- It is highly recommended that students complete the following prerequisite courses at Kaplan University if they have not completed equivalent courses at an accredited college or university:
  - SS 236: People, Power, and Politics—An Introduction to American Government
  - MM 207: Statistics
  - PP 201: Introduction to Policy Making

### **Accelerated Master of Science in Criminal Justice Option**

Eligible students enrolled in a Kaplan University School of Criminal Justice bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Criminal Justice may take the below graduate-level courses in place of open electives. Students enrolled in the Master of Science in Criminal Justice program will choose to complete a thesis, comprehensive exam, or applied research track of study.

#### Thesis or Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 503: Organizational Behavior

#### Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 525: Applied Research in Criminal Justice

### **Accelerated Master of Science in Environmental Policy Option**

Eligible students enrolled in a Kaplan University School of Criminal Justice bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Environmental Policy 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
- PP 510: Leadership in the Public Sector

### **Accelerated Master of Science in Homeland Security and Emergency Management Option**

Eligible students enrolled in a Kaplan University School of Criminal Justice bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management may take the following graduate-level courses in place of open electives:

- CJ 500: Critical Legal Issues in Criminal Justice
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans
- PP 510: Leadership in the Public Sector

### **Accelerated Master of Science in Legal Studies Option**

Eligible students enrolled in a Kaplan University School of Criminal Justice bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Legal Studies 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

### **ONSITE**

Continuing campus students, admitted prior to April 15, 2009, will be required to complete a national criminal background check prior to participating in firearms training activities. Students 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 Criminal Justice deems unacceptable.

## **Certification, State Board, and National Board Exams**

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

### **PRIVATE SECURITY CERTIFICATE**

Students who complete the certificate program may be eligible to take the Certified Protection Professional (CPP) certification exam.

# Bachelor of Science in Criminal Justice

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

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

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Criminological Theory: Demonstrate an understanding of biological, sociological, and psychological theories of crime causation and discipline-specific evaluation of human behavior.
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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 100: Eight Skills of the Effective Criminal Justice Student OR CS 121: Pathways to Academic Success*	5
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
Choose one of the following 200-level criminal justice courses:	5
CJ 212: Crime Prevention	
CJ 215: Exploration of Computer Crime	
CJ 233: Introduction to Forensic Psychology	
CJ 264: White-Collar Crime	
CJ 266: Deviance and Violence	
CJ 293: Investigating Terrorism	
CJ 340: Applied Criminal Justice Ethics	6
Choose one of the following 300/400-level criminal justice courses:	6
CJ 343: Comparative Criminal Justice Systems	
CJ 345: Supervisory Practices in Criminal Justice	
CJ 350: Organized Crime	
CJ 444: Managing Criminal Justice Organizations	
CJ 490: Research Methods in Criminal Justice	6
300/400-level: Major Electives	24
CJ 499: Bachelor's Capstone in Criminal Justice	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>1</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
CJ 101: Introduction to the Criminal Justice System	
CJ 210: Criminal Investigation	
CJ 227: Criminal Procedure	
Advanced start students must take the following emphasis area prerequisite course in place of an open elective <sup>3</sup> :	
<b>Option III: Forensic Psychology</b>	
CM 220: College Composition II	
<b>Option VI: Juvenile Justice</b>	
CM 220: College Composition II	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 340: Applied Criminal Justice Ethics	6
Choose one of the following 300/400-level criminal justice courses:	6
CJ 343: Comparative Criminal Justice Systems	
CJ 345: Supervisory Practices in Criminal Justice	
CJ 350: Organized Crime	
CJ 444: Managing Criminal Justice Organizations	
CJ 490: Research Methods in Criminal Justice	6
300/400-level: Major Electives	24
CJ 499: Bachelor's Capstone in Criminal Justice	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>1</sup>	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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#### EMPHASIS AREAS

##### Option I: Law Enforcement

CJ 333:	Family and Domestic Violence	6
CJ 355:	Homeland Security	6
CJ 370:	Crime Scene Investigation II	6
CJ 421:	Organizational Behavior in Criminal Justice Organizations	6

##### Option II: Corrections

CJ 130:	Introduction to Corrections <sup>#</sup>	5
CJ 355:	Homeland Security	6
CJ 411:	Drugs and Alcohol in the Criminal Justice System	6
CJ 433:	Probation and Parole	6
300/400-level:	Criminal Justice Elective	6

##### Option III: 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

##### Option IV: Crime Scene Investigation

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

##### Option V: Computer Crime

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

##### Option VI: Juvenile Justice

CJ 150:	Juvenile Delinquency <sup>#</sup>	5
CJ 333:	Family and Domestic Violence	6
CJ 420:	Juvenile Justice	6
CJ 445:	Case Management	6
PS 440:	Abnormal Psychology	6

##### Option VII: Homeland Security

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

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

<sup>‡</sup>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.

<sup>§</sup>These courses may be waived if a student has comparable prior learning.

<sup>#</sup>Taken in place of an open elective; advanced start students are exempt from this prerequisite requirement.



# Bachelor of Science in Criminal Justice Administration and Management

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

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

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**Discipline-Specific Outcomes**

1. Leadership: Develop strategy, supervise personnel, influence results, and manage the implementation of policies.
2. Operations: Exert a professional role to utilize information and research to make sound operational decisions and manage resources in criminal justice agencies.
3. Technology: Apply the use of technology to inform and enhance operational and strategic decisions related to criminal justice organizations.
4. Research Methods: Relate scientific methods of inquiry to arrive at reasoned decisions regarding professional practices in criminal justice agencies.
5. Law: Apply principles of criminal law and procedure to criminal justice practices.
6. Ethics: Evaluate, at the managerial level, ethical, social, civic, cultural, and political issues as they relate to the operations of diverse criminal justice agencies.
7. Criminological Theory: Create comprehensive plans of action that address the nature and causes of crime.

**Curriculum**

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 100: Eight Skills of the Effective Criminal Justice Student	5
CJ 101: Introduction to the Criminal Justice System	5
CJ 142: Criminal Origins and Correctional Alternatives	5
CJ 211: Police Operations	5
CJ 213: Community Policing	5
CJ 228: Risk Management	5
CJ 290: Terrorism Today	5
MT 140: Introduction to Management	5
CJ 305: Legal Foundations of Criminal Evidence	6
CJ 325: Psychology for Law Enforcement	6
CJ 340: Applied Criminal Justice Ethics	6
CJ 422: Human Resource Development for the Criminal Justice Professional*	6
CJ 423: Employment and Policy Law for Supervisors and Managers	6
CJ 424: Application of Management Theory to Criminal Justice Organizations	6
CJ 444: Managing Criminal Justice Organizations	6
CJ 489: Bachelor's Capstone in Criminal Justice Administration and Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

**Curriculum**

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b> Comparable Associate's or Bachelor's Degree <sup>‡</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
CJ 101: Introduction to the Criminal Justice System	
CJ 211: Police Operations	
MT 140: Introduction to Management	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 305: Legal Foundations of Criminal Evidence	6
CJ 325: Psychology for Law Enforcement	6
CJ 340: Applied Criminal Justice Ethics	6
CJ 422: Human Resource Development for the Criminal Justice Professional*	6
CJ 423: Employment and Policy Law for Supervisors and Managers	6
CJ 424: Application of Management Theory to Criminal Justice Organizations	6
CJ 444: Managing Criminal Justice Organizations	6
CJ 489: Bachelor's Capstone in Criminal Justice Administration and Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

\*Students must take the prerequisite course, CJ 345: Supervisory Practices in Criminal Justice, in place of an open elective.

<sup>†</sup>Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

<sup>‡</sup>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.

# Bachelor of Science in Fire and Emergency Management

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
FS 100: Eight Skills of the Effective Fire Science Student	5
FS 101: Fire Behavior and Combustion	5
FS 105: Fire Prevention Practices	5
FS 201: Strategy and Tactics	5
FS 202: Principles of Emergency Services	5
FS 204: Occupational Safety and Health for Emergency Services	5
FS 205: Ethics for the Fire and Emergency Services	5
FS 208: Legal Aspects of Emergency Services	5
CJ 307: Terrorism, WMD, and Disaster Response Methodology	6
FS 302: Advanced Principles of Firefighter Safety and Survival	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 412: Safety Risk Management for Fire and EMS	6
FS 499: Bachelor's Capstone in Fire and Emergency Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*†	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree†	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
FS 101: Fire Behavior and Combustion	
FS 105: Fire Prevention Practices	
FS 201: Strategy and Tactics	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 307: Terrorism, WMD, and Disaster Response Methodology	6
FS 302: Advanced Principles of Firefighter Safety and Survival	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 412: Safety Risk Management for Fire and EMS	6
FS 499: Bachelor's Capstone in Fire and Emergency Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives†	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

†Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

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

# Bachelor of Science in Fire Science

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
2. Fire Investigation and Analysis: Investigate technical, legal, and social aspects of arson.
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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
FS 100: Eight Skills of the Effective Fire Science Student	5
FS 101: Fire Behavior and Combustion	5
FS 102: Building Construction for Fire Protection	5
FS 103: Fire Protection Hydraulics and Water Supply	5
FS 104: Fire Protection Systems	5
FS 105: Fire Prevention Practices	5
FS 201: Strategy and Tactics	5
FS 202: Principles of Emergency Services	5
FS 301: Fire Investigation and Analysis	6
FS 302: Advanced Principles of Firefighter Safety and Survival	6
FS 303: Fire Protection Structures and Systems	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 408: Fire-Related Human Behavior	6
FS 412: Safety Risk Management for Fire and EMS	6
FS 413: Research Analysis for Fire Emergency Services	6
FS 498: Bachelor's Capstone in Fire Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
FS 101: Fire Behavior and Combustion	
FS 105: Fire Prevention Practices	
FS 201: Strategy and Tactics	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
FS 301: Fire Investigation and Analysis	6
FS 302: Advanced Principles of Firefighter Safety and Survival	6
FS 303: Fire Protection Structures and Systems	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 408: Fire-Related Human Behavior	6
FS 412: Safety Risk Management for Fire and EMS	6
FS 413: Research Analysis for Fire Emergency Services	6
FS 498: Bachelor's Capstone in Fire Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

\*Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

<sup>†</sup>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.

# Bachelor of Science in International and Comparative Criminal Justice

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

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

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

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

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

Kaplan University offers the Advanced Start Bachelor of Science in International and Comparative Criminal Justice degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of

career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Internationalism: Demonstrate knowledge of the nature and causes of crime in the international arena as well as comparative criminal justice systems.
2. Ethics: Evaluate on a comparative basis the ethical issues regarding the detection, investigation, and prosecution of international crime.
3. Technology: Apply technology to inform and enhance operational and strategic decisions related to international crime.
4. Criminological Theory: Use critical thinking skills to perform research in order to provide advice and analysis regarding the detection, investigation, and prosecution of transnational criminal offenders.
5. Law: Employ the principles of criminal law and procedures as they pertain to transnational crimes.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 100: Eight Skills of the Effective Criminal Justice Student	5
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology I	5
CJ 106: Foundations of International and Comparative Criminal Justice	5
CJ 107: Introduction to International Policing	5
CJ 210: Criminal Investigation	5
CJ 219: Peacekeeping Operations	5
CJ 293: Investigating Terrorism	5
CJ 307: Terrorism, WMD, and Disaster Response Methodology	6
CJ 343: Comparative Criminal Justice Systems	6
CJ 350: Organized Crime	6
CJ 360: Global Culture and Criminal Justice	6
CJ 361: Trends in International Policing	6
CJ 362: Current Gender Issues in International Criminal Justice	6
CJ 412: Role of Criminal Justice in Peacekeeping Operations	6
CJ 498: Bachelor's Capstone for International and Comparative Criminal Justice	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
CJ 101: Introduction to the Criminal Justice System	
CJ 102: Criminology I	
CJ 106: Foundations of International and Comparative Criminal Justice	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 307: Terrorism, WMD, and Disaster Response Methodology	6
CJ 343: Comparative Criminal Justice Systems	6
CJ 350: Organized Crime	6
CJ 360: Global Culture and Criminal Justice	6
CJ 361: Trends in International Policing	6
CJ 362: Current Gender Issues in International Criminal Justice	6
CJ 412: Role of Criminal Justice in Peacekeeping Operations	6
CJ 498: Bachelor's Capstone for International and Comparative Criminal Justice	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

\*Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

<sup>†</sup>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 or bachelor's degree.



# Associate of Applied Science in Criminal Justice

The Associate of Applied Science in Criminal Justice program is designed to prepare students 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. Successful graduates of this program may pursue employment opportunities in various positions within criminal justice, such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, and private protective services and investigations, as well as community-based programs and services. Some positions may require additional academy training and experience.

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Criminological Theory: Demonstrate an understanding of biological, sociological, and psychological theories of crime causation and discipline-specific evaluations of human behavior.
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.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CJ 100: Eight Skills of the Effective Criminal Justice Student OR CS 121: Pathways to Academic Success*	5
CJ 101: Introduction to the Criminal Justice System	5
CJ 210: Criminal Investigation	5
CJ 227: Criminal Procedure	5
100/200-level: Major Electives	15
CJ 299: Associate's Capstone in Criminal Justice	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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

Not all programs or courses are offered at all locations.

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

# Associate of Applied Science in Fire Science

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
FS 100: Eight Skills of the Effective Fire Science Student	5
FS 101: Fire Behavior and Combustion	5
FS 102: Building Construction for Fire Protection	5
FS 103: Fire Protection Hydraulics and Water Supply	5
FS 104: Fire Protection Systems	5
FS 105: Fire Prevention Practices	5
FS 201: Strategy and Tactics	5
FS 299: Associate's Capstone in Fire Science	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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.

# Corrections Certificate

The Kaplan University Corrections Certificate program is intended to prepare students to pursue entry-level and supervisory positions in today's complex corrections environment. The field of corrections provides a variety of job opportunities. Correctional officers perform a variety of law enforcement roles in supervising and maintaining security in correctional facilities. Corrections professionals also interact with probation and parole officials.

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

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

The Corrections Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates 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 setting 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CJ 101: Introduction to the Criminal Justice System	5
CJ 130: Introduction to Corrections	5
CJ 142: Criminal Origins and Correctional Alternatives	5
CJ 240: Legal Issues in Corrections	5
CJ 242: Critical Issues in Corrections	5
CJ 244: Client Relations in Corrections	5
CJ 340: Applied Criminal Justice Ethics OR	
CJ 345: Supervisory Practices in Criminal Justice	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>36</b>

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.

# Crime Scene Technician Certificate

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

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

The Crime Scene Technician Certificate program consists of a minimum of 44 quarter credit hours. Upon successful completion of the program, graduates 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.
6. Process a crime scene.

## Curriculum

Courses	Credits	
<b>CERTIFICATE REQUIREMENTS</b>		
<b>PREREQUISITE REQUIREMENTS</b>		
CJ 101:	Introduction to the Criminal Justice System	
CJ 102:	Criminology I	
MM 212:	College Algebra (or higher)	
100/200-level: Composition Course		
200-level or above: Physical or Biological Science Course		
<b>PROGRAM REQUIREMENTS</b>		
CJ 210:	Criminal Investigation	5
CJ 305:	Legal Foundations of Criminal Evidence	6
CJ 327:	Crime Scene Photography	6
CJ 328:	Forensic Fingerprint Analysis	6
CJ 370:	Crime Scene Investigation II	6
CJ 385:	Forensic Chemistry and Trace Evidence Analysis	6
CJ 386:	Forensic Biology and Impression Evidence	6
CJ 483:	Independent Study in Criminal Justice	3
<b>TOTAL PROGRAM REQUIREMENTS</b>		<b>44</b>

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

The Management and Supervision Certificate in Criminal Justice program is designed for students and professionals in the criminal justice field who wish to increase their knowledge of supervision and management within criminal justice. The certificate offers courses designed to introduce the student to the principles of human resource management and supervision in the field. Students 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.

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

The Management and Supervision Certificate in Criminal Justice consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Program Outcomes

1. Supervision: Analyze the role of supervisors and managers in criminal justice.
2. Human Resource Management: Apply theoretical knowledge to human resource challenges in criminal justice organizations.
3. Applied Ethics: Problem solve ethically as a supervisor or manager in criminal justice environments.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
<b>PREREQUISITE REQUIREMENTS</b>	
CJ 101: Introduction to the Criminal Justice System	
CJ 102: Criminology I	
CM 220: College Composition II	
<b>CORE REQUIREMENTS</b>	
CJ 340: Applied Criminal Justice Ethics	6
CJ 345: Supervisory Practices in Criminal Justice	6
CJ 421: Organizational Behavior in Criminal Justice Organizations	6
CJ 422: Human Resource Development for the Criminal Justice Professional	6
CJ 423: Employment and Policy Law for Supervisors and Managers	6
CJ 424: Application of Management Theory to Criminal Justice Organizations OR	
CJ 444: Managing Criminal Justice Organizations	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>36</b>

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

The Private Security Certificate program is designed for students and professionals in the criminal justice field who wish to increase their knowledge of private security. The program offers 10 courses designed to introduce the student to the field of private and corporate security, examine the range of security responsibilities, and teach the student 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 is not only designed to help students pursue employment in private or corporate security, but could also prepare them for professional membership in the American Society of Industrial Security (ASIS) and the Certified Protection Professional (CPP) certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exam.

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

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

The Private Security Certificate program consists of a minimum of 53 quarter credit hours. Upon successful completion of the program, graduates 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.

## Curriculum

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

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

Not all programs or courses are offered at all locations.

\*Students enrolled in the Private Security Certificate are exempt from the prerequisite requirement of PA 101: The Paralegal Professional or LS 102: Introduction to Law.

# Private Security Management Certificate

The Private Security Management Certificate is designed for students and professionals in the criminal justice field who wish to increase their knowledge of management in the field of security. The certificate offers courses designed to introduce the student to the concepts and issues in private and corporate security. In addition, students examine the range of security responsibilities, are taught to provide asset protection to a myriad of clients, and explore security risks and scenarios.

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

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

The Private Security Management Certificate program consists of a minimum of 15 or 16 quarter credit hours, depending on the student's choice of courses. Upon successful completion of the program, graduates will be awarded a certificate.

## Program Outcomes


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

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CJ 234: Issues in Private Security OR	
CJ 443: Security Management and Administration	5 or 6
CJ 246: Human Relations in a Diverse Society	5
100/200-level: Business/Management Elective	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>15 OR 16</b>

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.



*A lot of the professors have some kind of military, legal, or law enforcement background, such as myself. So they understand the...challenges associated with being a servicemember, being a father, being a husband.*

– Carlos Negron, School of Criminal Justice Graduate



# SCHOOL OF HEALTH SCIENCES

## Mission Statement

The mission of the health science programs is to educate students who can become ethical decision makers capable of entering the allied medical and health care fields. The School of Health Sciences seeks to accomplish this through a core curriculum of courses that foster effective communication skills, analytical problem-solving abilities, and an appreciation of the diversity of human beings. The curriculum then combines these skills with specific industry skills that give graduates the opportunity to function effectively in a dynamic field of service.



## Admissions Requirements

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

### BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT

Enrollment in the Bachelor of Science in Health Information Management program is limited to students who 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.

Students matriculating into the Bachelor of Science in Health Information Management program who 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 must complete these requirements prior to enrollment in the program.

### ASSOCIATE'S-LEVEL PROGRAMS

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

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

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

### Associate of Applied Science in Medical Assisting

Online

Applicants to the online Associate of Applied Science in Medical Assisting program are competitively selected for enrollment based on passing scores on the admissions assessments and a telephone interview. Applicants who are not selected to enroll in the Associate of Applied Science in Medical Assisting program may still enroll in other School of Health Sciences programs if they meet the School's general admissions requirements.

## Program Transfers

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

## Progression Requirements

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

- Transfer credit applied toward major courses must have been completed within 7 years of the start of the School of Health Sciences program.
- In addition to meeting Kaplan University's requirements, bachelor's and associate's-level students must achieve a minimum grade of "C" in each of the major requirements for the program.
- Health sciences students must also achieve a minimum of "S" (satisfactory) for the clinical components of courses.
- Students 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 clinical course, practicum, or externship placement and/or dismissal from the University.

### ACCELERATED MASTER'S DEGREE OPTIONS

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

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

- Students must have completed a minimum of 135 quarter credit hours in a School of Health Sciences bachelor's degree program, including any credits received for prior learning. Students enrolled in an advanced start degree option must have completed a minimum of 45 quarter credit hours.
- Students must possess a minimum cumulative GPA of 3.0.
- Students must obtain a grade of "B" or above in each of the master's-level courses and maintain a minimum cumulative GPA of 3.0 while completing the master's-level courses; failure to meet this requirement will result in removal from the accelerated master's degree option.

Students should consult with their Academic Advisor for additional information, to ensure that they are eligible for this option, and to apply for entry to the option. They should also discuss any financial aid implications with their Financial Aid Officer.

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

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

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

Upon successful completion of the Bachelor of Science in Health Care Administration program, students may apply for entry to Kaplan University's Master of Health Care Administration program.

If accepted, students will transfer in the courses completed as part of the undergraduate program.

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

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

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

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

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

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

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

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

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

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

#### **BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION**

- Students in the Bachelor of Science in Health Care Administration program will be withdrawn from their program if unable to successfully complete HA 499: Bachelor's Capstone in Health Care Administration on the second attempt.

- Students enrolled in the Bachelor of Science in Health Care Administration program must provide notice of intent to enroll in HA 499: Bachelor's Capstone in Health Care Administration 3 months prior to the beginning of the term in which they wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
- Students enrolled in the Bachelor of Science in Health Care Administration program are required to complete a clinical orientation workshop prior to placement at an externship site.
- Students enrolled in the Bachelor of Science in Health Care Administration program must complete and pass a criminal background check prior to placement at an externship site.

#### **ASSOCIATE'S DEGREE PROGRAMS**

##### **Satisfactory Academic Progress**

- Students in the Associate of Applied Science in Medical Assisting program will be withdrawn from their program if unable to successfully complete MA 260: Clinical Competencies I, MA 270: Clinical Competencies II, or MA 290: Medical Assisting Externship and Evaluation on the second attempt.
- Students in the Associate of Applied Science in Medical Office Management program will be withdrawn from their program if unable to successfully complete MO 290: Medical Office Management Externship and Evaluation on the second attempt.
- Students in the Associate of Applied Science in Health Information Technology program will be withdrawn from their program if unable to successfully complete HI 165: Health Information Practicum and HI 295: Health Information Externship/Capstone on the second attempt.
- Students in the Associate of Applied Science in Medical Transcription program will be withdrawn from their program if unable to successfully complete MR 290: Medical Transcription Practicum on the second attempt.
- It is recommended that Associate of Applied Science in Medical Transcription students obtain the ability to type a minimum of 40 words per minute (WPM) prior to beginning MR 110: Keyboarding II—Advanced Techniques. Failing to meet the minimum WPM requirement in MR 110 will result in difficulty completing coursework, and failure to complete all coursework in MR 110 will result in failure of the course and a possible delay in completion of the program.

##### **Clinical Experiences**

- Associate of Applied Science in Medical Assisting and Associate of Applied Science in Medical Office Management students must provide documentation of completion of Basic Life Support for Health Care Providers through the American Heart Association or American Red Cross prior to beginning the first clinical experience.
- Online students enrolled in the Associate of Applied Science in Health Information Technology, Associate of Applied Science in Medical Assisting, or Associate of Applied Science in Medical Office Management program must provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which they wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
- Online students enrolled in the Associate of Applied Science in Health Information Technology, Associate of Applied Science in Medical Assisting, or Associate of Applied Science in Medical Office Management program must complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.

### Portfolio Development and Assessment Process

All online medical assisting, medical office management, and health information technology students interested in pursuing credit for experiential learning must complete the Portfolio Development and Assessment Process by the end of the third term, or by the time they have accumulated 30 credits within their program. Therefore, students must enroll in EL 203: Portfolio Development in their second term.

### PHLEBOTOMIST CERTIFICATE

- Students enrolled in the Phlebotomist Certificate program must 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.
- Students enrolled in the Phlebotomist Certificate program must achieve a minimum grade of “C” in HS 291: Phlebotomy Lab to be eligible to enroll in HS 299: Phlebotomy Externship.
- Students enrolled in the Phlebotomist Certificate program must submit proof of CPR/first aid certification prior to enrolling in HS 299: Phlebotomy Externship.
- Students enrolled in the Phlebotomist Certificate program must achieve a minimum grade of “C” in HS 299: Phlebotomy Externship.

## Externships and Clinical Experiences

### HAGERSTOWN AND FREDERICK CAMPUSES

In particular phases of study, some programs include an externship or clinical experience that is to be completed without compensation. Although students are supervised by professionals at their externship or clinical site, they must continue to maintain contact with the University Externship Office on a regular basis.

In the event the University is unable to schedule a student into the required externship or clinical experience, there may be a delay between the time the student ends classes and begins 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 relocation and additional costs to the student.

In order for students to become eligible for externship or clinical experiences, the following academic requirements must be met prior to starting the externship or clinical experience:

1. Students must pass all required prerequisite courses, as indicated in this Catalog.
2. Students must have a CGPA of 2.0.
3. Students may not have a grade of “F” for any major course, unless their academic record reflects the course has been satisfactorily repeated.
4. Students may not have an incomplete grade (“I”) for any major course.
5. Students must have a 2.0 CGPA for externships graded as Pass/Fail.

During externship or clinical training, students 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, night students 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 the student’s performance based on the standards set by the University. The student 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, the student 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. Students should be aware that some facilities may have additional requirements that must be met prior to placement. Students are encouraged to seek out externship or clinical sites under the guidance of the Externship Coordinator. If a student has a particular interest in a facility with which the University is not affiliated, the student may bring this to the attention of the Externship Coordinator so the site may be evaluated.

Students may arrange the days or times of their externship or clinical training only with written permission from the University. If a student is absent from their externship or clinical training, the student 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.

## Graduation Requirements

In addition to the general undergraduate requirements for graduation, all health sciences students must:

1. Complete with a passing grade all requirements for the program of study, within the maximum time frame permitted, and attain a minimum CGPA of 2.0,
2. Have no less than a “C” in any of the major requirements for the program (“C-” for non-bachelor’s and non-associate’s degree students), and
3. Comply with all applicable policies and requirements related to the clinical educational experiences.

## The School of Health Sciences Honors Program

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

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

## GENERAL ELIGIBILITY REQUIREMENTS FOR THE HONORS PROGRAM

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

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

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

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

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

## SERVICE COMPONENT

The School of Health Sciences Honors Program service component requirements can be found in the School of Health Sciences Honors Handbook.

## Certification, State Board, and National Board Exams

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

## BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT

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

## BACHELOR OF SCIENCE IN NUTRITION SCIENCE

The Bachelor of Science in Nutrition Science program does not qualify students to sit for the Registered Dietitian Examination. Students interested in becoming a Certified Clinical Nutritionist may be required to take additional coursework and complete a 900-hour internship before being eligible to sit for the Certified Clinical

Nutritionist Examination. For more information, visit [www.cncb.org](http://www.cncb.org). Kaplan University is not responsible for assisting in placements for this internship.

## ASSOCIATE OF APPLIED SCIENCE IN HEALTH INFORMATION TECHNOLOGY

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

## ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING

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

## ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

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

## ASSOCIATE OF APPLIED SCIENCE IN MEDICAL OFFICE MANAGEMENT

The Associate of Applied Science in Medical Office Management program is designed to prepare students academically and with the administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation for students who wish to pursue national certification as medical administrative specialists. After completion of the program, students may be eligible to take the Certified Medical Administrative Specialist examination, given by the American Medical Technologists.

## MEDICAL ASSISTANT CERTIFICATE

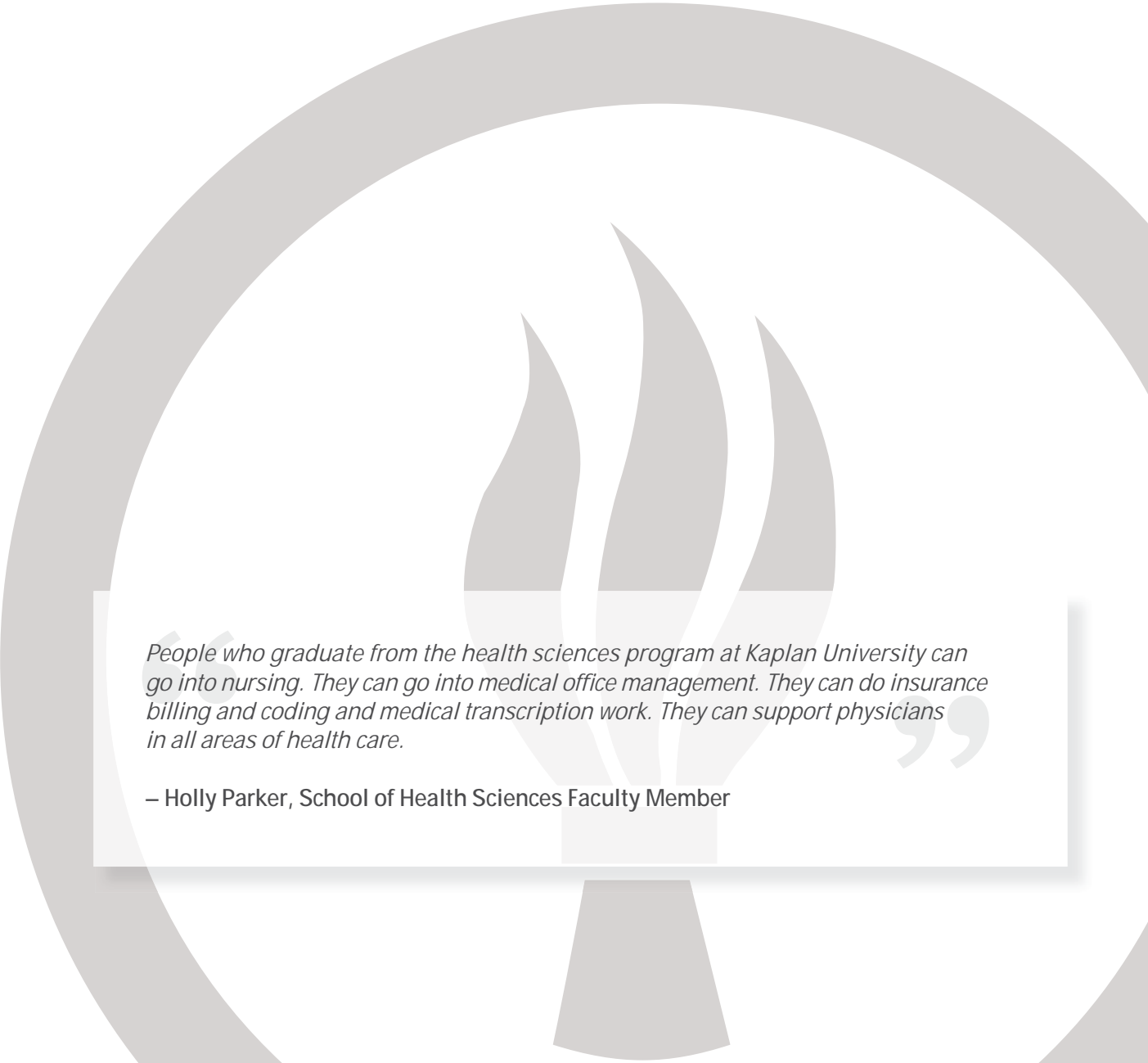
After completing the program, students may be eligible to take the Certified Medical Assistant (CMA) exam sponsored by the American Association of Medical Assistants (AAMA).

## MEDICAL BILLING/CODING CERTIFICATE

After completing the program, students 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).

## PHLEBOTOMIST CERTIFICATE

After completing the program, students may be eligible to take the Phlebotomy Technician certification exam sponsored by the American Society for Clinical Pathology (ASCP).



*People who graduate from the health sciences program at Kaplan University can go into nursing. They can go into medical office management. They can do insurance billing and coding and medical transcription work. They can support physicians in all areas of health care.*

– Holly Parker, School of Health Sciences Faculty Member

# Bachelor of Science in Health and Wellness

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

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

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

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional	5
EF 205: Scientific Foundations of Exercise and Fitness	5
HW 205: Vitamins, Herbs, and Nutritional Supplements	5
HW 210: Complementary and Alternative Medicine	5
HW 215: Models for Health and Wellness	5
HW 220: Contemporary Diet and Nutrition	5
SC 115: Principles of Nutrition	5
100/200-level: Major Elective	5
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Life Span	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
300/400-level: Major Electives	24
HW 499: Bachelor's Capstone in Health and Wellness	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b> Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HW 215: Models for Health and Wellness	
HW 220: Contemporary Diet and Nutrition	
HW 280: Mapping the Mind-Body Divide	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Life Span	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
300/400-level: Major Electives	24
HW 499: Bachelor's Capstone in Health and Wellness	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>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.



# Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration program is designed to address the growing need for well-prepared, entry-level health care administrators. The objective of the program is to provide students with the foundation to work within the health care industry as well as help prepare them to pursue entry-level supervisory roles in health care organizations.

The curriculum is designed to help students gain a strong foundation in the core disciplines of health care administration, as well as important concepts and processes, including content knowledge and skills in the areas of administration and management. Coursework teaches both foundational knowledge and skills, as well as overall concepts, values, research methods, and applications that could assist students as they prepare for a leadership career in health administration in the public sector or private industry. The program is taught by faculty with real-world knowledge and experience and helps students develop expertise in core health areas.

Graduates may be equipped to pursue a multitude of career options in health care organizations, as well as further graduate-level study. While the program is designed to prepare graduates to pursue graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

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

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

This program blends online coursework with an on-ground administrative experience. Students will complete an externship at an approved site during HA 499: Bachelor's Capstone in Health Care Administration. Students must complete and pass a criminal background check prior to placement at a site. Externship sites may require a medical examination.

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

in the courses completed as part of the undergraduate program. In addition, students will receive credit for specific graduate-level courses to avoid a repetition of previous coursework. Students will matriculate into a shortened version of the graduate program to earn a master's degree.

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.

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7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

**Discipline-Specific Program Outcomes**

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

## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success*	5
HA 255: Human Resources for Health Care Organizations	5
HS 230: Health Care Administration	5
PU 120: Introduction to Public Health	5
100/200-level: Major Electives	20
HA 405: Leadership and Ethics in Health Care	6
HA 415: Health Care Policy and Economics	6
HA 425: Operational Analysis and Quality Improvement	6
HI 300: Information Technology and Systems for Health Care	6
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 410: Organization and Management for Health Care	6
HS 440: Finance for Health Care	6
HS 450: Strategic Planning and Organizational Development for Health Care	6
HA 499: Bachelor's Capstone in Health Care Administration	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>100</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	47
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>47</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b> Comparable Associate's or Bachelor's Degree <sup>‡</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HA 255: Human Resources for Health Care Organizations	
HS 230: Health Care Administration	
PU 120: Introduction to Public Health	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
HA 405: Leadership and Ethics in Health Care	6
HA 415: Health Care Policy and Economics	6
HA 425: Operational Analysis and Quality Improvement	6
HI 300: Information Technology and Systems for Health Care	6
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 410: Organization and Management for Health Care	6
HS 440: Finance for Health Care	6
HS 450: Strategic Planning and Organizational Development for Health Care	6
HA 499: Bachelor's Capstone in Health Care Administration	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>60</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	12
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>12</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

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

<sup>‡</sup>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.

# Bachelor of Science in Health Information Management

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate 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.
4. Operations: Apply best practices in decision making regarding the management of health information.
5. Ethics and Professionalism: Employ the professional, ethical, and legal standards of health information management.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
Associate of Applied Science in Health Information Technology	
TOTAL PRIOR DEGREE CREDITS	90
<b>CORE REQUIREMENTS</b>	
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
<b>MAJOR REQUIREMENTS</b>	
HI 300: Information Technology and Systems for Health Care	6
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 410: Organization and Management for Health Care	6
HS 420: Advanced Health Informatics	6
HS 440: Finance for Health Care	6
HS 450: Strategic Planning and Organizational Development for Health Care	6
HS 460: Project Design and Management for Health Care	6
HI 499: Bachelor's Capstone in Health Information Management	6
TOTAL MAJOR REQUIREMENTS	54
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	18
TOTAL OPEN ELECTIVE REQUIREMENTS	18
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

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

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success*	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
HS 230: Health Care Administration	5
HW 215: Models for Health and Wellness	5
SC 155: Introduction to Chemistry—Matter and Equilibrium	5
100/200-level: Major Elective	5
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
300/400-level: Major Electives	24
HS 499: Bachelor's Capstone in Health Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>‡</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HS 260: Anatomy, Physiology, and Chemistry	
HS 265: Drugs, Disease, and Health Care	
HW 215: Models for Health and Wellness	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
300/400-level: Major Electives	24
HS 499: Bachelor's Capstone in Health Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>†</sup>	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>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.

<sup>‡</sup>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.

# Bachelor of Science in Nutrition Science

The Bachelor of Science in Nutrition Science program is designed to help prepare graduates to pursue a variety of career opportunities in health care- and nutrition science-related industries. The program's curriculum provides the student with content knowledge and skills in the broad areas of nutrition science and health care. The program's curriculum is designed to involve both foundational knowledge and skills, as well as overall concepts, values, research methods, and applications that will assist them in the development of a career in health care and nutrition science.

Students will be taught to apply principles of healthy living to educate individuals and the community, and develop administrative, ethical, and professional skills that will enable them to assume leadership positions in the increasingly diverse health care field.

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

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

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#### Discipline-Specific Outcomes

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

## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
NS 205: Food Safety and Microbiology	5
NS 210: Nutritional Analysis and Assessment	5
NS 220: Nutrition Planning and Management	5
SC 155: Introduction to Chemistry—Matter and Equilibrium	5
100/200-level: Major Elective	5
NS 315: Nutritional Biochemistry	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 335: Nutrition for Special Populations	6
300/400-level: Major Electives	24
NS 499: Bachelor's Capstone in Nutrition Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b> Comparable Associate's or Bachelor's Degree <sup>†</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HS 260: Anatomy, Physiology, and Chemistry	
NS 270: Nutritional Assessment and Management	
SC 155: Introduction to Chemistry—Matter and Equilibrium	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
NS 315: Nutritional Biochemistry	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 335: Nutrition for Special Populations	6
300/400-level: Major Electives	24
NS 499: Bachelor's Capstone in Nutrition Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations

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

<sup>†</sup>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.



# Bachelor of Science in Public Health

The Bachelor of Science in Public Health program is designed to address the growing need for well-prepared public health professionals. The objective of the Bachelor of Science in Public Health is to prepare students with the credentials to serve as public health professionals and advocates for the development of healthy individuals, organizations, and communities.

The curriculum is designed to help students gain a strong foundation in the core disciplines of public health, as well as important concepts and processes. Coursework focuses on health care administration, public health law, models of health and wellness, epidemiology and biostatistics, research methods, pathophysiology, nutrition management, and issues related to health disparity. Diverse elective courses that cover topics such as microbiology, environmental health, disaster management and emergency preparedness, and finance for health professionals are offered in the program. The curriculum is taught by faculty with real-world knowledge and experience and helps students develop expertise in core public health areas.

Graduates may be equipped to pursue a multitude of career options in public health and health care organizations, as well as further graduate-level study. This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

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

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional	5
HS 200: Diseases of the Human Body	5
HS 230: Health Care Administration	5
HW 215: Models for Health and Wellness	5
MM 207: Statistics	5
NS 220: Nutrition Planning and Management	5
PU 120: Introduction to Public Health	5
PU 240: Health Disparity	5
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 320: Microbiology	6
HS 415: Environmental Health	6
HS 440: Finance for Health Care	6
PU 340: Public Health Law	6
PU 430: Introduction to Disaster Management and Emergency Preparedness	6
300/400-level: Major Electives	12
PU 499: Bachelor's Capstone in Public Health	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>100</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*†	47
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>47</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree†	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
HS 230: Health Care Administration	
PU 120: Introduction to Public Health	
PU 240: Health Disparity	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 320: Microbiology	6
HS 415: Environmental Health	6
HS 440: Finance for Health Care	6
PU 340: Public Health Law	6
PU 430: Introduction to Disaster Management and Emergency Preparedness	6
300/400-level: Major Electives	12
PU 499: Bachelor's Capstone in Public Health	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>60</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	12
<b>OPEN ELECTIVE REQUIREMENTS</b>	<b>12</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

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

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

# Associate of Applied Science in Health Information Technology

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

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

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

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

This program blends online coursework with on-ground clinical experiences. Students will need to complete a minimum 30-hour clinical practicum at an approved clinical site during HI 165: Health Information Practicum. Students must also complete a 90-hour externship in a hospital or other health care facility to complete their course of study. Students must complete and pass a criminal background check prior to placement at a site. Externship sites may require a medical examination.

The Associate of Applied Science in Health Information Technology program consists of a minimum of 92 quarter credit hours. Upon successful completion of the program, graduates 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.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.

5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

### Discipline-Specific Outcomes

1. Technology: Apply data management processes in support of health information operations.
2. Administrative: Exhibit computer literacy.
3. Standards, Laws, and Ethics: Employ the ethical, professional, and legal standards of the health information professions.
4. Foundational Knowledge of Health Information Management: Exhibit proficiency in health information professional practice skills.
5. Professionalism: Embody professional behaviors and problem solving.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success*	5
HI 125: HIT I—Health Care Delivery and Information Management	5
HI 135: HIT II—Legal Aspects of Health Information and Health Care Statistics	5
HI 150: Automation of Health Information	5
HI 165: Health Information Practicum	2
HI 215: Reimbursement Methodologies	3
HI 230: Leadership and Quality Assessment in Health Information	5
HI 255: Medical Coding II	5
HS 111: Medical Terminology	5
HS 115: Software Applications for Health Care Professionals	3
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
HS 225: Medical Coding I	4
MR 160: Pharmacology and Laboratory Medicine	5
HI 295: Health Information Externship/Capstone	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>72</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Elective	5
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>5</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>92</b>

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

Not all programs or courses are offered at all locations.

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

# Associate of Applied Science in Medical Assisting

The objective of the Associate of Applied Science in Medical Assisting program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic. The associate's degree program is designed to provide a broad education that helps the student develop advanced technical and communication skills.

Graduates may be eligible to take the Certified Medical Assistant examination, given by the American Association of Medical Assistants, or the Registered Medical Assistant examination, given by the American Medical Technologists. Although the program is designed to prepare the student to take various certification exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exam.

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

The online program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete unpaid clinical experiences at an approved clinical site for both MA 260: Clinical Competencies I and MA 270: Clinical Competencies II. All students must also complete an unpaid practicum or externship (160 hours) in a physician's office or clinic to complete the course of study. Students must complete and pass a criminal background check prior to placement at a site. Medical assisting students are also required to submit a health history and proof of immunizations.

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

## Program Outcomes

### General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.

5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

### Discipline-Specific Outcomes

1. 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.
3. Standards, Laws, and Ethics: Employ the professional, ethical, and legal standards in health care practice.
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.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success*	5
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 220: Medical Coding and Insurance	5
HS 275: Professionalism in Health Care	2
MA 260: Clinical Competencies I	5
MA 270: Clinical Competencies II	5
MA 290: Medical Assisting Externship and Evaluation	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>62</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	15
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>15</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>92</b>

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

Not all programs or courses are offered at all locations.

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

# Associate of Applied Science in Medical Office Management

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

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

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

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

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete a minimum 90-hour, supervised externship in a physician's office or clinic to complete the course of study. Students must complete and pass a criminal background check prior to placement at a site. Medical office management students are also required to submit a health history and proof of immunizations.

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of a medical office manager.
2. Standards, Laws, and Ethics: Employ professional, ethical, and legal standards in health care practice.
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.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success*	5
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 115: Software Applications for Health Care Professionals	3
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 215: Medical Insurance and Billing	3
HS 225: Medical Coding I	4
HS 240: Medical Office Accounting	3
HS 275: Professionalism in Health Care	2
MO 250: Medical Records Management	3
MO 260: Medical Office Applications	5
MO 270: Advanced Medical Office Management	5
MO 290: Medical Office Management Externship and Evaluation	3
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>66</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	10
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>10</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>91</b>

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

Not all programs or courses are offered at all locations.

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

# Associate of Applied Science in Medical Transcription

The objective of the Associate of Applied Science in Medical Transcription program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position as a medical transcriptionist. Students are trained to transcribe and edit medical dictations with accuracy, consistency, and timeliness, while upholding the privacy and security of the health care data. Students may acquire proficiency in grammar, punctuation, medical terminology, and editing. Maintaining the integrity of the transcribed document and applying the principles of professional and ethical conduct are also stressed.

The program provides a broad education and, if the student pursues Registered Medical Transcriptionist certification, may allow the graduate to advance faster in the workplace. Graduates of this program may pursue work in hospitals, offices, or other health care organizations. Duties may include transcribing dictation, utilizing medical terminology, editing and revising documents, and interpreting and transcribing a variety of medical reports. Medical transcriptionists may also start their own businesses and work at home.

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

### Discipline-Specific Outcomes

1. Transcription: Transcribe health care dictation.
2. Patient Records: Prepare patient care documents.
3. Standards, Laws, and Ethics: Employ the professional, ethical, and legal standards in health care practice.
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.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR	
CS 121: Pathways to Academic Success*	5
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 115: Software Applications for Health Care Professionals	3
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
MR 105: Keyboarding I—Fundamentals	2
MR 110: Keyboarding II—Advanced Techniques	3
MR 160: Pharmacology and Laboratory Medicine	5
MR 250: Medical Records Transcription I	5
MR 260: Medical Records Transcription II	5
MR 270: Medical Records Transcription III	5
MR 275: Professional Development for Medical Transcriptionists	2
MR 290: Medical Transcription Practicum	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>65</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	10
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>10</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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

Not all programs or courses are offered at all locations.

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

# Dental Assistant Diploma

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

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

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

The program is only available onsite.

## Curriculum

Courses	Credits
<b>DIPLOMA REQUIREMENTS</b>	
DA B170: Radiology	4.5
DA G151: Patient Interaction	6.5
DA K151: Foundational Skills for Dental Assisting	6
DA O170: Operative Assisting	5
DA P170: Dental Materials	5.5
DA R170: Chairside Specialties	6
DA V190: Specialty Dentistry Externship	2.5
DA W151: Technology and Terminology for Dental Assisting	6
DA Y151: Diagnostic Assisting	5
DA Z190: General Dentistry Externship	9
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>56</b>

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

The objective of the Medical Assistant Certificate program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures.

This program is designed, among other things, to prepare students to take the Certified Medical Assistant (CMA) exam sponsored by the American Association of Medical Assistants (AAMA). However, the University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of high school (or its equivalent), not having a criminal record, meeting other licensure or certification requirements, or the program or University itself having appropriate accreditation or licensure. Externship sites may themselves require a criminal background check or medical examination. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

Graduates of this program may perform routine laboratory tests and they may also assist 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.

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

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

The Medical Assistant Certificate program consists of 52 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

This program is only available onsite.

## 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.
3. Standards, Laws, and Ethics: Practice professional, ethical, and legal standards in health care settings.
4. Professionalism: Exhibit professional behavior as defined by the health care industry.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR	
CS 121: Pathways to Academic Success	5
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 210: Medical Office Management	5
HS 220: Medical Coding and Insurance	5
HS 275: Professionalism in Health Care	2
MA 260: Clinical Competencies I	5
MA 270: Clinical Competencies II	5
MA 290: Medical Assisting Externship and Evaluation	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>52</b>

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

The objective of the Medical Billing/Coding Certificate program is to prepare students 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 students 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. Students may receive hands-on training through externships in acute-care hospitals, physicians' offices, and long-term care facilities.

Graduates of this program may be able to evaluate medical records in order to appropriately assign ICD-9 and CPT codes related to medical diagnoses and procedures, submit insurance claims for reimbursement, and evaluate rejected claims for resubmission. Graduates will be capable of using computerized billing programs, as well as completing the HCFA claim form. Graduates will have 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 to prepare graduates to pursue entry-level employment in the field, or jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any of the jobs described or placed at all.

This program is designed, among other things, to help eligible students 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). However, the University cannot guarantee a student's eligibility either to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of high school (or its equivalent), not having a criminal record, meeting other licensure or certification requirements, or the program or University having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

Prior to graduation, students are required to complete a 90-hour externship. Externship sites may require students to complete a criminal background check or medical examination.

The Medical Billing/Coding Certificate program consists of 62 quarter credit hours. Upon completion of the program, graduates will be awarded a certificate.

This program is only available onsite.

## 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.
4. Standards, Laws, Ethics, and Professionalism: Analyze ethical and legal standards in practical applications within the discipline of coding and medical claims processing.
5. Critical Thinking: Apply problem-solving skills to real and simulated health care scenarios.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success	5
CM 107: College Composition I OR CM 109: College Composition I—Effective Writing I for the Health Care Professional	5
HS 111: Medical Terminology	5
HS 115: Software Applications for Health Care Professionals	3
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 215: Medical Insurance and Billing	3
HS 225: Medical Coding I	4
HI 255: Medical Coding II	4
HS 292: Billing and Coding Externship	3
MM 150: Survey of Mathematics	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>62</b>

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

The objective of the Phlebotomist Certificate program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in clinics, drug treatment centers, freestanding surgical centers, and hospital areas.

Students will be trained 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.

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

This program is designed, among other things, to help eligible students prepare for the Phlebotomy Technician exam sponsored by the American Society for Clinical Pathology (ASCP). However, the University cannot guarantee a student's eligibility either to take this exam or become nationally registered with ASCP. A student's eligibility may depend on his or her work experience, completion of high school (or its equivalent), not having a criminal record, meeting other licensure or certification requirements, or the program or University having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

Prior to graduation, students are required to complete a 135-hour externship. Externship sites may require a criminal background check and/or medical examination, including proper documentation of applicable immunizations. The externship portion of this program is uncompensated.

The Phlebotomist Certificate program consists of a minimum of 45 quarter credits hours. Upon completion of the program, graduates will be awarded a certificate.

This program is only available onsite.

## 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success	5
CM 107: College Composition I OR CM 109: College Composition I—Effective Writing I for the Health Care Professional	5
HS 101: Medical Law and Bioethics	5
HS 102: Introduction to Human Diseases	5
HS 111: Medical Terminology	5
HS 291: Phlebotomy Lab	5
HS 299: Phlebotomy Externship	5
IT 133: Software Applications	5
100/200-level: Open Elective	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>45</b>

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

Not all programs or courses are offered at all locations.

# SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY



## 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.

## Admissions Requirements

In addition to the general University admissions requirements, the School of Information Systems and Technology has specific requirements for the following programs:

### POSTBACCALAUREATE CERTIFICATES

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

## Progression Requirements

In addition to the general undergraduate student progression requirements, the School of Information Systems and Technology stipulates that students enrolled in the Bachelor of Science in Information Technology or Associate of Applied Science in Information Technology program 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.

## Certification, State Board, and National Board Exams

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

Students enrolled in information systems and technology programs may be eligible to take the following examinations:

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

### CISCO NETWORKS POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the Cisco Certified Network Associate (CCNA) certification exam.

### COMPUTER FORENSICS POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the CompTIA Network+, CompTIA Security+, and EnCase Certified Examiner (EnCE) certification exams.

### COMPUTER SYSTEMS TECHNICIAN CERTIFICATE

Students who complete the certificate program may be eligible to take the CompTIA A+ certification examination.

### INFORMATION SECURITY POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams.

### INTERNET WEB DESIGN POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the CIW Associate Design Specialist certification exam.

### LINUX SYSTEM ADMINISTRATION POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the CompTIA Linux+ and Novell Certified Linux Professional certification exams.

### MICROSOFT OPERATING SYSTEMS POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take various Microsoft certification exams.

### ORACLE DATABASE ADMINISTRATION POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the Oracle DBA Assessment Exam.

# Bachelor of Science in Information Technology

The objective of the Bachelor of Science in Information Technology program is to prepare students to pursue career advancement in information technology by teaching them the knowledge, communication skills, critical thinking, creative skills, and technical competencies required in the modern workplace. At the completion of this degree program, students may be able to apply system and technical solutions and analysis to hardware and software problems. This degree program accommodates both the student whose immediate educational goals are satisfied by the completion of a bachelor's degree and the student who is planning to pursue study in the information technology field beyond the baccalaureate level.

Kaplan University offers several options for personalizing a degree in information technology by focusing electives on a particular career focus area. Career focus areas consist of a minimum of four courses and allow students to concentrate on their individual career interests.

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
2. Client Specifications: Analyze users' technical issues.
3. System Specifications: Design information systems.
4. Technology Analysis: Evaluate IT trends, practices, and products.
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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
CS 114: Academic Strategies for the IT Professional OR CS 121: Pathways to Academic Success*	5
IT 117: Introduction to Website Development	5
IT 163: Database Concepts Using Microsoft Access OR IT 238: Data Modeling for Health Informatics	5
IT 190: Foundations in Information Technology	5
IT 193: Foundations of Programming Using Visual Basic OR IT 258: Foundations of Programming Using Java	5
IT 273: Networking Concepts	5
Choose one of the following 100/200-level courses:	5
MT 140: Introduction to Management	
MT 209: Small Business Management	
MT 220: Global Business	
200-level: Mathematics Course <sup>†</sup>	5
IT 301: Project Management I OR MT 451: Managing Technological Innovation	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 337: Internet Business Fundamentals OR MT 300: Management of Information Systems	6
IT 350: Structured Query Language OR IT 354: Database Design	6
IT 402: IT Consulting Skills OR IT 489: Information Technology Externship	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>‡</sup>	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>§</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
100/200-level: IT Course <sup>#</sup>	
100/200-level: IT Course <sup>#</sup>	
100/200-level: IT Course <sup>#</sup>	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
IT 301: Project Management I OR MT 451: Managing Technological Innovation	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 337: Internet Business Fundamentals OR MT 300: Management of Information Systems	6
IT 350: Structured Query Language OR IT 354: Database Design	6
IT 402: IT Consulting Skills OR IT 489: Information Technology Externship	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>‡</sup>	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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**CAREER FOCUS AREAS**

**Application Development**

IT 258:	Foundations of Programming Using Java	5
IT 271:	Visual Basic Fundamentals OR	
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 461:	Advanced Visual Basic Programming	6

**Database Management**

IT 163:	Database Concepts Using Microsoft Access	5
IT 350:	Structured Query Language	6
IT 354:	Database Design	6
IT 358:	Oracle Query Design	6
IT 452:	Intermediate Query Design and Reporting	6
IT 456:	SQL Server Database Administration OR	
IT 458:	Oracle Database Administration	6

**Health Informatics**

IT 128:	Health Informatics I	5
IT 228:	Health Informatics II	5
IT 238:	Data Modeling for Health Informatics	5
IT 358:	Oracle Query Design	6
IT 428:	Application Development for Health Care	6
IT 453:	Business Intelligence OR	
IT 457:	Data Warehousing and Data Mining	6

**Information Security and Forensics**

IT 273:	Networking Concepts	5
IT 278:	Network Administration	5
IT 286:	Introduction to Network Security	5
CJ 317:	Computer Forensics	6
IT 390:	Intrusion Detection and Incidence Response	6
IT 411:	Digital Forensics	6
IT 412:	Information Systems Security	6

**Information Systems Management**

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

**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
IT 407:	Mobile Application Development for Apple Handheld Devices OR	
IT 408:	Mobile Applications for Blackberry Devices	6

**Network Administration**

IT 273:	Networking Concepts	5
IT 278:	Network Administration	5
IT 283:	Networking with TCP/IP	5
IT 286:	Introduction to Network Security	5
IT 375:	Windows Enterprise Administration	6
IT 388:	Routing and Switching I	6
IT 471:	Routing and Switching II OR	
IT 482:	Network Design	6

**New Media/Internet Marketing**

IT 214:	Foundations of Web Design OR	
IT 245:	Website Development <sup>††</sup>	5
IT 247:	Fundamentals of Web Graphics	5
MT 219:	Marketing	5
IT 437:	Internet Marketing	6
MT 359:	Advertising in the Twenty-First Century	6
MT 450:	Marketing Management	6

**Project Management**

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

**Web Development**

IT 214:	Foundations of Web Design OR	
IT 245:	Website Development <sup>††</sup>	5
IT 241:	Web Design Methods and Technology OR	
IT 250:	Enhancing Websites With PHP	5
IT 247:	Fundamentals of Web Graphics	5
IT 373:	Introduction to Multimedia Using Adobe Flash	6
IT 476:	Web Marketing and E-Commerce	6
IT 490:	Multimedia Scripting	6

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

Not all programs or courses are offered at all locations.

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

†Students enrolled in the database management, application development, and mobile computing career focus areas must take MM 250: Introductory Discrete Mathematics as their 200-level mathematics course.

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

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

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

\*\*Students enrolled in the advanced start degree option will take IT 271: Visual Basic Fundamentals.

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

# Associate of Applied Science in Computer Forensics

The Associate of Applied Science in Computer Forensics program is designed to prepare students with the applied knowledge, technical skills, critical thinking skills, and communication skills to pursue a wide range of entry-level positions in the field of computer forensics, intrusion detection, and cybercrime investigations. Students are taught the technical skills necessary to collect, preserve, and analyze digital evidence. Legal and technical issues regarding acquiring and handling digital evidence will be emphasized. The curriculum also discusses the application of penetration testing techniques to evaluate computer and network security systems. Students will gain hands-on experience with professional investigative software and tools.

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

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

This program is only available onsite.

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge: Identify computer forensics technologies, terminology, principles, methodologies, and trends.
2. Forensic Tools: Analyze various computer forensics tools.
3. Application: Analyze, prepare, and present computer forensic evidence using computer forensic methodologies.
4. Laws and Regulations: Explain the laws and regulations that apply to the computer forensics profession.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 114: Academic Strategies for the IT Professional OR	
CS 121: Pathways to Academic Success	5
CF 101: Computer Forensics I	5
CF 201: Computer Forensics II	5
CF 235: Computer Security and Penetration Testing	5
CF 245: Mobile Device Forensics	5
CF 265: Network Forensics	5
IT 190: Foundations in Information Technology	5
IT 299: Associate's Capstone in Information Technology	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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 Graphic Design

The Associate of Applied Science in Graphic Design program is designed to prepare students with the applied knowledge, technical skills, communication abilities, and general knowledge to pursue a wide range of entry-level positions in the field of graphic and digital design as illustrators, layout artists, Web designers, multimedia artisans, and producers. Students will be encouraged to develop creativity, while stressing technical and presentation skills.

Successful graduates of this program may pursue employment opportunities in various positions within graphic design, multimedia production, print production, layout composition, online and offline media production, and Web-based document delivery. This program is designed to prepare graduates to pursue entry-level employment in the field, or jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any of the jobs described or placed at all.

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

This program is only available onsite.

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Knowledge Base: Describe principles, methods, and trends of the graphic and digital design profession.
2. Interpretation: Assess project requirements to design a unique product that meets desired project outcomes.
3. Technology: Design graphic and digital productions using computer application skills.
4. Ethics and Professionalism: Analyze ethical and legal standards in practical applications within the discipline of graphic and digital design.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 114: Academic Strategies for the IT Professional OR	
CS 121: Pathways to Academic Success	5
GD 100: Color and Design Layout	5
GD 110: Introduction to the History of Graphic Design	5
GD 120: Typography	5
100/200-level: Major Electives	15
IT 299: Associate's Capstone in Information Technology	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

### EMPHASIS AREAS

#### Option I: Print Layout and Design

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

#### Option II: Web and Online Animation Design

GD 260: Multimedia and Production	5
IT 214: Foundations of Web Design	5
IT 247: Fundamentals of Web Graphics	5

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

Not all programs or courses are offered at all locations.

# Associate of Applied Science in Information Technology

The Associate of Applied Science in Information Technology program is designed to prepare students 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. Students are taught the foundational skills to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop Web pages.

Kaplan University offers several options for personalizing a degree in information technology by focusing electives on a particular career focus area. Career focus areas consist of a minimum of three courses and allow students to concentrate on their individual career interests.

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. Technical Skills: Use technical skills and methods to solve problems.
2. Client Specifications: Analyze users' technical needs.
3. Application: Design technology applications.
4. Knowledge: Understand technology trends, practices, and products.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
CS 114: Academic Strategies for the IT Professional OR CS 121: Pathways to Academic Success*	5
IT 117: Introduction to Website Development	5
IT 163: Database Concepts Using Microsoft Access OR IT 238: Data Modeling for Health Informatics	5
IT 190: Foundations in Information Technology	5
IT 193: Foundations of Programming Using Visual Basic OR IT 258: Foundations of Programming Using Java	5
IT 273: Networking Concepts	5
Choose one of the following 100/200-level courses:	5
IT 296: Associate's-Level Information Technology Externship <sup>†</sup>	
MT 140: Introduction to Management	
MT 209: Small Business Management	
MT 220: Global Business	
IT 299: Associate's Capstone in Information Technology	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives <sup>‡</sup>	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>
<b>CAREER FOCUS AREAS</b>	
<b>Application Development</b>	
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
<b>Help Desk Administration</b>	
IT 261: Desktop Administration	5
IT 278: Network Administration	5
MT 221: Customer Service	5
<b>Network Administration</b>	
IT 278: Network Administration	5
IT 283: Networking with TCP/IP	5
IT 286: Introduction to Network Security	5
<b>Web Development</b>	
IT 241: Web Design Methods and Technology OR IT 250: Enhancing Websites With PHP	5
IT 245: Website Development	5
IT 247: Fundamentals of Web Graphics	5

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

Not all programs or courses are offered at all locations.

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

<sup>†</sup>Only available onsite.

<sup>‡</sup>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.

# Cisco Networks Postbaccalaureate Certificate

The objective of the Cisco Networks Postbaccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position working with Cisco networks. The certificate is designed to provide foundational knowledge of key information technology areas including network administration, TCP/IP protocols, and network routers and switches. Students configure and troubleshoot network routers and switches using live and simulated labs.

This certificate could also help students prepare for the Cisco Certified Network Associate (CCNA) certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exam.

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

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

The Cisco Networks Postbaccalaureate Certificate consists of a minimum of 27 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 273: Networking Concepts	5
IT 278: Network Administration	5
IT 283: Networking with TCP/IP	5
IT 388: Routing and Switching I	6
IT 471: Routing and Switching II	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>27</b>

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

The objective of the Computer Forensics Postbaccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position in computer forensics. The certificate is designed to provide foundational knowledge of key information technology areas including intrusion detection systems, incidence response strategies, computer forensics, and forensic techniques. Students explore computer forensic software and study to gain proficiency in these programs.

This certificate could also help students prepare for the CompTIA Network+, CompTIA Security+, and the EnCase Certified Examiner (EnCE) certification exams. While the courses in the program may provide students with the knowledge necessary to sit for these examinations, Kaplan University cannot guarantee students' eligibility to either take these examinations or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

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

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

The Computer Forensics Postbaccalaureate Certificate program consists of a minimum of 28 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 273: Networking Concepts	5
IT 286: Introduction to Network Security	5
CJ 317: Computer Forensics	6
IT 390: Intrusion Detection and Incidence Response	6
IT 411: Digital Forensics	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>28</b>

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 Systems Technician Certificate

The objective of the Computer Systems Technician Certificate program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position as a computer technician or service technician. Graduates may be able to find other career opportunities in information systems installation, maintenance, and repair.

Students may also be prepared to take the CompTIA A+ certification examination. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

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

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

The Computer Systems Technician Certificate program consists of a minimum of 45 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

The program is only available onsite.

# Information Security Postbaccalaureate Certificate

The objective of the Information Security Postbaccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position in information security. The certificate 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 could also help students prepare for the CompTIA Network+, CompTIA Security+, and the Certified Information Systems Security Professional (CISSP) certification exams. While the courses in the program may provide students with the knowledge necessary to sit for these examinations, Kaplan University cannot guarantee students' eligibility to either take these examinations or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

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

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
CS 114: Academic Strategies for the IT Professional OR	
CS 121: Pathways to Academic Success	5
CM 106: College Composition I—Effective Writing I for IT Majors OR	
CM 107: College Composition I	5
IT 117: Introduction to Website Development	5
IT 133: Software Applications	5
IT 190: Foundations in Information Technology	5
IT 193: Foundations of Programming Using Visual Basic	5
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
100/200-level: Elective*	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>45</b>

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

Not all programs or courses are offered at all locations.

\*Students planning on continuing their education and enrolling in an associate's degree program with a programming or Web development emphasis should use the program elective to satisfy an emphasis area prerequisite.

the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Information Security Postbaccalaureate Certificate program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 273: Networking Concepts	5
IT 278: Network Administration	5
IT 286: Introduction to Network Security	5
IT 412: Information Systems Security	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>21</b>

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 Technology Pathway Certificate

The Information Technology Pathway Certificate program is designed to prepare students to pursue entry-level employment and career advancement in the IT field. The certificate provides foundational knowledge of key information technology areas including computer hardware, the Internet, databases, computer programming, and networking.

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

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

The Information Technology Pathway Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 117: Introduction to Website Development	5
IT 163: Database Concepts Using Microsoft Access	5
IT 190: Foundations in Information Technology	5
IT 193: Foundations of Programming Using Visual Basic	5
IT 245: Website Development	5
IT 273: Networking Concepts	5
IT 331: Technology Infrastructure	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>36</b>

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.

# Internet and Website Development Certificate

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

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

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

The Internet and Website Development Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 117: Introduction to Website Development	5
IT 163: Database Concepts Using Microsoft Access	5
IT 193: Foundations of Programming Using Visual Basic	5
IT 245: Website Development	5
IT 247: Fundamentals of Web Graphics	5
IT 250: Enhancing Websites With PHP	5
IT 373: Introduction to Multimedia Using Adobe Flash	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>36</b>

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.

# Internet Web Design Postbaccalaureate Certificate

The objective of the Internet Web Design Postbaccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position in the field of Web design. The certificate is designed to provide foundational knowledge of key information technology areas including website design, Web graphics, Web technologies and strategies, and multimedia. Students explore various types of Web authoring software and study to gain proficiency in these programs.

This certificate could also help students prepare for the CIW Associate Design Specialist certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exam.

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

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

# Introduction to Computer Programming Language Certificate

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

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

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

The Introduction to Computer Programming Language Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

The Internet Web Design Postbaccalaureate Certificate program consists of a minimum of 26 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 117: Introduction to Website Development	5
IT 241: Web Design Methods and Technology	5
IT 245: Website Development	5
IT 247: Fundamentals of Web Graphics	5
IT 373: Introduction to Multimedia Using Adobe Flash	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>26</b>

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

Not all programs or courses are offered at all locations.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 163: Database Concepts Using Microsoft Access	5
IT 190: Foundations in Information Technology	5
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
IT 350: Structured Query Language	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>36</b>

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

The objective of the Linux System Administration Postbaccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position working with Linux operating systems. The certificate is designed to provide foundational knowledge of key information technology areas including network administration, Linux installation and configuration, network services, security, and recovery. Students explore how to install, configure, and administer Linux as a network operating system.

This certificate could also help students prepare for the CompTIA Linux+ and the Novell Certified Linux Professional certification exams. While the courses in the program may provide students with the knowledge necessary to sit for these examinations, Kaplan University cannot guarantee students' eligibility to either take these examinations or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

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

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

The Linux System Administration Postbaccalaureate Certificate program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 190: Foundations in Information Technology	5
IT 273: Networking Concepts	5
IT 275: Linux System Administration	5
IT 374: Linux System Administration II	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>21</b>

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

The objective of the Microsoft Operating Systems Postbaccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position working with Microsoft operating systems. The certificate is designed to provide foundational knowledge of key information technology areas including PC configuration and maintenance, desktop administration, network administration, and Active Directory configuration. Students explore Microsoft operating systems and study to gain proficiency in these systems.

This certificate could also help students prepare for various Microsoft certification exams. While the courses in the program may provide students with the knowledge necessary to sit for these examinations, Kaplan University cannot guarantee students' eligibility to either take these examinations or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

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

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

The Microsoft Operating Systems Postbaccalaureate Certificate program consists of a minimum of 26 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 190: Foundations in Information Technology	5
IT 261: Desktop Administration	5
IT 273: Networking Concepts	5
IT 278: Network Administration	5
IT 375: Windows Enterprise Administration	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>26</b>

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

The objective of the Oracle Database Administration Post-baccalaureate Certificate is to prepare students with the critical knowledge and technical skills to pursue an entry-level position in database administration or database development. The certificate 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. Students explore database management software and study to gain proficiency in these programs.

This certificate could also help students prepare for the Oracle DBA Assessment Exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exam.

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

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

The Oracle Database Administration Postbaccalaureate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
IT 163: Database Concepts Using Microsoft Access	5
IT 350: Structured Query Language	6
IT 358: Oracle Query Design	6
IT 458: Oracle Database Administration	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>23</b>

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 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.

## Admissions Requirements

In addition to the general University admissions requirements, the School of Legal Studies has specific requirements for the following program:

### PATHWAY TO PARALEGAL POSTBACCALAUREATE CERTIFICATE

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

## Progression Requirements

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

### ACCELERATED MASTER'S DEGREE OPTIONS

Eligible students enrolled in a Kaplan University School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies may choose to complete one of the below accelerated master's degree options.

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

- Students must possess and maintain a minimum cumulative GPA of 3.0.
- Students must obtain a grade of "B" or above in each of the master's-level courses.
- Students must have completed a minimum of 135 quarter credit hours in their bachelor's degree program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours.

Please refer to the individual option sections below for additional requirements.

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

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

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

### Accelerated Master of Public Administration Option

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

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

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

- Students must have at least 20 credits of open electives available in their degree plan.
- With the exception of students enrolled in the Bachelor of Science in Public Administration and Policy, it is highly recommended that students complete the following prerequisite courses at Kaplan University if they have not completed equivalent courses at an accredited college or university:
  - SS 236: People, Power, and Politics—An Introduction to American Government
  - MM 207: Statistics
  - PP 201: Introduction to Policy Making

### Accelerated Master of Science in Criminal Justice Option

Eligible students enrolled in a Kaplan University School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Criminal Justice may take the below graduate-level courses in place of open electives. Students enrolled in the Master of Science in Criminal Justice program will choose to complete a thesis, comprehensive exam, or applied research track of study.

#### Thesis or Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 503: Organizational Behavior

#### Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 525: Applied Research in Criminal Justice

### Accelerated Master of Science in Environmental Policy Option

Eligible students enrolled in a Kaplan University School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Environmental Policy 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
- PP 510: Leadership in the Public Sector

**Accelerated Master of Science in Homeland Security  
and Emergency Management Option**


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

- CJ 500: Critical Legal Issues in Criminal Justice
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans
- PP 510: Leadership in the Public Sector

**Accelerated Master of Science in Legal Studies Option**

Eligible students enrolled in a Kaplan University School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Legal Studies 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



*Learning and applying it to my job was a wonderful thing....I was able to apply it daily in my work. And now that I'm finished with my degree, I not only receive great accolades from everybody in my department, but effective tomorrow, I will receive a promotion and a pay raise....”*

– Gina Johnson, Associate of Applied Science in Paralegal Studies Graduate

# Bachelor of Science in Environmental Policy and Management

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
4. Environmental Policy and Law: Assess environmental policy and its impact on local, state, and national systems and communities.
5. Global Environmental Issues: Analyze issues of the environment within the context of the global arena.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student	5
EM 101: Introduction to Environmental Policy and Management	5
EM 205: The Politics of Managing the Environment	5
MM 207: Statistics	5
PP 110: Ethics and Public Administration	5
PP 201: Introduction to Policy Making	5
PP 205: Introduction to Administrative Law	5
PP 220: Socially Responsible Leadership	5
SC 225: Environmental Science—Ecosystems, Resources, and Carbon Footprints	5
EM 305: The Economics of Environmental Management	6
EM 410: The Global Environment	6
EM 430: Environmental Policy Analysis	6
LS 302: Advanced Environmental Law and Policy	6
PP 310: Finance and Budgeting in the Public Sector	6
PP 420: Private and Public Sector Partnerships	6
PP 450: Program Evaluation OR	
PP 460: Grant Writing	6
EM 499: Bachelor's Capstone in Environmental Policy and Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>93</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*†	54
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>54</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree†	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
EM 101: Introduction to Environmental Policy and Management	
MM 207: Statistics§	
SC 225: Environmental Science—Ecosystems, Resources, and Carbon Footprints	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
EM 305: The Economics of Environmental Management	6
EM 410: The Global Environment	6
EM 430: Environmental Policy Analysis	6
LS 302: Advanced Environmental Law and Policy	6
PP 310: Finance and Budgeting in the Public Sector	6
PP 420: Private and Public Sector Partnerships	6
PP 450: Program Evaluation OR	
PP 460: Grant Writing	6
EM 499: Bachelor's Capstone in Environmental Policy and Management	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

\*Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

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

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

§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.

# Bachelor of Science in Legal Studies

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

The program focuses on the knowledge, skills, and values 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 developing the practical skills to successfully enter the job market. Students have the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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 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.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student OR CS 121: Pathways to Academic Success*	5
IT 133: Software Applications OR PA 230: Introduction to Legal Technology†	5
LS 102: Introduction to Law	5
PA 165: Introduction to Torts	5
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
LS 305: Constitutional Law	6
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
300/400-level: Major Electives	24
LS 493: BSLS Capstone (Internship Option) OR LS 498: BSLS Capstone (Research Option)	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives‡	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>§</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
IT 133: Software Applications OR PA 230: Introduction to Legal Technology†	
LS 102: Introduction to Law	
PA 201: Introduction to Legal Research	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
LS 305: Constitutional Law	6
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
300/400-level: Major Electives	24
LS 493: BSLS Capstone (Internship Option) OR LS 498: BSLS Capstone (Research Option)	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives‡	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

†Onsite students will take IT 133: Software Applications.

‡Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

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



# Bachelor of Science in Paralegal Studies

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student OR CS 121: Pathways to Academic Success*	5
IT 133: Software Applications OR PA 230: Introduction to Legal Technology†	5
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
100/200-level: Major Elective	5
PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 401: Advanced Legal Writing	6
300/400-level: Major Electives	24
PA 499: Bachelor's Capstone in Paralegal Studies	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>88</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives‡	59
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>59</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree <sup>§</sup>	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
PA 101: The Paralegal Professional	
PA 110: Civil Litigation	
PA 201: Introduction to Legal Research	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 401: Advanced Legal Writing	6
300/400-level: Major Electives	24
PA 499: Bachelor's Capstone in Paralegal Studies	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives‡	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

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

†Onsite students will take IT 133: Software Applications.

‡Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

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

# Bachelor of Science in Political Science

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

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

The program's curriculum bridges to other disciplines including economics, law/legal studies, and social science. This melding of perspectives and the connection of disciplines creates a program rich in analysis of how various facets of political, legal, governmental, and economic structures interact. In addition, the program helps students develop skills and understand methods of applying these facets to the study of leadership in the political arena.

The Bachelor of Science in Political Science is designed to prepare graduates to be "active" and involved citizens in a democratic political system founded on principles of representative government as well as a multitiered system involving the federal, state, and local levels. This program also helps provide students with the tools to participate and compete in the multifaceted political structure within a rapidly developing culture where global lines, institutions, cultures, and economies are blurred. The Bachelor of Science in Political Science teaches students to think about politics and helps prepare them to be critical and informed participants in an increasingly complex world.

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

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

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student	5
BU 204: Macroeconomics	5
LS 102: Introduction to Law	5
MM 207: Statistics	5
PO 101: Introduction to Political Science	5
PP 205: Introduction to Administrative Law	5
SS 144: Sociology	5
SS 230: Making History—The Founding Fathers	5
SS 236: People, Power, and Politics—An Introduction to American Government	5
LS 305: Constitutional Law	6
PO 300: Political Theory	6
PO 400: International Relations	6
300/400-level: Major Electives	24
PO 499: Bachelor's Capstone in Political Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>93</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*†	54
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>54</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree†	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
MM 207: Statistics§	
PO 101: Introduction to Political Science	
SS 236: People, Power, and Politics—An Introduction to American Government	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
LS 305: Constitutional Law	6
PO 300: Political Theory	6
PO 400: International Relations	6
300/400-level: Major Electives	24
PO 499: Bachelor's Capstone in Political Science	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

\*Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

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

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

§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.

# Bachelor of Science in Public Administration and Policy

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

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

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

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

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

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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 Evolution of Policy: Analyze how public policy is developed and evaluated.
4. The Economics of Public Administration and Policy: Analyze funding and financing.
5. The Structure and Organization of Government: Assess the organization and structure of governmental organizations in the context of administration and policy.
6. Leadership: Apply ethical principles to leadership in public administration.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL CORE REQUIREMENTS</b>	<b>33</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student	5
BU 204: Macroeconomics	5
MM 207: Statistics	5
PP 101: Introduction to Public Administration	5
PP 105: Introduction to State and Local Government	5
PP 110: Ethics and Public Administration	5
PP 201: Introduction to Policy Making	5
PP 205: Introduction to Administrative Law	5
PP 220: Socially Responsible Leadership	5
LS 305: Constitutional Law	6
PP 301: Public Policy Analysis	6
PP 310: Finance and Budgeting in the Public Sector	6
PP 410: The Oversight and Administration of Public Funds	6
PP 420: Private and Public Sector Partnerships	6
PP 430: Planning for Economic Growth and Development	6
PP 450: Program Evaluation OR	6
PP 460: Grant Writing	6
PP 499: Bachelor's Capstone in Public Administration and Policy	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>93</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*†	54
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>54</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

## Curriculum

Courses	Credits
<b>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</b>	
<b>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</b>	
Comparable Associate's or Bachelor's Degree†	
<b>TOTAL PRIOR DEGREE CREDITS</b>	<b>90</b>
<b>PREREQUISITE REQUIREMENTS</b>	
200-level: Composition Course	
MM 207: Statistics§	
PP 101: Introduction to Public Administration	
<b>CORE REQUIREMENTS</b>	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
<b>TOTAL CORE REQUIREMENTS</b>	<b>18</b>
<b>MAJOR REQUIREMENTS</b>	
LS 305: Constitutional Law	6
PP 301: Public Policy Analysis	6
PP 310: Finance and Budgeting in the Public Sector	6
PP 410: The Oversight and Administration of Public Funds	6
PP 420: Private and Public Sector Partnerships	6
PP 430: Planning for Economic Growth and Development	6
PP 450: Program Evaluation OR	6
PP 460: Grant Writing	6
PP 499: Bachelor's Capstone in Public Administration and Policy	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>48</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives*	24
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>24</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180</b>

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

Not all programs or courses are offered at all locations.

\*Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

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

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

§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.

# Associate of Applied Science in Paralegal Studies

The Associate of Applied Science in Paralegal Studies program is designed to offer a level of training that provides the student 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 the student for diverse career opportunities.

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student OR CS 121: Pathways to Academic Success*	5
IT 133: Software Applications OR PA 230: Introduction to Legal Technology†	5
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
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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

Not all programs or courses are offered at all locations.

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

†Onsite students will take IT 133: Software Applications.

# Associate of Applied Science in Public Administration

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
4. The Structure and Organization of Government: Assess the organization and structure of governmental organizations.
5. Leadership: Apply ethical principles to leadership in public administration.

## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>15</b>
<b>MAJOR REQUIREMENTS</b>	
LS 100: Eight Skills of the Effective Legal Studies Student	5
BU 204: Macroeconomics	5
PP 101: Introduction to Public Administration	5
PP 105: Introduction to State and Local Government	5
PP 110: Ethics and Public Administration	5
PP 201: Introduction to Policy Making	5
PP 205: Introduction to Administrative Law	5
PP 299: Associate's Capstone in Public Administration	5
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>40</b>
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	35
<b>TOTAL OPEN ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>90</b>

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

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

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

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

The Legal Secretary Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
AC 114: Accounting I	5
CM 206: Interpersonal Communications	5
PA 101: The Paralegal Professional	5
PA 105: Legal and Professional Writing	5
PA 106: Legal Terminology and Transcription	5
PA 230: Introduction to Legal Technology	5
PA 305: Law Office Management	6
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>36</b>

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

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

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

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 41 quarter credit hours. Upon successful completion of the program, graduates 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 201: Introduction to Legal Research	5
PA 253: Legal Ethics	5
PA 305: Law Office Management	6
100/200-level: Legal Studies/Paralegal Electives	15
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>41</b>

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 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.



Upon acceptance to the nursing programs, 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 the general University admissions requirements, the School of Nursing requires all prospective students to 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. The School of Nursing has specific requirements for the following programs:

### BACHELOR OF SCIENCE IN NURSING

Students applying for admission must:

- Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, including the state in which the practicum will be completed.
- Possess an associate's degree, diploma, or certificate in nursing with a minimum of 50 quarter credit hours of eligible credit with a focus in nursing, or be a student nurse or recent graduate who will have earned an associate's degree, diploma, or certificate in nursing with the minimum number of credits in nursing prior to beginning their first Kaplan University nursing course.
- Have a cumulative grade point average of 2.5 (out of 4.0) from all previous coursework or apply for admission through the alternative admissions procedures set forth below.
- Be an actively practicing registered nurse in at least one U.S. state or in the U.S. military at the time of enrollment.

### Alternative Admissions

Students with a grade point average between 2.0 and 2.5 from a regionally accredited institution or accredited by another agency recognized by the U.S. Department of Education may apply for admission to the program by completing an Alternative Admissions Dean's Evaluation. The Dean will review the work history, transcripts, and resume of alternative admissions applicants and admit those for whom admission is deemed appropriate. Any student with a CGPA below 2.5 who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

### Requirements for Graduates of Foreign Nursing Programs

Students who graduated from foreign nursing programs must be licensed to practice in at least one U.S. state or in the U.S. military at the time of enrollment in order to be admitted to the Bachelor of Science in Nursing program. As part of the state licensure process, they must submit an official course-by-course evaluation of their nursing program to a foreign credential evaluation service. Kaplan University will accept an official copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. The foreign credential evaluation must be received by the Prior Learning Assessment Center prior to enrollment in the Bachelor of Science in Nursing program. The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at [www.naces.org/members.htm](http://www.naces.org/members.htm) or by another service approved by Kaplan University.

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

### ASSOCIATE OF SCIENCE IN NURSING

Students applying for admission must:

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

### PRACTICAL NURSING DIPLOMA

Students applying for admission must:

- Submit a health assessment/physical examination completed within 11 months prior to admission, including applicable immunization records and drug screening results.
- Complete a National Criminal Background Check. Prospective or new students 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 a student from being accepted into a clinical setting.
- Be 18 years old by the program start date.

## Progression Requirements

In addition to the general undergraduate student progression and satisfactory academic progress requirements, the School of Nursing stipulates for Associate of Science in Nursing and Bachelor of Science in Nursing students that:

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

### BACHELOR OF SCIENCE IN NURSING

- Kaplan University's Bachelor of Science in Nursing program has an articulation plan by which RN-to-BSN degree completion students can obtain higher education academic credit and avoid a repetition of previous coursework. The articulation options are determined using the student's state of residency, current licensure, and original transcripts from the certificate, diploma, or degree-granting institution. Each student's transcripts shall be evaluated in their entirety for possible transfer of prior academic credits.
- Students enrolled in the Bachelor of Science in Nursing will complete a minimum of two graduate courses in their program of study:
  - Students who do not plan to pursue a Kaplan University Master of Science in Nursing will take the graduate courses MN 502: Theoretical Foundations of Advanced Nursing and MN 506: Ethical and Legal Perspectives of the Health Care System as core requirements in the degree program.
  - Students who plan to pursue a Kaplan University Master of Science in Nursing and do not currently possess a bachelor's degree from a regionally or nationally accredited institution of higher learning will take MN 502: Theoretical Foundations of Advanced Nursing and MN 506: Ethical and Legal Perspectives of the Health Care System as core requirements in the degree program. These students will also take MN 501: Advanced Nursing Roles in place of an open elective.

- Students who plan to pursue a Kaplan University Master of Science in Nursing and possess a non-nursing bachelor's degree from a regionally or nationally accredited institution of higher learning will take MN 502: Theoretical Foundations of Advanced Nursing and MN 506: Ethical and Legal Perspectives of the Health Care System as core requirements in the degree program. These students will also take MN 501: Advanced Nursing Roles and MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems in place of open electives. In addition, these students are eligible to apply prior learning credit toward one 6 quarter credit hour open elective.
- Prior to the end of the first term, students will be required to submit official transcripts indicating a cumulative GPA of 2.5 from all previous coursework. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes and their academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not submit a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- Prior to beginning the practicum experience, students will be required to:
  - Submit proof of student nurse professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million aggregate.
  - Complete and submit all required documents to the Clinical Coordinator.
  - Complete a criminal background check, as required by applicable federal and/or state regulatory agencies. See the Criminal Background Check Policy below.

#### ASSOCIATE OF SCIENCE IN NURSING

- Associate of Science in Nursing students must achieve a minimum of "S" (satisfactory) for the clinical components of nursing courses. Failure to complete a clinical portion of a course will result in failure of the entire course.
- Associate of Science in Nursing students are required to complete their clinical practice experience in Palm Beach County, Broward County, or Miami Dade County in Florida. Faculty will assign the student to a clinical practice site. Students are responsible for arranging and paying for their own transportation, housing, and availability to attend the clinical practice experience. Clinical practice locations may change at any time. Students are required to complete all clinical activities assigned.
- Prior to the end of the first term, students enrolled in the Associate of Science in Nursing program will be required to submit the following:
  - A health assessment/physical examination completed within the 6 months prior to admission, including applicable immunization records and drug screening results.
  - A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify the student for practice as a nursing student under the requirements of the state of his or her clinical placements.
- Prior to beginning a clinical experience, students must provide documentation of required health examinations, tests, and immunizations. 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 by the deadline will result in dismissal from the University.

#### PRACTICAL NURSING DIPLOMA

- Practical Nursing Diploma students must achieve a minimum grade of "C" (75 percent) in all courses.
- Practical Nursing Diploma students will have one opportunity to repeat a failed course; students unsuccessful in attaining the necessary grade of "C" (75 percent) to pass this repeated course will be withdrawn from the program.
- Practical Nursing Diploma students may repeat no more than two failed courses in the program.

#### Criminal Background Check Policy

All prospective or new students in associate's and bachelor's degree programs in the School of Nursing must complete a criminal background check through Kaplan University's designated provider, CertifiedBackground.com. All expenses incurred for the criminal background check will be paid by prospective or new students directly to CertifiedBackground.com. Costs for the background check will vary based on student's domicile history for the past 7 years.

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

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

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

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

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

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

#### CRIMINAL BACKGROUND CHECK PROCEDURE

1. If additional criminal background check information or authorizations are necessary, the prospective or new student will be notified by the Office of the Dean. The Clinical Coordinator will contact the Dean.
2. Students admitted into the Associate of Science in Nursing program must complete the criminal background check by the last day of their first term at Kaplan University.
3. Students admitted into the Bachelor of Science in Nursing degree completion program must complete the criminal background check prior to beginning NU 499: Bachelor's Capstone in Nursing.
4. The Office of the Dean will monitor criminal background checks and review the results for each prospective or new student as they are available.

5. Prospective or new students with reported offenses will be notified by the Office of the Dean. Cleared prospective or new students may proceed without any notification.

## Practicum and Clinical Experiences

In particular phases of study, some programs include a practicum or clinical experience that is to be completed without compensation. Although students are supervised by professionals at their practicum or clinical site, they must continue to maintain contact with the University Clinical Coordinator. Onsite Associate of Science in Nursing students will be supervised by a faculty clinical instructor.

In order for students to become eligible for a practicum or clinical, the following academic requirements must be met prior to starting the practicum or clinical:

1. Students must pass all required prerequisite courses, as indicated in this Catalog.
2. Students may not have a grade of “C-” for any major course, unless their academic record reflects that the course has been satisfactorily repeated.
3. Students may not have an incomplete grade (“I”) for any major course.
4. Students must have a 2.0 GPA for practicum or clinical experiences.

During practicum or clinical training, students 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 practicum and 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. Students should be aware that some facilities may have special requirements that must be met. If a student has a particular interest in a facility with which the University is not affiliated, the student may bring this to the attention of the Clinical Coordinator so the site may be evaluated.

Students may arrange the days or times of practicum or clinical training only with written permission from the University. If a student is absent from practicum or clinical training, both the site and the Clinical Instructor must be informed by the student.

## Graduation Requirements

In addition to the general requirements for graduation, the School of Nursing requires the following:

### BACHELOR OF SCIENCE IN NURSING

Students must:

- Achieve a minimum grade of “C” in each of the major and core requirements for the program.
- Comply with all applicable policies and requirements related to the practicum experience.

### ASSOCIATE OF SCIENCE IN NURSING

Students must:

- Achieve a minimum grade of “C” in each of the major and core requirements for the program.
- 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.
- Comply with all applicable policies and requirements related to the clinical educational experiences.

### PRACTICAL NURSING DIPLOMA

Students must:

- Achieve a minimum grade of “C” (75 percent) in all courses.
- Possess a minimum CGPA of 2.0.

## Certification, State Board, and National Board Exams

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

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

### ASSOCIATE OF SCIENCE IN NURSING

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

### PRACTICAL NURSING DIPLOMA

The educational objective of the program is to provide students with a thorough understanding of nursing science and to help prepare students for success on the national licensure exam, NCLEX-PN. Upon successfully passing the NCLEX-PN, the graduate is qualified to receive a state license and pursue employment as an entry-level licensed practical nurse (LPN).

# Bachelor of Science in Nursing

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

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

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

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

The Bachelor of Science in Nursing program features two tracks of study: the prior associate's degree track and the prior nursing diploma or certificate track. Students will enroll in the track relevant to their previously completed nursing program. Students who complete the prior nursing diploma or certificate track will be provided with an individualized plan of study that will allow them to complete required coursework intended to provide a solid foundation for the bachelor's degree curriculum. In addition, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete more than the minimum number of credits required for the bachelor's degree.

This program blends online coursework with a practicum experience. Students participate in a supervised learning experience, which is the capstone course (NU 499). The capstone experience will need to be completed in the state of licensure. Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Undergraduate section of this Catalog.

All students will have completed a minimum of two graduate courses upon graduation from the program. Those students interested in continuing on to pursue a Kaplan University Master of Science in Nursing will complete three or four graduate courses, depending on whether or not they possess a prior non-nursing bachelor's degree. All graduate courses completed in the Bachelor of Science in Nursing program satisfy course requirements in the Kaplan University Master of Science in Nursing.

The Bachelor of Science in Nursing program consists of a minimum of 180 to 185 quarter credit hours including the requisite associate's degree, diploma, or certificate in nursing. Upon successful completion of the program, graduates will receive a bachelor of science degree.

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
5. Health Care Technology: Analyze methods that integrate and evaluate health care technologies in the delivery of nursing care.
6. Values: Incorporate ethical, political, legal, and economic values into professional practice.
7. Communication and Problem Solving: Design communication and problem-solving strategies for nursing practice in the current diverse global environment.
8. Participation in the Profession: Participate in the improvement of the nursing profession, the health care delivery system, and the formulation of health policy.
9. Professional Development Plan: Appraise one's own professional growth toward the achievement of self-initiated goals.

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## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS/PRIOR ASSOCIATE'S DEGREE TRACK</b>	
<b>ASSOCIATE'S DEGREE/DIPLOMA REQUIREMENTS</b>	
Associate's Degree in Nursing	
TOTAL PRIOR DEGREE CREDITS	90
<b>CORE REQUIREMENTS</b>	
HU 280: Bioethics	5
MM 207: Statistics*	5
PS 124: Introduction to Psychology	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
<b>MAJOR REQUIREMENTS</b>	
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
NU 300: Professional Leadership Transitions	6
NU 304: Health/Wellness Assessment and Strategies	6
NU 310: Nursing Research	6
NU 420: Leadership and Management in the Changing Health Care Environment	6
NU 450: Leadership Concepts in Population-Focused Nursing	6
NU 499: Bachelor's Capstone in Nursing	6
TOTAL MAJOR REQUIREMENTS	46
<b>OPEN ELECTIVE REQUIREMENTS</b>	
300/400-level: Open Electives	11, 12, or 16 <sup>†</sup>
TOTAL OPEN ELECTIVE REQUIREMENTS	11, 12, OR 16
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180, 181, OR 185</b>

## Curriculum

Courses	Credits
<b>BACHELOR'S DEGREE REQUIREMENTS/PRIOR NURSING DIPLOMA OR CERTIFICATE TRACK</b>	
<b>DIPLOMA/CERTIFICATE REQUIREMENTS</b>	
Diploma/Certificate in Nursing	
TOTAL PRIOR DEGREE CREDITS	50-89 <sup>†</sup>
<b>PREREQUISITE REQUIREMENTS</b>	
CM 108: College Composition I—Effective Writing I for the Nursing Professional	
CM 229: College Composition II for the Health Care Professional	
MM 212: College Algebra	
<b>CORE REQUIREMENTS</b>	
HU 280: Bioethics	5
MM 207: Statistics*	5
PS 124: Introduction to Psychology	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
<b>MAJOR REQUIREMENTS</b>	
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
NU 300: Professional Leadership Transitions	6
NU 304: Health/Wellness Assessment and Strategies	6
NU 310: Nursing Research	6
NU 420: Leadership and Management in the Changing Health Care Environment	6
NU 450: Leadership Concepts in Population-Focused Nursing	6
NU 499: Bachelor's Capstone in Nursing	6
TOTAL MAJOR REQUIREMENTS	46
<b>OPEN ELECTIVE REQUIREMENTS</b>	
Open Electives	12-56 <sup>†§</sup>
TOTAL OPEN ELECTIVE REQUIREMENTS	
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>180–185</b>

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

Not all programs or courses are offered at all locations.

\*Students 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.

<sup>†</sup>Students who are not interested in continuing on to pursue Kaplan University's Master of Science in Nursing will select two 6 quarter credit hour electives.

Students who are interested in pursuing Kaplan University's Master of Science in Nursing will take graduate-level nursing courses in place of open electives. Those students who do not possess a prior non-nursing bachelor's degree will complete MN 501: Advanced Nursing Roles (5 quarter credit hours) and one 6 quarter credit hour elective. Those students who have already completed a non-nursing bachelor's degree will complete MN 501 and MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems (5 quarter credit hours). Students with a prior non-nursing bachelor's degree are also eligible to apply prior learning credit toward one 6 quarter credit hour open elective. Students enrolled in the prior nursing diploma or certificate track who choose to complete one of these two options may need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.

<sup>‡</sup>The number of credit hours eligible for transfer is determined by an evaluation of official transcripts detailing prior nursing coursework.

<sup>§</sup>Electives are chosen from a list of approved courses. The student's individualized plan of study will determine the amount of elective credits required to complete the bachelor's degree program.



# Associate of Science in Nursing

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

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

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

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

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

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

## Program Outcomes

### General Education Literacy Outcomes

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

### Discipline-Specific Outcomes

1. 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.
4. Problem Solving: Use evidence-based practice and the nursing process to develop solutions appropriate for delivery of care.
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.

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## Curriculum

Courses	Credits
<b>ASSOCIATE'S DEGREE REQUIREMENTS</b>	
<b>CORE REQUIREMENTS</b>	
CS 118: Academic Strategies for the Nursing Professional	5
CM 108: College Composition I—Effective Writing I for the Nursing Professional	5
HS 200: Diseases of the Human Body	5
MM 212: College Algebra (or higher)	5
NU 200: LPN Professional Role Transition*	2
PS 124: Introduction to Psychology	5
SS 144: Sociology	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>30–32</b>
<b>MAJOR REQUIREMENTS</b>	
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
NU 101: Nursing Fundamentals	6
NU 105: Pharmacology	5
NU 110: Medical-Surgical Nursing I	6
NU 120: Care of Special Populations—Obstetrics	6
NU 130: Medical-Surgical Nursing II	6
NU 220: Care of Special Populations, Family II—Pediatrics	6
NU 240: Care of Special Populations—Mental Health Nursing II	6
NU 260: Medical-Surgical Nursing III	6
NU 270: Transitions Course—Issues and Trends	5
100/200-level: Additional Courses <sup>†</sup>	0–10
NU 299: Associate's Degree Integrated Care Strategies Capstone	6
<b>TOTAL MAJOR REQUIREMENTS</b>	<b>68–78</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>98-110</b>

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

Not all programs or courses are offered at all locations.

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

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

# Practical Nursing Diploma

The Practical Nursing Diploma program is dedicated to educating diverse students about the practical nursing skills to be competent, safe, and effective members of the health care team. The educational objective of the program is to provide students with a thorough understanding of nursing science and to help prepare students for success on the national licensure exam, NCLEX-PN. Upon successfully passing the NCLEX-PN, the graduate is qualified to receive a state license and pursue employment as an entry-level licensed practical nurse (LPN). Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams.

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

The 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.

Students are responsible for applying beginning nursing skills while working as a member of the health team. Students' learning experiences progress from simple to complex and require them to use critical thinking skills in applying the nursing process to the care of clients. A minimum grade of "C" (75 percent) is required for all courses in this program.

The Practical Nursing Diploma program is completed in five quarters. Students will spend 4 to 8 hours in classroom, laboratory, or clinical attendance per day, totaling 1,240 clock hours. Prior to graduation, students are required to complete a 480-hour clinical. Please refer to Practicum and Clinical Experiences in the School of Nursing—Undergraduate section of this Catalog. Practicum or clinical sites may require a criminal background check or medical examination.

The Practical Nursing Diploma consists of a minimum of 84 quarter credit hours. Upon successful completion of the program, graduates will be awarded a diploma.


This program is only available onsite.

## Curriculum

Courses	Credits
<b>DIPLOMA REQUIREMENTS</b>	
CS 122: Academic Strategies for the Practical Nursing Professional	3
MM 212: College Algebra	5
NR 101: Medical Terminology	3
NR 102: Concepts of Nursing	3
NR 103: Geriatric Nursing	3
NR 120: Clinical Pharmacology	6
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
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>84</b>

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.



*My professor was there for me when I needed her—whether it was by email or phone. I could pick up the phone or send her an email...the professors, the communication, the schedule—it's phenomenal.*

– Diane Robles, Bachelor of Science in Nursing Graduate

# UNDERGRADUATE COURSE DESCRIPTIONS



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

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

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

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

## ALLIED HEALTH

### AH 101: ANATOMY AND PHYSIOLOGY I

This course introduces the structure and function of the human body from cells to body systems.

*Onsite only*  
 4 Quarter Credit Hours  
 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*  
 4 Quarter Credit Hours  
 Prerequisite: AH 101

## BUSINESS

### Accounting

#### AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS

This course emphasizes the use of accounting by managers in a business environment. Topics covered include accounting concepts, internal control, current assets, noncurrent assets, liabilities, and equity. The course is specifically designed for nonaccounting majors, and emphasis is placed on accounting areas affecting business owners and managers.

5 Quarter Credit Hours  
 Prerequisite: None

#### AC 114: ACCOUNTING I

This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the

fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.

5 Quarter Credit Hours  
 Prerequisite: None

#### AC 116: ACCOUNTING II

This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders' equity sections of a corporation's balance sheet. This course continues to lead students to accounting mastery using an integrated learning system. This course provides further understanding of what accounting is all about and accounting's evolving role in business. Students will use an accounting homework assistance program. The program is an online interactive homework solution system that assists students in the accounting learning process.

5 Quarter Credit Hours  
 Prerequisite: AC 113 or AC 114

#### AC 122: PAYROLL ACCOUNTING

This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered.

5 Quarter Credit Hours  
 Prerequisite: AC 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.

5 Quarter Credit Hours  
 Prerequisite: AC 113 or AC 114

#### AC 256: FEDERAL TAX

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

5 Quarter Credit Hours  
 Prerequisite: AC 116

### **AC 298: ASSOCIATE'S CAPSTONE IN ACCOUNTING**

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

*5 Quarter Credit Hours*

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

### **AC 300: INTERMEDIATE ACCOUNTING I**

This course examines the full accounting process and covers selected conceptual accounting issues, aspects of financial reporting, and structure and reporting requirements for the balance sheet, income statement, and statement of cash flows. In-depth analyses of current and long-term assets are also included.

*6 Quarter Credit Hours*

*Prerequisite: AC 116*

### **AC 301: INTERMEDIATE ACCOUNTING II**

This course covers the accounting theory and practices associated with inventory valuations; the acquisition, cost allocation, and disposal of property, plants, and equipment; intangible assets; current liabilities, contingencies, and long-term liabilities; and investments.

*6 Quarter Credit Hours*

*Prerequisite: AC 300*

### **AC 302: INTERMEDIATE ACCOUNTING III**

This course covers the accounting theory and practices associated with corporate accounting issues involving pensions, leases, earnings per share, taxes, contributed capital, and income recognition. The reporting requirements and structure of the statement of cash flows are examined. In-depth studies of accounting changes and error analysis are also included.

*6 Quarter Credit Hours*

*Prerequisites: AC 300 and AC 301*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: AC 113 or AC 114*

### **AC 410: AUDITING**

This course examines the role of the auditor in a technological global business environment.

Students are exposed to the scope of auditing as a profession, the rules governing the professional ethics of the CPA, and the components of the auditing process, along with the legal liabilities and responsibilities of an auditor.

*6 Quarter Credit Hours*

*Prerequisite: AC 116*

### **AC 420: COST ACCOUNTING**

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

*6 Quarter Credit Hours*

*Prerequisite: AC 116*

### **AC 430: ADVANCED TAX—CORPORATE**

This course overviews federal income tax requirements, procedures, and tax planning for business entities, with an emphasis on C and S Corporations.

*6 Quarter Credit Hours*

*Prerequisites: AC 113 or AC 114, and AC 116*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: AC 301*

### **AC 455: GOVERNMENTAL AND NONPROFIT ACCOUNTING**

This course emphasizes the accounting principles and reporting requirements for government units and not-for-profit entities. Topics include the accounting cycle, budgeting and fund accounting, and accounting for state and local governments, colleges and universities, and not-for-profit organizations.

*6 Quarter Credit Hours*

*Prerequisite: AC 116*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: AC 410*

## **General Business**

### **BU 204: MACROECONOMICS**

This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **BU 224: MICROECONOMICS**

This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of "real-world" problems.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **BU 481–486: INDEPENDENT DIRECTED STUDY I–VI**

In this course, students in the School of Business and Management 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.

*BU 481: 1 Quarter Credit Hour*

*BU 482: 2 Quarter Credit Hours*

*BU 483: 3 Quarter Credit Hours*

*BU 484: 4 Quarter Credit Hours*

*BU 485: 5 Quarter Credit Hours*

*BU 486: 6 Quarter Credit Hours*

*Prerequisite: None*

## **Human Resources**

### **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.

6 Quarter Credit Hours

Prerequisite: None

#### **HR 410: EMPLOYEE TRAINING AND DEVELOPMENT**

This course focuses on the issues related to employee training and employee development. Topics focus on how an organization's mission and goals provide guidance for employee training and development and how to assess an organization's job needs in terms of the knowledge, skills, and attitudes needed by employees to complete the organization's mission and achieve its goals.

6 Quarter Credit Hours

Prerequisite: None

#### **HR 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.

6 Quarter Credit Hours

Prerequisite: None

#### **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.

6 Quarter Credit Hours

Prerequisite: None

#### **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.

6 Quarter Credit Hours

Prerequisite: None

## **Management**

#### **MT 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.

5 Quarter Credit Hours

Prerequisite: None

#### **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.

5 Quarter Credit Hours

Prerequisite: None

#### **MT 202: BUILDING CUSTOMER SALES AND LOYALTY**

This course studies the use of the following promotional tools and their applications: advertising, sales promotions, events, and loyalty and frequency shopper programs. It looks at the application of these tools to increase customer market share. This course examines the effect that consumer behavior and customer management have on brand image and loyalty.

5 Quarter Credit Hours

Prerequisite: None

#### **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.

5 Quarter Credit Hours

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.

5 Quarter Credit Hours

Prerequisite: None

#### **MT 217: FINANCE**

This course covers basic financial concepts, principles, and techniques used in making personal and corporate decisions. It provides students with the tools necessary for analyzing the time value of money, financial statements, interest rates, the values of bonds and stocks, corporate costs of capital, corporate asset investment decisions, and corporate capital structure and dividend policies.

5 Quarter Credit Hours

Prerequisite: None

#### **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.

5 Quarter Credit Hours

Prerequisite: None

#### **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.

5 Quarter Credit Hours

Prerequisite: None

#### **MT 221: CUSTOMER SERVICE**

In this course, students will learn how companies can develop customer loyalty and address personalized customer needs. Students will apply concepts learned to real-world scenarios and learn how to recapture previous customers and acquire new ones through effective relationship-building strategies. Online communication tools and call center strategies will also be examined.

5 Quarter Credit Hours

Prerequisite: None

#### **MT 230: ADVANCED APPLICATIONS**

This course will cover advanced computer applications concepts using current office software. Students will increase their ability to produce and edit office documents, spreadsheets, presentations, and reports using appropriate skills required in business and industry.

5 Quarter Credit Hours

Prerequisite: IT 133



**MT 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT**

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

*5 Quarter Credit Hours*

*Prerequisite: None*

**MT 300: MANAGEMENT OF INFORMATION SYSTEMS**

This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. Students learn the procedures and controls used in maintaining communication channels.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 303: STORE MANAGEMENT**

This course examines theories and practices that are related to building and managing an effective store. It includes store management responsibilities, store layout and design, visual merchandising, and customer service. Students will gain an understanding of the different types of retail store formats, multichannel retailing, and retail consumer behavior.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 310: ETHICS AND THE LEGAL ENVIRONMENT**

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

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 312: BUSINESS LAW II**

This business law course introduces students to fundamental legal principles applicable to business and commerce. Areas covered include sales and lease contracts, negotiable instruments, debtor-creditor relationships, property, and professional liability. The primary purpose of this course is to expose future business managers and accounting professionals to those areas of law that will impact their professional lives.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 320: RESEARCH AND PRESENTATION**

This course provides hands-on study and valuation of research methods used in a management/technological environment, including an overview of statistical analysis for reporting and decision making. Students prepare research critiques of journal articles and develop a framework for specific research projects. Students learn to report and present findings in a manner that stimulates critical thinking and ideas, and look at the impact of technology in the management setting.

*6 Quarter Credit Hours*

*Prerequisite: None*

**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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS**

This course addresses the dynamics of organizations in the increasingly complex work environment. Students examine group behavior, team building, and decision making. This course also looks at the theories and issues of leadership, as well as the implications of power, politics,

and conflict in the workplace. Students develop a better understanding of individual and group interactions and learn the components and styles of effective negotiation. Students gain an appreciation of organizational culture, diversity, and the role of human resource practices along with an understanding of managing organizational change.

*6 Quarter Credit Hours*

*Prerequisite: None*

**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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 359: ADVERTISING IN THE TWENTY-FIRST CENTURY**

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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 360: BUSINESS ENTREPRENEURSHIP**

This course will address entrepreneurship from the perspective of the new entrepreneur with some business experience and a basic understanding of business management concepts. Building on the foundation knowledge, this course will focus on how to create a business plan in order to get adequate funding for startup. Students will learn the process from concept to implementation.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 400: BUSINESS PROCESS ANALYSIS**

This course studies business process analysis through the business process management (BPM) model. Topics include BPM phase steps, outputs in relation to the model as a whole, and the roles of the essential elements that define the model universe: leadership, project management, and people change management. Common risks and mitigation strategies will be assessed throughout the course of study.

*6 Quarter Credit Hours*

*Prerequisite: None*

**MT 401: MERCHANDISING MANAGEMENT**

This course examines the merchandising industry and the context of both retailers and e-tailers, focusing on the planning, budgeting, procurement, pricing, and promotion of merchandise. Students explore the application of display principles related to store layout and visual merchandising. Sales forecasting, inventory management systems, technology, and merchandise assortment considerations are emphasized.

6 Quarter Credit Hours

Prerequisites: AC 116, MT 102 or MT 202, and MT 217

**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.

6 Quarter Credit Hours

Prerequisite: None

**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.

6 Quarter Credit Hours

Prerequisite: SA 410

**MT 420: EXTERNSHIP**

This course is designed to give students practical job experience in their chosen career field. Students apply for externships with assistance from their Program Advisor and the Director of Career Services.

Onsite only

6 Quarter Credit Hours

Prerequisite: This course will be taken during the student's last two terms of the program, or earlier, with permission of the Program Coordinator

**MT 425: MANAGERIAL FINANCE AND ACCOUNTING**

This senior-level managerial finance course ties together theory and principles of financial management. It emphasizes the objectives, tasks, and decisions made by financial managers. These tasks include asset valuation, capital restructuring, asset risk and return, forecasting and performance evaluation, and merger decisions.

6 Quarter Credit Hours

Prerequisite: None

**MT 429: POLITICAL ECONOMY**

This course will examine, analyze, and evaluate the interrelationship between economics and politics on both a domestic and global level. This course will examine, analyze, and evaluate how this interrelationship between politics and economics shapes and defines not only the political dynamics, but also the cultural values of societies, both domestically and globally.

6 Quarter Credit Hours

Prerequisite: None

**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.

6 Quarter Credit Hours

Prerequisite: None

**MT 441: SUPPLY CHAIN MANAGEMENT**

Students study systems supporting retail operations such as supply chain management and information systems. The course examines the flow of information and merchandise in a retail chain and explores concepts and techniques for designing, operating, and optimizing the service value chain while maintaining quality.

6 Quarter Credit Hours

Prerequisites: MT 102 or MT 202, and MT 435

**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.

6 Quarter Credit Hours

Prerequisite: None

**MT 450: MARKETING MANAGEMENT**

This course examines the concepts and principles involved in marketing analysis and implementation of the marketing strategy in consumer, industrial, and service organizations. It explains all the elements of the marketing mix, including product, price, promotion, and distribution. Students analyze the social forces and international aspects of marketing.

6 Quarter Credit Hours

Prerequisite: None

**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.

6 Quarter Credit Hours

Prerequisite: None

**MT 455: SALESFORCE MANAGEMENT**

This course focuses on the management of an organization's personal selling function. Recruiting, developing, motivating, and retaining a talented salesforce are essential to an enterprise's ability to compete. Through readings and other educational activities, students learn the tactical issues and strategies for developing the salesforce into an effective sales team, the fundamentals of strategic planning, the people aspects of personal selling, and how to evaluate and control personal selling activities.

6 Quarter Credit Hours

Prerequisite: None

**MT 459: CONSUMER BEHAVIOR**

This course provides an overview of consumer behavior and explains how it impacts marketing strategy. It covers consumer research, market segmentation, and motivation, focusing on individual personality, perceptions, attitudes, and learning, as well as the influence of groups on consumer behavior. The consumer decision-making process is highlighted.

6 Quarter Credit Hours

Prerequisite: None

**MT 460: MANAGEMENT POLICY AND STRATEGY**

This course demonstrates how to create a strategic business plan. Students learn how to craft, communicate, implement, and monitor a strategic plan, reformulating it as the need arises.

6 Quarter Credit Hours

Prerequisite: None

**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.

6 Quarter Credit Hours

Prerequisite: None

**MT 480: CORPORATE FINANCE**

Corporate Finance is an upper-level finance course designed to provide a framework for understanding and analyzing investment and financial decisions of corporations. A basic understanding of how financial assets are priced

is necessary to understand how to make a good decision for the corporation.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **MT 481: FINANCIAL MARKETS AND INSTITUTIONS**

This course examines the various types of securities and the factors that influence their value, as well as the markets in which they are traded. Students focus on how these markets work with the corporate finance function.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **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.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **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.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **MT 490: MANAGEMENT CAPSTONE EXTERNSHIP**

This course gives students practical job experience in the field of business. Students will arrange an externship working in a management position with a cooperating employer. The externship provides students an opportunity to learn about a business management career field through practical, real-world experiences and mentoring from a business professional. This experience will enrich their business and management skills and provide a better understanding of the level of expertise needed to be successful in their career. Externships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without approval of the Dean.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

#### **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 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.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

## **Travel and Hospitality Management**

#### **TH 101: TRAVEL CONCEPTS**

Students study topics that range from travel and tourism relationships to career opportunities in different parts of the industry such as ground transportation, accommodations, cruises, and tours. Reference materials are studied in order to understand the policies and procedures used in professional travel and tourism facilities.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 102: SALES, MARKETING, AND CUSTOMER SERVICE**

This course provides an overview of key business concepts, sales, marketing, and customer service used in travel and hospitality. The students will learn the marketing mix as applied to their industry and develop an appropriate sales plan. The legal and ethical issues for travel professionals will be emphasized throughout this course.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 110: DESTINATION GEOGRAPHY WEST**

This course presents the western hemisphere as a wide variety of tourist destinations and recreational opportunities. Students explore the locations of major cities, waterways, capitals, tourist attractions, and transportation systems, as well as examine the climates and cultural trends. Throughout this course, students will become familiar with professional airport codes and industry terminology. Point-of-entry requirements will be reinforced.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 117: GLOBAL HOSPITALITY**

In this course, aspiring managers learn about the many global opportunities available in the hospitality industry. Highlights include the service and travel and tourism industries, hospitality careers, club organization and operation, the cruise industry, and casino hotels. Students gain a better understanding of the organization and structure of hotels, restaurants, and clubs from a management perspective, including franchising and management contracts, business ethics, human resources, and marketing.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 200: DESTINATION GEOGRAPHY EAST**

This course presents the eastern hemisphere as a wide variety of tourist destinations and recreational opportunities. Students explore the locations of major cities, waterways, capitals, tourist attractions, and transportation systems, as well as examine the climates and cultural trends. Throughout this course, students will become familiar with professional airport codes and industry terminology. Point-of-entry requirements will be reinforced.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 206: HOTEL MANAGEMENT AND OPERATIONS**

In this course, students learn how management techniques can increase front office efficiency and customer sales. Topics include yield management techniques, the latest computer technology, and team-building skills. Students learn how front office activities and functions affect other departments, as well as how to manage the front office to ensure that the property's goals are met.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 210: TRAVEL TECHNOLOGY SYSTEMS**

In this course, students learn an airline reservation system, which includes schedule display, reservations, fare display, autopricing, building a passenger name record (PNR), explaining fare rules, and car and hotel reservations. Additionally, students review Internet research and booking procedures for both domestic and international travel.

*5 Quarter Credit Hours*

*Prerequisite: TH 110*

#### **TH 213: FOOD AND BEVERAGE MANAGEMENT**

This course will show students how to profitably manage food and beverage service operations in order to satisfy management goals while satisfying customers. Students learn best practices for servicing customers, managing daily operations, training staff, and adhering to sanitation/health and safety requirements. There will be an emphasis on learning professional competencies that will help the student successfully complete a comprehensive project.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **TH 230: DYNAMICS OF TRIP/ EVENT PLANNING**

In this course, students learn the important elements of organizing group travel. This course is designed to educate students to understand and experience the planning, participation, and evaluation of a preplanned familiarization trip/special event by working as a flexible team. Onsite students will complete a well-defined

journal of their experiences upon return from their trip to a tourist destination.

*5 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Chair/Dean*

### **TH 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.

*5 Quarter Credit Hours*

*Prerequisite: None*

## **CHILDHOOD EDUCATION**

### **CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION AND CURRICULUM PLANNING**

Studies reveal that important learning occurs in an individual's first 5 years of life. This course is designed to provide students with the foundations necessary to provide safe, healthy, high-quality care for young children. Students will learn how to design and apply developmentally appropriate curriculum and practices to facilitate learning through coursework application exercises. Topics include history, ethics, issues, current trends, teaching practices, licensing standards, and career opportunities in the field of early childhood education.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CE 114: INFANT, TODDLER, AND EARLY CHILDHOOD DEVELOPMENT**

This course will survey the physical, social, emotional, and cognitive development of children from birth through age five. Topics include: landmarks of development, attachment issues, importance of developmental milestones, and developmentally appropriate practice. Using their understanding of how infants and toddlers develop, students will discuss contemporary issues in group care; assess infant and toddler developmental levels; apply guidance techniques; and develop strategies to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CE 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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CE 210: PROFESSIONALISM AND ETHICAL CONDUCT IN CHILD CARE**

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

*5 Quarter Credit Hours*

*Prerequisite: CE 114*

### **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, contrast the nutritional needs of healthy young children with those of children who have allergies or chronic disease conditions, plan healthy menus using current information, and explain the basics of adequate nutrition to children and caregivers. Students also will design safe indoor and outdoor learning activities and suggest ways to create environments that maximize safety. CPR is not a component of this course.

*5 Quarter Credit Hours*

*Prerequisite: CE 114*

### **CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN**

This course is designed to help early childhood care professionals provide developmentally appropriate, creative activities in a child care environment. Participants will select, construct, deliver, and evaluate materials, activities, and experiences that will help foster children's social, emotional, cognitive, and physical development. Students also will examine cross-curricular strategies for providing children with experiences

that encourage independence, exploration, risk-taking, and opportunities to think and act creatively.

*5 Quarter Credit Hours*

*Prerequisite: CE 101*

### **CE 240: 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 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 mainstream education and special education classrooms. They will assess 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 special needs child.

*5 Quarter Credit Hours*

*Prerequisites: CE 101 and CE 114*

### **CE 298: ASSOCIATE'S CAPSTONE IN EARLY CHILDHOOD EDUCATION**

The capstone course with an externship component is designed to provide students with the opportunity to integrate the knowledge and skills acquired throughout the Associate of Applied Science in Early Childhood Education program of study. Students will use critical thinking skills and synthesize previous coursework in developing an original capstone project. In addition, students complete a 120-hour externship experience in an early childhood classroom setting, where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff.

*5 Quarter Credit Hours*

*Prerequisite: Last term of program*

## **COMMUNICATION AND COMPOSITION**

### **CM 100: FUNDAMENTALS OF ENGLISH**

This course is designed to assist students who need additional preparation for college writing courses. Students examine and practice the writing process to strengthen their ability to produce well-organized essays, coherent paragraphs, and grammatically correct sentences. This course does not fulfill the composition or

communications core requirement and is not eligible for “EC” or “TC” credit.

*Onsite only*

*2 Quarter Credit Hours*

*Prerequisite: None*

### **CM 103: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR CRIMINAL JUSTICE MAJORS**

This course is designed to illustrate how writing is used within the criminal justice field. Using a problem-based model, students will learn how to communicate effectively by applying various writing styles to real-world issues. Additionally, they will identify and further develop their own writing process. Grammar, mechanics, effective paragraph construction, source use, and APA formatting and documentation standards will be reviewed, helping students focus on areas that will improve their writing.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CM 104: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR LEGAL STUDIES MAJORS**

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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CM 105: COLLEGE COMPOSITION I FOR BUSINESS MAJORS**

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.

*5 Quarter Credit Hours*

*Prerequisite: Any Academic Strategies course, any Eight Skills of the Effective Student course, or any College Success Strategies course*

### **CM 106: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR IT MAJORS**

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.

*5 Quarter Credit Hours*

*Prerequisite: Any Academic Strategies course, any Eight Skills of the Effective Student course, or any College Success Strategies course*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Any Academic Strategies course, any Eight Skills of the Effective Student course, or any College Success Strategies course*

### **CM 108: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR THE NURSING PROFESSIONAL**

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..

*5 Quarter Credit Hours*

*Prerequisite: Any Academic Strategies course, any Eight Skills of the Effective Student course, or any College Success Strategies course*

### **CM 109: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR THE HEALTH CARE PROFESSIONAL**

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.

*5 Quarter Credit Hours*

*Prerequisite: Any Academic Strategies course, any Eight Skills of the Effective Student course, or any College Success Strategies course*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CM 112: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR FIRE SCIENCE MAJORS**

This course is designed to illustrate how writing is used within the fire science field. Using a problem-based model, students will learn how to communicate effectively by applying various

writing styles to real-world issues. Additionally, they will identify and further develop their own writing process. Grammar, mechanics, effective paragraph construction, source use, and APA formatting and documentation standards will be reviewed, helping students focus on areas that will improve their writing.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CM 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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, working constructively with colleagues.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

#### **CM 221: COLLEGE COMPOSITION II FOR FIRE SCIENCE MAJORS**

Using a scenario-based model, this course demonstrates methods for applying research and critical thinking skills to develop effective arguments. Particular emphasis is placed on source analysis and synthesis and the application of APA formatting and documentation standards. Ultimately, students will create professional writings, incorporating post-draft revision strategies and working constructively with colleagues.

*5 Quarter Credit Hours*

*Prerequisite: CM 112*

#### **CM 222: COLLEGE COMPOSITION II FOR LEGAL STUDIES MAJORS**

This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies, working constructively with colleagues.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

#### **CM 223: COLLEGE COMPOSITION II FOR CRIMINAL JUSTICE MAJORS**

Using a scenario-based model, this course demonstrates methods for applying research and critical thinking skills to develop effective arguments. Particular emphasis is placed on source analysis and synthesis and the application of APA formatting and documentation standards. Ultimately, students will create professional writings, incorporating post-draft revision strategies and working constructively with colleagues.

*5 Quarter Credit Hours*

*Prerequisite: CM 103*

#### **CM 225: COLLEGE COMPOSITION II FOR BUSINESS MAJORS**

This course introduces the student to the basic critical research, writing, reasoning, and communication skills and tools needed for success in a business professional environment.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CM 226: COLLEGE COMPOSITION II FOR IT MAJORS**

This course is designed to help students develop academic writing skills applicable to the field of information technology. Students will learn to apply problem-solving and critical thinking skills and formal research in the development of effective arguments.

*5 Quarter Credit Hours*

*Prerequisite: CM 106*

#### **CM 228: COLLEGE COMPOSITION II FOR THE NURSING PROFESSIONAL**

This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies, working constructively with colleagues.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

#### **CM 229: COLLEGE COMPOSITION II FOR THE HEALTH CARE PROFESSIONAL**

This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies, working constructively with colleagues.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

#### **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.

*5 Quarter Credit Hours*

*Prerequisite: CM 107*

*Corequisite: CM 220*

#### **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.

*5 Quarter Credit Hours*

*Prerequisite: CM 220*

#### **CM 270: WRITING FOR MULTIMEDIA**

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

*5 Quarter Credit Hours*

*Prerequisite: CM 240*

#### **CM 305: COMMUNICATING IN A DIVERSE SOCIETY**

This course provides students with the knowledge and skills necessary to communicate in a multicultural society. Students will analyze linguistic, cultural, and social differences and their impact on communication. The course will also address barriers to communication as well as the skills and concepts needed for effective communication outside of one's primary culture.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **CM 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.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

### **CM 312: COMMUNICATION AND ORGANIZATIONAL CHANGE**

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

*6 Quarter Credit Hours*  
*Prerequisite: None*

### **CM 313: TOOLS FOR THE DIGITAL AGE**

This course introduces students to the concepts necessary for effectively using new technologies and digital tools. By applying these concepts to the communication context (purpose, audience), students will be able to decide what tools are most appropriate. Students will also practice using a variety of digital tools and new technologies and reflect on how they affect communication.

*6 Quarter Credit Hours*  
*Prerequisite: None*

### **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.

*6 Quarter Credit Hours*  
*Prerequisites: CM 220 and a 100/200-level communication elective*

### **CM 318: ADVOCACY AND OPPOSITION IN THE MODERN WORKPLACE**

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

*6 Quarter Credit Hours*  
*Prerequisite: CM 410*

### **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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*Prerequisite: None*

### **CM 405: COMMUNICATING PERSUASIVELY**

Students will explore the role of persuasion in various communication contexts. They will analyze the factors that lead to the adoption of an

idea, attitude, or action and the role of emotional appeal, credibility, and language in this process. The concepts and theories studied in the course will be applied to crafting persuasive messages appropriate for different contexts.

*6 Quarter Credit Hours*  
*Prerequisite: None*

### **CM 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.

*6 Quarter Credit Hours*  
*Prerequisite: CM 220*

### **CM 415: EFFECTIVE AND APPROPRIATE COMMUNICATION IN THE WORKPLACE**

CM 415 is an advanced writing course that teaches effective analysis and writing strategies for careers in communications. The goal of this course is to teach the components of professional writing so that students will be proficient communicators in their career fields. Students study the characteristics of professional writing; develop strategies for addressing internal, external, and global audiences; and practice writing professional business letters, memos, emails, and other communication relevant to their careers.

*6 Quarter Credit Hours*  
*Prerequisites: CM 240 and CM 250*

### **CM 420: INTERPERSONAL COMMUNICATION IN ORGANIZATIONS**

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

*6 Quarter Credit Hours*  
*Prerequisite: CM 410*

### **CM 430: THEORIES AND APPLICATION IN ORGANIZATIONAL SETTINGS**

This course focuses on understanding organizations through analyzing their

communication decisions and the impact those decisions have on stakeholders including employees, customers, and the public. Students will examine a variety of real organizations, including several global ones, that have faced challenges and apply organizational theories to those cases. They will analyze the conditions that lead to organizational problems and apply theory to determine how an organization can prevent some of those challenges. Topics include leadership; group development, dynamics, and teamwork; diversity; global organizations and cultures; and ethics.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: CM 340

#### **CM 450: PROFESSIONAL DEVELOPMENT IN TECHNICAL WRITING**

The goal of this course is to acquaint students with professional development, what it means, how to participate in professional venues associated with their career field, and how to become a 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 could have increased promotion potential and employment prospects.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: None

#### **CM 499: BACHELOR'S CAPSTONE IN COMMUNICATION**

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

6 Quarter Credit Hours

Prerequisite: Completion of the final term of the Bachelor of Science in Communication or permission from the program Dean

## **CRIMINAL JUSTICE**

#### **CJ 100: EIGHT SKILLS OF THE EFFECTIVE CRIMINAL JUSTICE STUDENT**

Eight Skills of the Effective Criminal Justice Student is an important component of the new student experience in the undergraduate criminal justice program at Kaplan University. It is designed to ensure criminal justice students' successful social and academic transition into and pursuit of academic excellence within the University community, and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, observing, thinking, interviewing, and communicating) of criminal justice professionals through dynamic and engaging interactions and presentations by practicing professionals in many areas of criminal justice. Real-life examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.

5 Quarter Credit Hours

Prerequisite: None

#### **CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM**

This course provides an overview of the criminal justice system in the United States. Students gain an understanding of the philosophy and development of the criminal justice system, the current state of the criminal justice agencies and institutions, and the issues and challenges facing them.

5 Quarter Credit Hours

Prerequisite: None

#### **CJ 102: CRIMINOLOGY 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.

5 Quarter Credit Hours

Prerequisite: CJ 101

#### **CJ 106: FOUNDATIONS OF INTERNATIONAL AND COMPARATIVE CRIMINAL JUSTICE**

The course provides a study of the Western system of criminal justice and a comparative analysis of criminal justice systems in Europe, Asia, Africa, and China. The definition of crime, the methods of enforcement, and the types of punishment in foreign countries are examined.

5 Quarter Credit Hours

Prerequisite: CJ 102

#### **CJ 107: INTRODUCTION TO INTERNATIONAL POLICING**

This course is an introduction to the nature and scope of international and transnational crime and the contributions made by professional police forces in foreign countries to combat crime. Emphasis will be placed on the international aspects of police activities in various foreign criminal justice agencies including formal and informal police cooperation between nations as well as the impact of mutual assistance and extradition agreements. Bilateral, regional, and international systems created for crime prevention, punishment, and control are analyzed. Recent enforcement measures against organized crime and terrorist organizations are considered.

5 Quarter Credit Hours

Prerequisite: CJ 102

#### **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.

5 Quarter Credit Hours

Prerequisite: CJ 101

#### **CJ 125: INTRODUCTION TO FRAUD EXAMINATION**

The goal of this course is to provide students with the fundamental skills needed to practice in the field of fraud investigation and examination. It will provide the necessary foundation for understanding advanced, complex cases and to begin preparation for certification as a fraud



examiner. Students will study actual cases of fraud and topics ranging from cash larceny thefts and reimbursement schemes to corruption and witness interviewing.

*5 Quarter Credit Hours*

*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, as well as topics such as inmate rights and correctional staffing are examined. Contemporary issues, such as overcrowding and privatization, are also explored.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 140: INTRODUCTION TO CONSTITUTIONAL LAW**

This course is designed to acquaint the student with the U.S. Constitution, the Bill of Rights, and constitutional amendments as they relate to criminal law and the collection of criminal evidence. It will introduce students to criminal evidence through landmark Supreme Court cases and provide background in search and seizure and due process as they relate to criminal justice practice.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 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.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 150: JUVENILE DELINQUENCY**

This course involves the study of the historical development of the juvenile justice system, the current programs and services available to juvenile offenders, as well as delinquency hearings and criminal trials.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 180: PRIVATE SECURITY**

This course introduces students to the private security profession in the United States. Topics covered include current trends and the role of private security compared to that of police officers. Students explore specialized security fields and career opportunities in various industries. The course also explains computer security, the

organizational role for security, risk analysis, litigation, and technological advancements.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 210: 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 presentation. It also examines various techniques used during criminal investigations, such as photography, interviewing, evidence handling, and scene reconstruction, and how each applies to specific types of crimes.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 211: POLICE OPERATIONS**

This course examines the roles, responsibilities, issues, and trends related to contemporary law enforcement organizations. It also provides an in-depth look at community policing, policing in selected foreign countries, stress recognition and management, civil liability, public expectations, and police careers.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 212: CRIME PREVENTION**

This course provides an overview of the diverse field of crime prevention with a heavy emphasis on primary prevention and a minor focus on secondary and tertiary prevention. Students will explore such elements of crime prevention as physical environmental design, the role of the community and the mass media, deterrence, community policing, school programs, drug abuse issues, and rehabilitation.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 213: COMMUNITY POLICING**

This course examines the current trend of community policing in American policing. Topics will include the history of community policing, crime prevention, the use of information technology, and training, as well as the implementation and evaluation of specific community policing initiatives. The course will specifically focus on how community policing can be applied to a variety of crimes and social issues. Additionally, international applications and the future of community policing will be highlighted.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 215: EXPLORATION OF COMPUTER CRIME**

This course will explore the historical foundations of computer/high-tech crime and will make concrete connections to current issues. It is designed so that students develop an understanding of the multidisciplinary

relationships involved in computer crime. It will begin with a review of computer crime and an exploration of what is being protected. The course will explore sociological and theoretical aspects of computer crime, including the social and economic impact of cybercrime. Additional topics will examine laws and regulations, how to prevent cybercrime, and future trends in the management of high-tech computer crime.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS**

This course is an introduction to information systems used within the criminal justice system at the local, state, and federal levels. Included is an overview of existing systems, the impact of technology upon criminal justice agencies, and a summary of future needs.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

### **CJ 219: PEACEKEEPING OPERATIONS**

This course explains the methods of addressing post-conflict situations in which the root causes of conflict remain unsettled because the basic political, legal, economic, social, and governmental institutions remain in flux. The course describes the role of the civilian police and other entities, as well as standards to be applied in peacekeeping operations. The course examines the nature of peacekeeping operations and effective models used throughout history.

*5 Quarter Credit Hours*

*Prerequisite: CJ 102*

### **CJ 220: INTRODUCTION TO CRIMINAL INTELLIGENCE ANALYSIS**

This course is designed to provide students with a working knowledge of the intelligence process within law enforcement organizations. It will provide an overview of the analytical methods and products that assist in investigation. It will look at database applications in terms of construction and their relationship to intelligence gathering. The intelligence unit, including its staffing and management as well as operating procedures, will also be examined.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 225: FRAUD INVESTIGATION**

This course is designed to provide students with the skills to successfully investigate the most common fraud scams committed against individuals and businesses. It builds upon the basics of fraud investigation by focusing on specific fraudulent offenses and how to effectively identify and resolve these crimes. Students will learn how to recognize fraud, prevent fraudulent activity, and ultimately investigate acts of theft.

*5 Quarter Credit Hours*

*Prerequisite: CJ 101*

**CJ 227: CRIMINAL PROCEDURE**

This course examines the constitutional protection and due process afforded every person arrested in the United States. It provides students with a thorough understanding of the U.S. justice system from the time of arrest through the sentencing of the criminal offender. In addition, this course examines such matters as victims' rights and the effects of gangs on the crime problem.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 228: RISK MANAGEMENT**

The essence of the field of security is to protect the assets of the employer or client and to prevent and control losses. This course is designed to give students an advantage upon entering the security field by providing a solid foundation in the techniques of risk analysis and risk management. It will help students understand the decision-making process regarding loss prevention, which will allow them to communicate and work with superiors as the process moves from basic security surveys to selection of loss-prevention techniques.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE**

In this course, students learn how to identify the elements of a crime and to categorize crimes by type, including homicide, crimes against the person, and crimes against property or habitation. Students learn about criminal capacity, different defenses, and who may be considered parties to a crime.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 233: INTRODUCTION TO FORENSIC PSYCHOLOGY**

This course introduces the student to the field of forensic psychology and encourages the student to examine the legal system through the use of psychological concepts, methods, and research results. Topics covered include the theories of crime, the role of psychology in the legal system, the police and the criminal justice system, and the use of forensic assessments in both criminal and civil cases. Using case law and landmark Supreme Court decisions, the student will explore the foundations of forensic psychology and its impact on the criminal justice system.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 234: ISSUES IN PRIVATE SECURITY**

This course will focus on emerging and existing issues in the private security field. Students will be exposed to recent strategies to help combat loss and protect critical assets. Students will recognize the growing need and the increasing use of private security in today's world. Topics

to be covered include transportation/cargo, workplace violence, retail loss prevention, white-collar crime, robbery, substance abuse, terrorism, and computer security.

5 Quarter Credit Hours  
Prerequisite: CJ 101 or enrollment in the Private Security Management Certificate

**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.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 240: LEGAL ISSUES IN CORRECTIONS**

The course examines the U.S. court system, processes, and constitutional protections related to corrections processes, institutions, and programs. Special emphasis is given to prisoner rights, contemporary legal issues in corrections, and civil and criminal liabilities of corrections personnel.

5 Quarter Credit Hours  
Prerequisite: CJ 130 or permission of the Dean

**CJ 242: CRITICAL ISSUES IN CORRECTIONS**

This course provides students with a set of thoughtful and critical readings on contemporary correctional issues in the United States. Topics include prisons, jails, and other correctional facilities; management and policies governing these facilities; alternatives to incarceration; community and societal perceptions; sentencing; inmate-related themes, such as health issues, elderly inmates, and female offenders; and programs in prison.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 244: CLIENT RELATIONS IN CORRECTIONS**

The course examines the social implications of discrimination and the meaning and functions of ethnicity, peer influences, and popular culture on self-perceptions, societal perceptions, and behaviors as they relate to offenders and custodial situations.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 246: HUMAN RELATIONS IN A DIVERSE SOCIETY**

This course assists students in understanding the pervasive influence of culture, race, and ethnicity in the workplace and communities. It focuses on the cross-cultural contact that police officers and civilian employees have with citizens, victims, suspects, and coworkers from

diverse backgrounds. The major themes include the need for awareness, for understanding of cultural differences, and for respect toward those of different backgrounds.

5 Quarter Credit Hours  
Prerequisite: None

**CJ 264: WHITE-COLLAR CRIME**

This course examines the 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.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**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.

5 Quarter Credit Hours  
Prerequisite: CJ 101

**CJ 290: 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.

5 Quarter Credit Hours  
Prerequisite: None

**CJ 292, 294, 296, AND 298: ASSOCIATE'S-LEVEL CRIMINAL JUSTICE EXTERNSHIP**

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

*Onsite only*  
CJ 292: 3 Quarter Credit Hours  
CJ 294: 4 Quarter Credit Hours  
CJ 296: 5 Quarter Credit Hours  
CJ 298: 6 Quarter Credit Hours

Prerequisite: Permission from the Registrar's Office, Program Coordinator, and Externship Coordinator

**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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 295: WORLD CONFLICT**

This course provides a global perspective on conflict, and in particular the cultural, political, and religious beliefs that have helped to define the concept of terrorism in the twenty-first century. This global treatment of conflict analyzes all major regions of the world, with an emphasis on the historical and contemporary influences that impact regional and worldwide understanding of terrorism today.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: Last term or permission of 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.

*6 Quarter Credit Hours*

*Prerequisite: CJ 102*

### **CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE**

This course explores the trial process, the definitions and types of evidence, and proof. Students will learn about trial proceedings and the 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.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101; CJ 140 recommended*

### **CJ 307: TERRORISM, WMD, AND DISASTER RESPONSE METHODOLOGY**

This course will cover the methodology and rationale behind the unified response to a terrorist, Weapons of Mass Destruction (WMD), or disaster incident within the National Incident Management System (NIMS) and Incident Command System (ICS). Students will explore the management and incident command response to terrorist, WMD, or disaster events including elements of logistics, budgeting, prioritization, staffing, and support. Students will examine these methodologies from the perspective of crisis management and consequence management.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 315: INTERNET VULNERABILITIES AND THE LEGAL IMPLICATIONS OF MONITORING CRIMINAL ACTIVITY IN CYBERSPACE**

This course will provide techniques and develop strategies for properly documenting investigations involving crimes committed by way of the Internet. Students will review legal information and procedures that affect Internet investigations.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 317: COMPUTER FORENSICS**

Topics in the course will include an overview of computer forensics, computer forensic software, and techniques for capturing and analyzing data from various digital storage media such as Apple iPods, GPS (Global Positioning System) devices, and portable USB (Universal Serial Bus) memory sticks.

*6 Quarter Credit Hours*

*Prerequisite: 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.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101; PS 124 recommended*

### **CJ 327: CRIME SCENE PHOTOGRAPHY**

This course provides the student with introductory knowledge of crime scene photography. The course will cover the fundamentals of photography, as well as photography's application to law enforcement. The course examines the mechanics of a camera, the methodology of photography at crime scenes, advances in digital photography and image enhancement, videography, and recent court decisions regarding the admissibility of photographic evidence in court.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 330: CRIME ANALYSIS METHODOLOGY AND PRACTICE**

Designed to follow an introductory study of crime analysis, this course examines modern practices and tools used to analyze and measure crime, including various charting techniques, reports, statistics, and tables. It describes the many available techniques used daily by crime analysts in law enforcement organizations. Students will learn how to apply specific analytical methods to aid investigations of violent crime, organized crime, narcotics, white-collar crime, and street crime.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101; CJ 110 recommended*

### **CJ 333: FAMILY AND DOMESTIC VIOLENCE**

This course discusses the relationship between criminal justice and social service systems that deal with family and domestic violence, including, but not limited to, how the criminal justice, research, and social service communities work to provide a multiagency approach to this devastating issue.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 337: CURRENT ISSUES IN TRANSNATIONAL CRIME**

This course explores current issues that impact transnational crime including those related to economic conditions, global investment and currency transactions, international trade, poverty, inequality, and gender. This course will cover various crime topics such as illegal economic activity, corruption, smuggling, money laundering, and environmental crime.

*6 Quarter Credit Hours*

*Prerequisite: CJ 102*

### **CJ 340: APPLIED CRIMINAL JUSTICE ETHICS**

This course teaches students the fundamentals of morality and ethics in the context of applied criminal justice. Topics covered include the role of ethics as it pertains to the recruitment, hiring, and promotion of personnel; the mission of the criminal justice system; the importance of maintaining public trust; the responsible use of discretionary authority; the devastating consequences of official misconduct and recommendations for its control; the importance of organizational leadership; the role of training; and the future of the criminal justice system.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 341: ETHICS OF FRAUD INVESTIGATION**

This course introduces the ethical theories applicable to fraud investigation and expands on previous study into the nature and causes of crime and unethical behavior. Units will increase students' ability to apply, explain, and combine theoretical concepts through assessment, application, and comparative exercises. Topics include the philosophy of ethics, theories on unethical/criminal behavior, and the application of these philosophies and theories to fraud investigation.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS**

This course compares and contrasts justice systems around the world. Topics covered include crime on the world scene, legal traditions, substantive law and procedural law, and an international perspective on policing, the courts, corrections, and juvenile justice.

The study of other cultures and countries is an important feature of a comprehensive educational experience. In this course, students discuss the positive and negative attributes of the various justice systems of England, France, Sweden, Japan, and Russia.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE**

This course combines state-of-the-art behavioral theory with numerous cases that allow students to identify and resolve personnel and organizational problems. It prepares students for effective police management and supervision.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 350: ORGANIZED CRIME**

The course investigates the international phenomenon of organized crime from historical origins through future trends in organized criminal enterprise. Special emphasis is given to domestic organized crime involving different racial and ethnic groups. Law enforcement's efforts to describe, understand, and combat organized crime are discussed.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 355: HOMELAND SECURITY**

The course provides an introduction to homeland security and the agency role in preparing national security for threats of domestic and international terrorism. This role ensures homeland security management and operational assistance for federal, state, and local agencies. The goal of this course is to ensure students develop an understanding of how the Department of Homeland Security prepares and addresses domestic and international terrorism. The student should be able to apply this knowledge from both an academic and practitioner perspective. Students will demonstrate the ability to apply this knowledge by identifying and applying homeland security management principles and practices.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 360: GLOBAL CULTURE AND CRIMINAL JUSTICE**

This course includes a study of transnational crime including violence and economic crime. Concerns exist for criminal justice organizations around the world as they work to stem the flow of drugs, control trade in human beings, diminish smuggling, and halt terrorism. This course will explore how individual cultures and societies affect the processes related to crime investigation, prosecution, and punishment.

*6 Quarter Credit Hours*

*Prerequisite: CJ 101*

### **CJ 361: TRENDS IN INTERNATIONAL POLICING**

The mafia, Russian organized crime, drug cartels, Chinese human traffickers, terrorists, and the electronic sex trade thrive in part due to the disconnected efforts of sovereign countries and their law enforcement institutions to enforce law outside of their national borders. Slowly, the

international community has recognized that it must establish international institutions and work collaboratively in order to challenge those who profit from an absence of the rule of law. During this course, we will explore law enforcement's efforts to combat international organized crime in the past, present, and future. The course will furnish a concise but comprehensive introduction to the challenges inherent in criminal investigations that span traditional state boundaries. Students will analyze international policing case studies and identify effective operational methods that result in the successful enforcement of the transnational rule of law.

*6 Quarter Credit Hours*

*Prerequisite: CJ 102*

### **CJ 362: CURRENT GENDER ISSUES IN INTERNATIONAL CRIMINAL JUSTICE**

This course will examine from a cross-cultural perspective the role of gender in comparative criminal justice by considering such topics as the punishment of female offenders, the assistance to female victims, and the roles of female criminal justice practitioners.

*6 Quarter Credit Hours*

*Prerequisite: CJ 102*

### **CJ 370: CRIME SCENE INVESTIGATION II**

This course provides students with a general understanding of the contributions that experts can make in dispute resolution both inside and outside the courtroom. It explains when expert testimony is necessary and when a person is qualified to testify as an expert. Students learn the relevancy of evidence and how to provide the expert testimony necessary to substantiate the results of the examined evidence.

*6 Quarter Credit Hours*

*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).

*6 Quarter Credit Hours*

*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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: CJ 101

**CJ 412: ROLE OF CRIMINAL JUSTICE IN PEACEKEEPING OPERATIONS**

This course provides an analysis of the role of civilian police, public administration, and other law enforcement institutions in peacekeeping operations. The course covers how peacekeeping activities are affected by illegal structures and organizations that attempt to subvert governmental institutions and public safety through criminal enterprises. The goal of this course is to provide students with an understanding of how to employ a functioning law enforcement and criminal justice system that upholds and enforces the rule of law and is adaptive to the needs of the society subjected to conflict and hostilities.

6 Quarter Credit Hours

Prerequisite: CJ 102

**CJ 416: PROTECTING DIGITAL ASSETS**

This course will provide a comprehensive introduction to network protection issues including basic physical security and network protections such as cryptography, digital signatures, authentication, and firewalls. Topics will include how to identify what is at risk, how to develop a personnel security program, identification of threats, and design and implementation of personnel security measures.

6 Quarter Credit Hours

Prerequisite: CJ 215 or enrollment in the advanced start Bachelor of Science in Criminal Justice program

**CJ 420: JUVENILE JUSTICE**

This course provides an overview of the juvenile justice system in the United States. It focuses on the design and application of the juvenile justice system. Upon completion of the course, students will have a full understanding of the interrelationships among philosophy, notions of causation, and procedural requirements provided to youthful offenders and abused children. Students will also be able to discuss and identify diversion and prevention programs, the effects of incarceration, and possible alternatives to incarceration. Last, the future of juvenile courts and the juvenile justice system will be addressed.

6 Quarter Credit Hours

Prerequisite: CJ 101

**CJ 421: ORGANIZATIONAL BEHAVIOR IN CRIMINAL JUSTICE ORGANIZATIONS**

This course explores human behavior in criminal justice organizations. Students examine individual behaviors, attitudes, personalities, values, perceptions, 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 in criminal justice organizations.

6 Quarter Credit Hours

Prerequisite: CJ 101

**CJ 422: HUMAN RESOURCE DEVELOPMENT FOR THE CRIMINAL JUSTICE PROFESSIONAL**

This course is aimed at criminal justice professionals looking to increase their knowledge and potential within the field of human resource development. The course will blend human resource development with sociology, psychology, and ethics based within the criminal justice context. The course will look in detail at leadership development and management. Students will study the importance of effective communication as well as the impact of diversity on individual and group behavior. Students will read case studies examining race, gender, and power dynamics within a criminal justice framework. Topics will include managing authority and power, racial profiling, controlling disciplinary problems within the workforce,

dealing with low morale, and managing internal and external politics at work, as well as how best to manage crisis conflicts.

6 Quarter Credit Hours

Prerequisite: CJ 345

**CJ 423: EMPLOYMENT AND POLICY LAW FOR SUPERVISORS AND MANAGERS**

Employment and policy law helps to regulate the workplace environment by protecting employees from discrimination and harassment and providing a safe and fair workplace. In this course, students will analyze and evaluate legal concepts and learn to identify potentially troublesome employment-related legal and ethical issues to avoid liability, as well as to develop an understanding of how to manage employees to maximize productivity.

6 Quarter Credit Hours

Prerequisite: CJ 101

**CJ 424: APPLICATION OF MANAGEMENT THEORY TO CRIMINAL JUSTICE ORGANIZATIONS**

This course takes a look into police management and supervision. The course will investigate the application of management techniques and strategies with regard to the criminal justice system. Information about law enforcement supervision at the local, state, and federal levels will be investigated. Issues regarding the internal and external dealings of law enforcement agencies, such as budgeting, training, communication, decision making, developmental growth, and motivation of employees, will be explored.

6 Quarter Credit Hours

Prerequisite: CJ 101

**CJ 425: CRIME MAPPING**

This course is designed to provide students with a conceptual understanding of crime mapping by exploring various crime mapping applications. As a result, they will learn the importance and usefulness of being able to geographically visualize crime patterns and situations through crime mapping procedures used in the criminal justice field.

6 Quarter Credit Hours

Prerequisite: CJ 101

**CJ 430: PSYCHOLOGICAL PROFILING**

This course examines psychological profiling within the context of crime analysis. Students will learn the importance of crime scene analysis, modus operandi (MO), and criminal signatures in identifying certain types of offenders. Case studies will be used to critically evaluate and assess the techniques used in this process. This will provide students with the necessary foundation for understanding cases that benefit from this analytical technique.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CJ 110

**CJ 433: PROBATION AND PAROLE**

This course provides an introduction to probation, the most common response to criminal offenders, and parole. As the problem of prison overcrowding continues, probation and parole will expand, and so will the controversy surrounding their use. Students gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of controversy. The course also provides insight into the difficult but interesting work performed by probation and parole officers.

6 Quarter Credit Hours

*Prerequisite: CJ 130 or enrollment in the advanced start Bachelor of Science in Criminal Justice program*

**CJ 440: CRISIS INTERVENTION**

The goal of this course is to provide the student with practical knowledge and information to effectively mediate in a crisis situation. This course will review empirically validated approaches to crisis intervention. It will describe the evolution of crisis intervention as a field, theoretical bases, and the role of law enforcement in crisis situations. In addition, assessment and diagnosis of psychological issues commonly found in crisis situations will be covered.

6 Quarter Credit Hours

*Prerequisite: CJ 101; PS 440 recommended*

**CJ 441: FINANCIAL INVESTIGATION AND FORENSIC ACCOUNTING**

This course is designed to give students the ability to analyze the financial records and actions of business personnel to determine fraud. Students learn how to conduct a basic fraud examination and identify situations in which certified public accountants should become involved in the fraud investigation.

6 Quarter Credit Hours

*Prerequisite: CJ 101; CJ 125 recommended*

**CJ 442: LEGAL ELEMENTS OF FRAUD**

The goal of this course is to provide upper-division students with a highly developed familiarity with the legal elements of fraud in a criminal law context. It connects previous study of substantive and procedural criminal law to legal concepts through analysis and assessment exercises. Topics include an in-depth analysis of what constitutes fraud, case studies, and legal rights and privacy issues.

6 Quarter Credit Hours

*Prerequisite: CJ 101; CJ 225 recommended*

**CJ 443: SECURITY MANAGEMENT AND ADMINISTRATION**

This course will guide students toward an understanding of the role of management within a security organization and explain techniques and offer practical methods that will help them achieve effective security department management. During the course, students will examine the

following issues and topics: basic management and organizational theory; individual roles of security management personnel; policy and procedure; current computer applications that can help all aspects of security function; the importance of security statistics; and how to sell security to the organization. One of the course's major themes is the importance of security within the organization and within the community.

6 Quarter Credit Hours

*Prerequisite: CJ 180 or enrollment in the advanced start Bachelor of Science in Criminal Justice program*

**CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS**

This course deals with concepts and theory in the field of organizational behavior. The course focuses on the historical perspectives of organizational theorists, theories of motivations and leadership, and future trends and developments in modern organizations.

6 Quarter Credit Hours

*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.

6 Quarter Credit Hours

*Prerequisite: CJ 150 or enrollment in the advanced start Bachelor of Science in Criminal Justice program*

**CJ 481–486: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

In this course, students will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry that is of interest and relevant to her/his professional goals.

*CJ 481: 1 Quarter Credit Hour*

*CJ 482: 2 Quarter Credit Hours*

*CJ 483: 3 Quarter Credit Hours*

*CJ 484: 4 Quarter Credit Hours*

*CJ 485: 5 Quarter Credit Hours*

*CJ 486: 6 Quarter Credit Hours*

*Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed*

**CJ 489: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE ADMINISTRATION AND MANAGEMENT**

This course is designed as the culminating experience of the bachelor's degree program in criminal justice administration and management. This course consists of a series of assignments that integrate concepts from the curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.

6 Quarter Credit Hours

*Prerequisite: Last term or permission of the Dean*

**CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE**

This course is designed to provide students with a fundamental understanding of applied research in the context of 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.

6 Quarter Credit Hours

*Prerequisite: CJ 101; may not be taken concurrently with CJ 499*

**CJ 491, 493, 495, AND 497: BACHELOR'S-LEVEL CRIMINAL JUSTICE EXTERNSHIP**

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

*Onsite only*

*CJ 491: 3 Quarter Credit Hours*

*CJ 493: 4 Quarter Credit Hours*

*CJ 495: 5 Quarter Credit Hours*

*CJ 497: 6 Quarter Credit Hours*

*Prerequisite: Permission from the Registrar's Office, Program Coordinator, and Externship Coordinator*

**CJ 496: CRIMINAL JUSTICE INTERNSHIP**

This course provides students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University criminal justice students and a criminal justice agency of their choice at either the local, state, or federal level will offer broad-based exposure for students at all levels of their chosen organization. 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.

6 Quarter Credit Hours

*Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed*

### **CJ 498: BACHELOR'S CAPSTONE FOR INTERNATIONAL AND COMPARATIVE CRIMINAL JUSTICE**

This course is designed as the culminating experience of the bachelor's degree program in international and comparative criminal justice. This course consists of a series of assignments that integrate concepts from the curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

### **CJ 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE**

This course is designed as the culminating experience of the baccalaureate program in criminal justice. This course comprises a series of assignments that integrate concepts from the criminal justice curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

## **DENTAL ASSISTING**

### **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*

*4.5 Quarter Credit Hours*

*Prerequisites: 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*

*6.5 Quarter Credit Hours*

*Prerequisite: None*

### **DA K151: FOUNDATIONAL SKILLS FOR DENTAL ASSISTING**

The Foundational Skills for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of academic strategies; general concepts of nutrition, law, and ethics; math fundamentals; an introduction to pharmacology, infection control, and vital signs; and complementary and alternative medicine. Also included is a focus on dental anatomy and basic setup and instrumentation. This module is also designed to develop professional skills and proactive career management.

*Omaha campus only*

*6 Quarter Credit Hours*

*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*

*5 Quarter Credit Hours*

*Prerequisites: 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*

*5.5 Quarter Credit Hours*

*Prerequisites: 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*

*6 Quarter Credit Hours*

*Prerequisites: 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*

*2.5 Quarter Credit Hours*

*Prerequisites: 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, including first aid and CPR, human behavior, 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 surrounding the tooth, and tissues of the oral cavity, and provides instruction on the expanded duties of a dental assistant. This module is also designed to develop professional skills and proactive career management.

*Omaha campus only*

*6 Quarter Credit Hours*

*Prerequisite: None*

### **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, anesthesia, 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*

*5 Quarter Credit Hours*

*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*

*9 Quarter Credit Hours*

*Prerequisites: DA B170, DA O170, DA P170, and DA R170*

## **EDUCATIONAL PARAPROFESSIONAL**

### **EP 101: INTRODUCTION TO CLASSROOM MANAGEMENT**

This course will provide students with an overview of the paraprofessional's role in effective classroom management. Topics include an introduction to classroom culture, the importance of communication and positive interpersonal relationships in the classroom, motivation and learning methods, and working with educational specialists to manage challenging student behavior. Emphasis is placed on managing individuals and small groups, and enhancing the learning environment.

*5 Quarter Credit Hours*

*Prerequisite: 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: EP 114*

### **EP 220: READING AND WRITING METHODS**

This course is designed to familiarize students in the paraprofessional emphasis area with a developmental approach to balanced literacy instruction. Emphasis will be placed on key reading and writing elements including phonics, phonemic awareness, fluency, comprehension, spelling, writing, listening, speaking, and vocabulary development. Students will explore strategies that enable the paraprofessional classroom assistant to support language arts programs.

*5 Quarter Credit Hours*

*Prerequisite: EP 114*

### **EP 230: SURVEY OF SPECIAL NEEDS**

This course is designed to help future paraprofessionals become effective advocates for students with special needs by applying strategies to address learning differences. Students will explore some of the more common learning differences and disabilities currently encountered in the mainstreamed and special education classrooms. Students will also address issues of giftedness, learning strategies, and behavior modification, as well as relevant federal legislation.

*5 Quarter Credit Hours*

*Prerequisite: EP 114*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: EP 114*

## **ENVIRONMENTAL POLICY AND MANAGEMENT**

### **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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: EM 101*

### **EM 305: THE ECONOMICS OF ENVIRONMENTAL 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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission on the Dean*

## EXPERIENTIAL LEARNING

### EL 203: PORTFOLIO DEVELOPMENT

Students will develop a portfolio that describes and organizes the learning they have acquired on the job, through volunteer work, travel, etc. Students will also examine what they already know, what they have college credit for, what their future goals are, and how all of these pieces fit together. Faculty will guide students through the process and provide feedback and assistance on each component of the portfolio. Students will collect all of their previously credited learning (college transcripts, standardized exams, pre-evaluated learning, etc.) and will articulate and organize learning not already credited.

*5 Quarter Credit Hours*

*Prerequisite: Previous success in one or more college course(s)*

## FIRE SCIENCE

### FS 100: EIGHT SKILLS OF THE EFFECTIVE FIRE SCIENCE STUDENT

Eight Skills of the Effective Fire Science Student is an important component of the new student experience in the undergraduate fire science and emergency management programs at Kaplan University. It is designed to ensure students' successful social and academic transition into and pursuit of academic excellence within the University community, and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, observing, thinking, interviewing, and communicating) of professionals through dynamic and engaging interactions and presentations by practicing professionals in many areas. Real-life examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become

academically, personally, and socially successful within and beyond this intellectual community.

*5 Quarter Credit Hours*

*Prerequisite: None*

### 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: FS 101*

### 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: FS 101*

### 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.

*5 Quarter Credit Hours*

*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, psychological, and religious concepts as they relate to modern ethics. The course will also provide an overview of various approaches to ethical theory such as deontology, utilitarianism, and virtue ethics.

*5 Quarter Credit Hours*

*Prerequisite: FS 101*

### 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 299: ASSOCIATE'S CAPSTONE IN FIRE SCIENCE**

This course is designed as the culminating experience of the associate's degree program 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.

*5 Quarter Credit Hours*  
*Prerequisite: Last term or permission of the Dean.*

**FS 301: FIRE INVESTIGATION AND ANALYSIS**

This course analyzes fire ignition dynamics, flame spread, and room fire growth. Students explore all aspects of incident investigation, financial management, and other functions related to fire analysis and investigation.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 302: ADVANCED PRINCIPLES OF FIREFIGHTER SAFETY AND SURVIVAL**

This course provides an advanced analysis of firefighter life safety initiatives as well as an evaluation of the behavioral changes necessary in emergency services. Through case studies and scenarios, students develop the effective decision-making skills that are necessary for survival in fire and related emergency situations.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 303: FIRE PROTECTION STRUCTURES AND SYSTEMS**

This course explains the in-depth principles of fire protection system design. Students will explore fire systems and their components, such as sprinkler, water spray, water mist, standpipe, and ultra high-speed water spray systems, as well as other methods of fire extinguishment such as foam systems, dry chemical agents, and clean agent systems. Also, this course will provide a comprehensive review of special hazard detection and fire alarm systems.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 304: COMMUNITY RISK REDUCTION FOR FIRE AND EMS**

This course analyzes theories for understanding ethical, social, organizational, political, and legal aspects of community risk reduction for fire and EMS agencies. Students will learn to utilize common methods for developing effective and comprehensive community risk-reduction plans.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 401: FIRE PREVENTION ORGANIZATION AND MANAGEMENT**

This course explores the modern management and planning techniques that are utilized to organize a fire department. Students will examine fire department organization and management through community risk reduction, codes and standards, inspections, plan review, incident investigation, fire prevention research, and the relationship of master planning to fire prevention.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 402: POLITICAL, ETHICAL, AND LEGAL FOUNDATIONS OF EMS**

This course explains various aspects of the government's role in public safety, as well as the American legal system, fire and emergency medical services (EMS) operations, employment and personnel issues, and emergency officials' roles. The course also discusses legislative and political influence in fire and EMS.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 403: LEADERSHIP AND MANAGEMENT**

This course examines the knowledge and skills needed to become a responsible leader and to manage a crew of firefighters. Topics include leadership and management during an incident, managing budgets and personnel, and standard operating procedures management. The course also analyzes challenges found by new leaders, the creation of a team environment, situational leadership, and ethical decision making.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*Prerequisite: FS 101*

**FS 498: BACHELOR'S CAPSTONE IN FIRE SCIENCE**

This course is designed as the culminating experience of the bachelor's degree program 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.

*6 Quarter Credit Hours*  
*Prerequisite: Last term or permission of the Dean*

**FS 499: BACHELOR'S CAPSTONE IN FIRE AND EMERGENCY MANAGEMENT**

This course is designed as the culminating experience of the bachelor's degree program in fire and emergency management. This course consists of a series of assignments that integrate concepts from the fire and emergency management curriculum. The assignments are designed to test application and critical thinking skills as students

work through fact-based scenarios and analyze issues affecting contemporary practice.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

## FOUNDATIONS

### **KU 106: INTRODUCTION TO UNDERGRADUATE ONLINE LEARNING**

This course will review essential skills in writing 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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **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.*

*5 Quarter Credit Hours*

*Prerequisite: None*

### **KU 121: INTRODUCTION TO WRITING SKILLS AND STRATEGIES**

This course will review basic skills in grammar and mechanics, spelling, and written expression in order to prepare students for success in 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.*

*5 Quarter Credit Hours*

*Prerequisite: None*

### **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.*

*5 Quarter Credit Hours*

*Prerequisite: None*

### **KU 123: 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 and will apply what is learned to both reading and writing situations. Specific attention will be given to an understanding of the writing process. Through engaging in the act of writing, the student will practice all steps of the process, will develop a mind set for the importance of grammar, mechanics, and spelling, and will begin to understand the role of reader as audience. The reading and writing skills and strategies learned in this class are designed to prepare students for success in subsequent coursework.

*Enrollment in this course is limited to students placed in this course through placement testing.*

*Onsite only*

*5 Quarter Credit Hours*

*Prerequisite: None*

## HEALTH SCIENCES

### Exercise and Fitness

#### **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.

*5 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: None*

### Health and Wellness

#### **HW 205: VITAMINS, HERBS, AND NUTRITIONAL SUPPLEMENTS**

This course introduces the most commonly used vitamins, herbs, and nutritional supplements. Single vitamins—their benefits, dosage, precautions, and contraindications—will be reviewed, as well as vitamin formulas routinely recommended. Nutritional supplements will be introduced and their categories, benefits, and safety issues will be explored and discussed. The principal systems of herbal medicine found worldwide will be illustrated along with their individual characteristics and common usage. This course also examines the growing popularity of herbal medicines from a sociological and ecological standpoint.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **HW 210: COMPLEMENTARY AND ALTERNATIVE MEDICINE**

In this course, students explore the field of complementary and alternative medicine (CAM), becoming familiar with the variety of professions that comprise it and their major concepts, methodological approaches, and theoretical foundations. Students investigate the multifaceted meaning of the term “holistic” and investigate how each CAM profession uniquely describes itself in light of this. Current research will be explored including the impact of the National Institute of Health’s CAM division.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **HW 215: MODELS FOR HEALTH AND WELLNESS**

This course introduces students to the concepts of health, healing, and wellness from a broad historical and multicultural perspective. Students will investigate how changing ideas about religion, philosophy, science, and psychology have influenced our understanding of health, and how the practice of medicine continues to be affected by global, social, and economic pressures. Contemporary models of health and wellness will be illustrated by drawing upon selected writings from each major proponent, and students will undertake the development of an original model of health and wellness

based on an understanding of and sensitivity to current geopolitical and multicultural issues.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **HW 220: CONTEMPORARY DIET AND NUTRITION**

This course explores current dietary trends and examines the role geopolitical and economic forces have on our day-to-day food choices. The impact of the globalization of world food markets will be investigated, as will the ongoing controversies of genetic engineering, foodborne illnesses, and the organic food movement. The spectrum of popular diets and their advocates and critics will be discussed along with the current scientific research available for each. Students will reflect on the diversity of food choices, prohibitions, and taboos that exist within our multicultural and multiethnic communities, with an eye toward increasing awareness and sensitivity.

*5 Quarter Credit Hours*

*Prerequisite: 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.

*5 Quarter Credit Hours*

*Prerequisite: Advanced start students only*

#### **HW 410: STRESS—CRITICAL ISSUES IN MANAGEMENT AND PREVENTION**

This in-depth course offers students a detailed look at the extensive research and practical approaches for identification, management, and prevention of stress. The health consequences of stress—physiological and psychological—will be discussed, as well as the sociological and economic effects of untreated stress on society as a whole. Current approaches to stress reduction and prevention will be illustrated including mind/body therapies that have shown remarkable rates of success.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **HW 420: CREATING WELLNESS—PSYCHOLOGICAL AND SPIRITUAL ASPECTS OF HEALING**

In this course, students explore the burgeoning fields of meditation, “mindfulness,” and

transpersonal psychology in theory and practice. Students will assess the role of personal mindset toward self and others as a foundation for wellness, and appraise the impact of positive/negative relationships in maintaining good health. A wide array of source material will be studied, including current research, and the shifting paradigms of curing, healing, and wholeness will be investigated.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **HW 425: HEALTH AND WELLNESS PROGRAMMING—DESIGN AND ADMINISTRATION**

This course acquaints students with the components and essential design elements of comprehensive health and wellness programming. Students will create programs for community and corporate settings, learning to identify key constituents and the diversity of funding sources both public and private. Instruments for measuring outcomes will be discussed for both short- and long-term programs, as well as the essential administrative tasks, functions, and responsibilities required for successful results.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **HW 499: BACHELOR'S CAPSTONE IN HEALTH AND WELLNESS**

This capstone course is the culminating experience for the Bachelor of Science in Health and Wellness. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

*6 Quarter Credit Hours*

*Prerequisite: Last term*

### **Health Care Administration**

#### **HA 255: HUMAN RESOURCES FOR HEALTH CARE ORGANIZATIONS**

This course explores human resource practices in health care settings. It addresses a wide range of topics including staffing, worker safety and security, general employment practices, performance management, organizational development, and employee relations. Upon completion of the course, students will be able to implement/integrate evidence-based human resource strategies into the day-to-day management of their departments.

*5 Quarter Credit Hours*

*Prerequisite: HS 230*

#### **HA 405: LEADERSHIP AND ETHICS IN HEALTH CARE**

This course provides students with the opportunity to examine and critically reflect on the nature and implications of leadership ethics in health care. Students examine key characteristics of ethical leadership, and the theoretical underpinnings of sound moral decision making and action of health care leaders. Processes for identifying and cultivating health care leaders, cultural competence, continued learning, and bioethics in health care are also explored.

*6 Quarter Credit Hours*

*Prerequisite: HS 230*

#### **HA 415: HEALTH CARE POLICY AND ECONOMICS**

This course provides students with information surrounding health care policy and economics. The focus is on defining public and private health care and the policy issues that surround them. Students also identify the roles of local, state, and national policymakers and describe the role and responsibility of the individual citizen with regard to health care policy and economics.

*6 Quarter Credit Hours*

*Prerequisite: HS 440*

#### **HA 425: OPERATIONAL ANALYSIS AND QUALITY IMPROVEMENT**

This course addresses health care strategies and the laws that affect operational decisions. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, and external analysis, are covered. Students also analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes in organizations. Students compare total quality tools and performance measures, and examine leadership and teamwork in the business environment.

*6 Quarter Credit Hours*

*Prerequisite: HS 230*

#### **HA 499: BACHELOR'S CAPSTONE IN HEALTH CARE ADMINISTRATION**

This capstone course is the culminating experience for the Bachelor of Science in Health Care Administration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health care administration.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Chair/Dean*

## Health Information Technology

### HI 125: HIT I—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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### HI 135: HIT II—LEGAL ASPECTS OF HEALTH INFORMATION AND HEALTH CARE STATISTICS

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, an overview of the U.S. court system, and responding to subpoenas and court orders. In addition, the definition and computation of common health care statistics, the importance of keeping vital statistics, and common data presentation methods are also covered.

*5 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*Prerequisite: HI 120*

### 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.

*5 Quarter Credit Hours*  
*Prerequisites: 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.

*2 Quarter Credit Hours*  
*Prerequisite: HI 150*

### HI 215: REIMBURSEMENT METHODOLOGIES

The focus of this course is on the use of computers for medical billing and claim submission. Information is presented on various medical insurance plans. In addition, students learn how to appropriately make referrals to specialists and other paraprofessionals while following insurance guidelines and regulations.

*3 Quarter Credit Hours*  
*Prerequisite: HI 150*

### HI 230: LEADERSHIP AND QUALITY ASSESSMENT IN HEALTH INFORMATION

Management theory, budgeting, productivity, personnel management, and relations between health information, quality assurance, risk management, utilization management, and medical office staff are studied in this course. Students study performance improvement and assessment concepts as they relate to health information. Accreditation and licensure, data quality issues, and the design of a health information department are also covered.

*5 Quarter Credit Hours*  
*Prerequisites: 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.

*4 Quarter Credit Hours*  
*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 coding functions, DRG assignment and reimbursement, accrediting/licensing procedures, department design, quality assessment, utilization, and risk management. In addition, students will gain experience with basic

management functions. Students will be evaluated on their performance of expected competencies at the end of the course. The course requires a final presentation. The online version of HI 295 requires each student to work with the School of Health Sciences placement staff to locate an externship site a minimum of two terms prior to beginning the externship.

*5 Quarter Credit Hours*  
*Prerequisites: Final term and completion of all prior courses in the program*

### 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.

*6 Quarter Credit Hours*  
*Prerequisite: Students enrolled in the Bachelor of Science in Health Information Management or Bachelor of Science in Health Care Administration only, or permission of the Dean*

### 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 studying strategies for taking the American Health Information Management Association's Registered Health Information Administrator (RHIA) exam are included.

*6 Quarter Credit Hours*  
*Prerequisite: Must be taken in the student's last term*

## Health Science

### HS 101: MEDICAL LAW AND BIOETHICS

This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### HS 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.

*Hagerstown campus only*

*5 Quarter Credit Hours*

*Prerequisites: 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 study the following systems: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular. Each body system is reviewed with anatomy and physiology; diagnostic, lab, and surgical procedures; as well as pharmacology for interest and knowledge.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **HS 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.

*3 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: HS 120*

### **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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: HS 130 or PU 120*

### **HS 210: MEDICAL OFFICE MANAGEMENT**

The course explores procedural guidelines for accomplishing various administrative tasks in the health care setting. Topics include management of patient information, medical office software skills, and general workplace competencies of health care employees.

*5 Quarter Credit Hours*

*Prerequisite: 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.

*3 Quarter Credit Hours*

*Prerequisite: HS 210*

### **HS 220: MEDICAL CODING AND INSURANCE**

Using ICD-9-CM, CPT, and HCPCS codes, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance and insurance terminology.

*5 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: HS 215, or HS 200 and 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.

*5 Quarter Credit Hours*

*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 book-keeping procedures, accounts receivable, payroll, banking processes, petty cash, and billing and collection procedures.

*3 Quarter Credit Hours*

*Prerequisite: HS 210*

### **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, 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.

*5 Quarter Credit Hours*

*Prerequisite: Advanced start students only*

### **HS 265: DRUGS, DISEASE, AND HEALTH CARE**

This course is designed to introduce the student to essential concepts in health care administration, pharmacology, and pathophysiology. This knowledge is necessary to successfully matriculate to upper-level courses in the School of Health Sciences. The coursework examines various models of health care delivery

systems and also covers the scope and practice of health care administration in the United States and in different countries. The student is taught the principles of introductory pharmacology including an emphasis on drug classes and drug administration. This course also includes discussion of pathogenesis and prognosis of common diseases. Conventional and alternative therapies are examined in relation to pathophysiology.

5 Quarter Credit Hours

Prerequisite: Advanced start students only

### 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.

2 Quarter Credit Hours

Prerequisite: None

### 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

5 Quarter Credit Hours

Prerequisites: HS 111 and first two hepatitis B immunizations

### HS 292: BILLING AND CODING EXTERNSHIP

The externship provides practical on-the-job training in medical billing, coding, insurance submission, and patient referrals at various physician offices or long-term care facilities. Students work under the direct supervision of experienced billers and coders to apply classroom knowledge to actual work situations.

Hagerstown campus only

3 Quarter Credit Hours

Prerequisite: Last term or earlier with permission of Program Coordinator

### 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

5 Quarter Credit Hours

Prerequisites: Last term or earlier with permission of 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 and study designs used in health sciences, and critically appraise the research published in scientific literature and popular media. Students learn to identify and discuss current trends in research in health sciences, nutrition, health psychology, exercise science, and complementary and alternative medicine.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: None

### HS 315: PUBLIC HEALTH

This course introduces students to the scope and practice of public health. Studies include an introduction to demography, epidemiology, biostatistics, and other tools used to assess community health. Students discuss effective communication and education strategies geared toward building community partnerships in order to implement the principles and advancement of public health.

6 Quarter Credit Hours

Prerequisite: 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.

6 Quarter Credit Hours

Prerequisite: None

### HS 410: 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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: None

### HS 440: FINANCE FOR HEALTH CARE

Health information professionals play a key role in the reimbursement cycle of any health care organization. Reimbursement management, including compliance strategies, case management, auditing, payment systems, commercial and managed care, and federal insurance plans, are explored. This course also provides the student with an understanding of health care finance, basic accounting principles, the budget process, and cost/benefit analysis.

6 Quarter Credit Hours

Prerequisite: None

### HS 450: STRATEGIC PLANNING AND ORGANIZATIONAL DEVELOPMENT FOR HEALTH CARE

This course focuses on management of human resources. Topics include employment law, typical middle management functions of recruitment, supervision, and retention, disciplinary procedures, and performance standards. The student will gain knowledge of organizational behavior, entrepreneurialism, and change management. Assessment and benchmarking techniques are also explored.

6 Quarter Credit Hours

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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in the Bachelor of Science in Health Information Management only or permission of 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.

*6 Quarter Credit Hours*

*Prerequisite: Last term*

## Medical Assisting

### **MA 104: ANATOMY AND PHYSIOLOGY I**

This course is an integrated study of the human body. The course presents the chemical basis of life, a basic understanding of cells, cellular metabolism, and tissue composition and functions. The course also includes the study of the structures and functions of the following systems: integumentary, skeletal, muscular, nervous, and somatic.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **MA 107: ANATOMY AND PHYSIOLOGY II**

This course is a continuation of the integrated study of the human body. The course emphasizes the morphology and physiology of the following systems: circulatory, lymphatic, endocrine, digestive, respiratory, urinary, and reproductive.

*5 Quarter Credit Hours*

*Prerequisite: MA 104*

### **MA 126: PHARMACOLOGY**

This course is a systematic study of the most commonly prescribed drugs, their classification, and their therapeutic and toxic effects. The course reviews mathematical skills for dosage calculation. Methods and routes of administration will be explored, demonstrated, and practiced.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **MA 156: PATHOPHYSIOLOGY**

Studies include the most common diseases of bodily systems including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. Students also study alternative treatments and pain management.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **MA 260: CLINICAL COMPETENCIES I**

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include: health history, vital signs, specialty exams, sterilization, minor surgical procedures, and surgical asepsis. The online version of MA 260 will include a minimum of 20 hours of clinical instruction to be performed at an approved clinical site.

*5 Quarter Credit Hours*

*Prerequisite: HS 130*

### **MA 270: CLINICAL COMPETENCIES II**

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include: phlebotomy, specimen processing, growth charts, instrumentation, methods of quality control, capillary puncture, CLIA-waived testing, microbiology procedures, urinalysis, and administering medications. The online version of MA 270 will include a minimum of 20 hours of clinical instruction to be performed at an approved clinical site.

*5 Quarter Credit Hours*

*Prerequisite: MA 260*

### **MA 290: MEDICAL ASSISTING EXTERNSHIP AND EVALUATION**

Successful completion of this course will require 160 hours of clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MA 290 requires each student to work with the School of Health Sciences clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

*5 Quarter Credit Hours*

*Prerequisite: MA 270; final term of study*

## Medical Office Management

### **MO 250: MEDICAL RECORDS MANAGEMENT**

Students are familiarized with the content, format, and management of the medical health 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.

*3 Quarter Credit Hours*

*Prerequisite: HS 210*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: HS 210*

### **MO 270: ADVANCED MEDICAL OFFICE MANAGEMENT**

The course explores guidelines for running the medical office. Topics include personnel management, governmental compliance, risk assessment, and basic business practices.

*5 Quarter Credit Hours*

*Prerequisite: MO 260*

### **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.

*3 Quarter Credit Hours*

*Prerequisite: MO 270; final term of study*

## Medical Records

### **MR 100: ADVANCED KEYBOARDING**

Students work on improving technique, speed, and accuracy. Advanced reports, correspondence, tables, and medical office applications are included. Language arts skills are further reviewed, practiced, and reinforced. Communication and letter-writing skills required in health settings are emphasized.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **MR 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.

*2 Quarter Credit Hours*

*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*

*2 Quarter Credit Hours*

*Prerequisite: None*

### **MR 110: KEYBOARDING II— ADVANCED TECHNIQUES**

This keyboarding course emphasizes advanced formatting features used in business and medical documents, as well as speed and accuracy development. Advanced keyboarding skills are critical for medical transcriptionists and valuable for other medical professionals. These skills are especially important when learning to type by touch, as they directly determine speed and accuracy.

*3 Quarter Credit Hours*

*Prerequisite: MR 105*

### **MR 160: PHARMACOLOGY AND LABORATORY MEDICINE**

This course focuses on the broad field of pharmacology. Students study drug classes and 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.

*5 Quarter Credit Hours*

*Prerequisites: 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.

*5 Quarter Credit Hours*

*Prerequisites: HS 111 and HS 200*

### **MR 260: MEDICAL RECORDS TRANSCRIPTION II**

Medical Records Transcription II builds on students' previous mastery of basic health care dictation by advancing the knowledge base to the intermediate skill level of dictation, proofreading, and editing. Utilizing resource materials and industry-specific software and equipment, students will meet increasingly demanding accuracy and productivity standards.

*5 Quarter Credit Hours*

*Prerequisite: MR 250*

### **MR 270: MEDICAL RECORDS TRANSCRIPTION III**

This course builds on students' mastery of intermediate health care dictation. Using industry-specific software and equipment, students progress in their knowledge of proper format, grammar, and punctuation as well as refine proofreading and editing skills. Students transcribe a variety of advanced difficulty specialty reports by health care providers with and without accents, and increase their familiarity with industry reference materials. Students implement realistic productivity and accuracy standards via a multistep approach of quality control, turn-around time, and records management.

*5 Quarter Credit Hours*

*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.

*2 Quarter Credit Hours*

*Prerequisite: None*

### **MR 290: MEDICAL TRANSCRIPTION PRACTICUM**

This course provides students with a simulated practicum experience to prepare for work in the field of medical transcription. Students will experience life as a medical transcriptionist working from home and dealing with a variety of specialties, accents, and turnaround times.

*5 Quarter Credit Hours*

*Prerequisite: MR 270; final term of study*

## **Nutrition Science**

### **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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **NS 210: NUTRITIONAL ANALYSIS AND ASSESSMENT**

This course includes the study of methods and equipment used for nutritional analysis in health, obesity, and malnutrition. Students learn how to utilize the software based on manual data-gathering systems to assess nutritional status.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **NS 220: NUTRITION PLANNING AND MANAGEMENT**

This course addresses the nutritional planning for the maintenance of health and wellness. The studies include identification, assessment, and management of nutritional deficiencies occurring due to food choices and pharmacotherapy.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **NS 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.

*5 Quarter Credit Hours*

*Prerequisite: Advanced start students only*

### **NS 315: NUTRITIONAL BIOCHEMISTRY**

The course examines the physiochemical aspects of energy metabolism and macro- and micronutrients. Mechanisms underlying the metabolism of proteins, carbohydrates, vitamins, and special nutrients are discussed. The biochemical basis of various nutritional disorders, including metabolic and genetic disorders, is studied.

*6 Quarter Credit Hours*

*Prerequisites: SC 155, 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.

*6 Quarter Credit Hours*

*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.

6 Quarter Credit Hours

Prerequisite: SC 155, 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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: SC 115, 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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: None

#### **NS 440: LEGAL AND REGULATORY ENVIRONMENT IN FOOD PRODUCTION**

This course covers the legal and regulatory aspects of food production. Studies include major elements in and the rationale behind food labeling. This course further addresses the regulatory agencies and their role in enforcement, and the legal and ethical responsibilities of the food producers, suppliers, and retailers in maintaining a safe food supply. Special attention is given to regulatory aspects of food production relative to livestock handling, and the import and export of food.

6 Quarter Credit Hours

Prerequisite: 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.

6 Quarter Credit Hours

Prerequisite: Last term

## **Public Health**

#### **PU 120: INTRODUCTION TO PUBLIC HEALTH**

This course introduces the five core disciplines of public health: health policy and management, social and behavioral health, biostatistics, epidemiology, and environmental health. Public health is explored from its historical beginning to the current issues of today. Current topics ranging from local to global perspectives are a major focus of the course. Community health issues, communicable disease control, current research and informatics, and the roles of public health professionals are also included.

5 Quarter Credit Hours

Prerequisite: None

#### **PU 240: HEALTH DISPARITY**

Students explore diverse factors such as socioeconomic status, race, ethnicity, and language barriers that impact health care access and health outcomes in the population. Students are introduced to special challenges

and solutions to address disparity in the practice of public health.

5 Quarter Credit Hours

Prerequisite: None

#### **PU 340: PUBLIC HEALTH LAW**

Students are introduced to key legal and regulatory issues that impact the field of public health. The course includes an overview of the different types of law, presents key information related to health insurance and government health insurance programs, and reviews the rights of individuals as they relate to public health.

6 Quarter Credit Hours

Prerequisite: None

#### **PU 430: INTRODUCTION TO DISASTER MANAGEMENT AND EMERGENCY PREPAREDNESS**

Principles of disaster management and emergency preparedness, including the National Response Framework and National Incident Management System, are explored. These systems are applied to the management of disasters at the local, state, and federal levels using real-world scenarios. Students study the role of public health in disasters, with emphasis on assessment, mitigation, preparedness, response, and recovery.

6 Quarter Credit Hours

Prerequisite: None

#### **PU 499: BACHELOR'S CAPSTONE IN PUBLIC HEALTH**

The capstone course is the culminating experience for the Bachelor of Science in Public Health. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in public health.

6 Quarter Credit Hours

Prerequisite: Must be taken in the student's last term

## **HUMANITIES**

#### **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.

*5 Quarter Credit Hours*

*Prerequisite or corequisite: Any College Composition I 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.

*5 Quarter Credit Hours*

*Prerequisite: CM 220*

#### **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*

*2 Quarter Credit Hours*

*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*

*3 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

#### **HU 261: GLOBAL CIVILIZATION (HONORS)**

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.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course; honors students only*

#### **HU 265: CIVIC RESPONSIBILITY (HONORS)**

Civic responsibility and public service go hand in hand. Civic responsibility implies a duty to society, and requires action in the form of public

service. Business, philanthropists, government agencies, institutions, and individuals can participate in acts of public service as part of their civic responsibility. This course approaches the topics of civic responsibility and public service from historical and applied perspectives. Students will learn of the contributions of individuals and organizations in a variety of areas including medicine/public health, child advocacy, government, poverty, mental health, the natural environment, and the service sector.

*5 Quarter Credit Hours*

*Prerequisite: Honors students only*

#### **HU 280: BIOETHICS**

In this course, students develop and apply sound ethical reasoning and judgment to important issues in health care. Topics studied include access to health care, medical privacy, end-of-life care, genetic screening, and emerging genetic technologies. Emphasis is on practical applications of ethical principles and analytic methods.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

#### **HU 300: ART AND HUMANITIES— TWENTIETH CENTURY AND BEYOND**

In this course we will explore the impact of creative expression on cultures from the beginning of the twentieth century to the present. By studying examples from the arts and humanities, students investigate how humans have the potential to shape history. Students develop skills to evaluate and analyze forms of creative expression, and discover how to apply these skills to their career goals, community, and daily experience.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

#### **HU 320: CULTURE—RELIGION AND IDENTITY**

We live in a diverse world with global economies, internationally mobile workforces, and networked conference/call centers, as well as mega churches,

cathedrals, synagogues, ashrams, mosques, and temples. In order to communicate effectively with people from a variety of religious backgrounds, students must be knowledgeable about the origins and belief systems of the main contemporary religions. This course will provide a journey into the philosophical, historical, and sociological elements of religions that have both influenced and 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.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

#### **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.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

#### **HU 410: FREEDOM AND JUSTICE**

This course is designed to introduce the student to the foundational philosophies of freedom and justice that underlie the stability of the free world. Social stability is not a natural occurrence. A delicate balance of individual rights and freedoms weighed against the need for justice and equality under the law must be maintained not only by law, but by individual expression in a free society. The tools gained in this class will prepare a student or enhance a student's ability to fulfill this vital individual role, as well as analyze how just principles can dictate the ideal compromise between individual and social freedoms within his or her own profession, community, and worldview.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

## **HUMAN SERVICES**

#### **HN 115: INTRODUCTION TO HUMAN SERVICES**

Students will gain a deeper understanding of the purpose of human services and the history of

the field. The activities will help students to become familiar with the various human service agencies and the diverse populations they will encounter working in the human services field. Students will recognize key social issues that contribute to the field of human services.

*5 Quarter Credit Hours*  
*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, identity, 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.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **HN 210: ORGANIZATIONAL THEORY IN HUMAN SERVICES**

Students will explore the complex and dynamic nature of contemporary organizations through a multiperspective approach. Students will also examine how the various approaches, concepts, and models apply to the not-for-profit sector.

Through the use of case studies and activities, students will investigate similarities and differences between organizations and articulate how human services professionals are change agents in their agencies.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*Prerequisite: HN 200*

#### **HN 347: PUBLIC PERSONNEL ADMINISTRATION**

Students will examine the complexities of public personnel issues faced by human services administrators. Through the use of case studies and activities, students will differentiate between the issues affecting the public and private sectors. Students will also create solutions to these issues.

*6 Quarter Credit Hours*  
*Prerequisite: HN 200*

#### **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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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 they 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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: HN 200*

### **HN 410: HUMAN SERVICES DELIVERY**

This course focuses on a strategic approach to planning and evaluating the services delivered to clients. Topics will include the systems and practices found in human service agencies. Students will learn the skills and knowledge necessary to interpret the data they collect. Using real-world scenarios, students will design and evaluate ethical interventions for clients.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours 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.

*6 Quarter Credit Hours*

*Prerequisite: HN 200*

### **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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: Completion of the final term of the Bachelor of Science in Human Services or permission from the program Dean*

## **INFORMATION SYSTEMS AND TECHNOLOGY**

### **Computer Forensics**

#### **CF 101: COMPUTER FORENSICS I**

This course will introduce students to the fundamentals of computer forensics. Topics discussed will include preservation of evidence

and chain of custody, applying computer forensic methodologies to acquire, extract, and analyze data from digital media, and report writing. Students will analyze and complete several sample cases.

*Hagerstown campus only*

*5 Quarter Credit Hours*

*Prerequisite: IT 190*

#### **CF 201: COMPUTER FORENSICS II**

This is a continuation of Computer Forensics I. Advanced forensic techniques will be discussed including an in-depth overview of Microsoft file systems and registry analysis. Additional topics discussed will include metadata, steganography, and other data-hiding techniques. Students will complete several hands-on projects.

*Hagerstown campus only*

*5 Quarter Credit Hours*

*Prerequisite: CF 101*

#### **CF 235: COMPUTER SECURITY AND PENETRATION TESTING**

This course introduces students to the fundamentals of network and computer security and penetration testing. Students will learn about various attacks and methods used by hackers to gain access to computer systems and how to combat them. Various tools and techniques used for penetration testing will be discussed and utilized.

*Hagerstown campus only*

*5 Quarter Credit Hours*

*Prerequisite: CF 201*

#### **CF 245: MOBILE DEVICE FORENSICS**

This course will introduce students to various techniques used to acquire, extract, and analyze digital information found on cell phones and PDA devices. Mobile phone technologies and available tools will be discussed.

*Hagerstown campus only*

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CF 265: NETWORK FORENSICS**

This course will introduce students to the fundamentals of network forensics. Students will develop an understanding of the fundamentals of topologies, protocols, and applications required to conduct forensic analysis in a network environment. Topics such as conducting network investigations, live analysis, and analyzing log files will be discussed.

*Hagerstown campus only*

*5 Quarter Credit Hours*

*Prerequisite: CF 201*

### **Graphic Design**

#### **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*  
5 Quarter Credit Hours  
Prerequisite: None

### **GD 110: INTRODUCTION TO THE HISTORY OF GRAPHIC DESIGN**

In this course, students will be introduced to the history and usage of graphic design throughout its evolution. Topics will concentrate on how graphic design has been utilized in the translation of ideas and concepts at various points throughout the history of the visual communication methodologies. Students will review, utilize, and develop work based on styles and processes of eras covered in class.

*Hagerstown campus only*  
5 Quarter Credit Hours  
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*  
5 Quarter Credit Hours  
Prerequisite: None

### **GD 180: DIGITAL DESIGN I**

In this course, students are introduced to the fundamentals of computer-aided drawing and photo rendering for print and media production by utilizing industry-standard applications like Adobe Photoshop and Illustrator. Students will work with various design and production methods to become familiar with processes that utilize cross-media usage and implementation in both vector and bitmap formats. Lectures, assignments, and projects will focus on tools, methodologies, and industry-standard processes.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisites: GD 100 and GD 120

### **GD 190: METHODOLOGIES OF PUBLISHING**

In this course, students will learn about standard types of 3-D packages and the key elements of a package composition. In addition, branding and branding theories in the design world will be covered. The student will learn how product, audience, and placement all influence a package design as well as how the role of branding affects design. Client briefs will be covered and utilized. Template design construction will also be discussed in order to make the translation from a 2-D surface to a 3-D design. Emphasis will

be placed on print preflighting and proper prepress procedures.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisites: GD 100 and GD 120

### **GD 200: DIGITAL DESIGN II**

In this course, students will continue to utilize processes and procedures introduced in Digital Design I by using industry-standard applications like Adobe Photoshop and Illustrator. This course will focus on more advanced methods and practices in the usage of design methods and tools in the creation of projects that can be utilized in real-world environments. Lectures, assignments, and projects will focus on these advanced processes and implementation methods.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisite: GD 180

### **GD 210: PRINT AND PRODUCTION DESIGN**

In this course, students will learn the foundation, standards, and procedures for proper 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*  
5 Quarter Credit Hours  
Prerequisite: GD 200

### **GD 220: DIGITAL PHOTOGRAPHY**

This course is designed to develop students' skills in pixel-based photographic design and printing design methodologies. Students will learn how to create, edit, post, and share images electronically using proper techniques. They will also become proficient with the technical aspects of photography using a digital camera and working with those images, including the digital editing, saving, sizing, posting, and printing of those images. Photographic tools and supplies will be discussed such as filters, lenses, and lighting. Students will learn about this art form through the study of historic and contemporary trends and apply that appreciation to their own work. Students will also learn how to parlay their photographs into the realm of graphic design.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisite: GD 180

### **GD 230: MULTIPAGE DESIGN**

In this course, students will create multiple page layouts utilizing design tools and processes

in industry-standard applications like Adobe InDesign. Projects focus on incorporating the features of text flow, nested styles, story and style editors, drawing tools, document presets, and master pages.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisite: GD 190

### **GD 240: DIGITAL PRESENTATION**

In this course, students will utilize industry-standard applications like Adobe Flash and Director to create digital presentations to be viewed on- and offline. Focus will be on the creation of presentations using tools and real-world methods that conform to industry standards and expectations. Students will learn, review, and implement processes using lecture, exercise, and project assignments.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisites: GD 180 and IT 214

### **GD 260: MULTIMEDIA AND PRODUCTION**

In this course, students will learn, review, and utilize industry-standard applications like Adobe Premiere and After Effects to create moving image presentations utilizing video and sound recording, editing, and manipulation processes. Focus will be on setting up a location for recording, recording footage and sound from that location, and bringing the footage into programs to edit, enhance, and manipulate. Students will work on individual and group projects to focus on the processes and industry methods applied to create on- and offline videos and movies.

*Hagerstown campus only*  
5 Quarter Credit Hours  
Prerequisite: IT 214

## **Information Systems and Technology**

### **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, we 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.

5 Quarter Credit Hours  
Prerequisite: None

### **IT 128: HEALTH INFORMATICS I**

This is an introductory course in health informatics. Students are introduced to the various types of health care information as well as the quality, laws, regulations, and standards that

apply. Topics in this course include: health care information systems, system implementation and support, information security, assessment, and IT leadership.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IT 214: FOUNDATIONS OF WEB DESIGN**

This is a fast-paced course in Web design for students enrolled in the advanced start version of the Bachelor of Science in Information Technology. Students are taught the basic concepts of Web page design, beginning with the planning stages of site mapping and storyboards. Elements such as tables, forms, rollover buttons, hyperlinks, text formatting and management, navigation systems, inserting multimedia, and implementing Cascading Style Sheets (CSS) will be explored. By creating an individual online portfolio or biography using Dreamweaver and implementing XHTML and CSS, students develop skills for today and tomorrow.

*5 Quarter Credit Hours*

*Prerequisite: Enrollment in the advanced start Bachelor of Science in Information Technology program, Associate of Applied Science in Graphic Design program, or Bachelor of Science in Business Administration program*

### **IT 228: HEALTH INFORMATICS II**

This is the second course in health informatics. Students are exposed to the following topics: applications for health care information systems (HIS), strategic planning, HIS life cycles, infrastructure to support health care, government regulations, electronic health records, and protection of health care information.

*5 Quarter Credit Hours*

*Prerequisite: IT 128*

### **IT 238: DATA MODELING FOR HEALTH INFORMATICS**

This course covers data modeling for health care systems. Students will be introduced to the following topics: entity-relationship modeling, normal forms, database creation, and data manipulation using SQL. Students will complete hands-on assignments and case studies related to the health care industry.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: IT 117*

### **IT 245: WEBSITE DEVELOPMENT**

This course introduces activities related to website development. The concepts begin with the planning stages of interface design, site mapping, and storyboards. Elements such as tables, forms, rollover buttons, hyperlinks, text formatting and management, navigation systems, inserting multimedia, and implementing Cascading Style Sheets will be explored.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisites: 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.

*5 Quarter Credit Hours*

*Prerequisite: IT 193 or IT 271*

**IT 255: E-COMMERCE DEVELOPMENT**

This course explores Web-based commerce. Students learn technical and nontechnical approaches and study online and traditional commerce. The course covers business solutions for small to large businesses and examines a variety of approaches to electronic commerce. Topics include security, payment systems, legal and ethical considerations, tools, and technologies. Some business principles are also covered.

*5 Quarter Credit Hours*

*Prerequisite: IT 214 or IT 245*

**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.

*5 Quarter Credit Hours*

*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 employ across multiple platforms.

*5 Quarter Credit Hours*

*Prerequisite: IT 258*

**IT 261: DESKTOP ADMINISTRATION**

This course prepares networking students to install, configure, and administer a desktop operating system. Students learn to automate operating system installation, set up and manage user accounts, and configure local file systems. They learn to configure and troubleshoot both local and network printers, manage and troubleshoot access to shared folders, and recover from system failures.

*5 Quarter Credit Hours*

*Prerequisite: IT 190*

**IT 271: VISUAL BASIC FUNDAMENTALS**

This is a fast-paced Visual Basic programming course for students enrolled in the advanced start version of the Bachelor of Science in Information Technology. Basic concepts and syntax used to write programs, including variables, input, output, looping, and program flow, are introduced. Students design and develop graphical user interface-based applications using the Visual Studio development environment.

Topics include object-oriented programming, using external data for input/output, and software component development.

*5 Quarter Credit Hours*

*Prerequisite: Enrollment in the advanced start Bachelor of Science in Information Technology program*

**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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: IT 254*

**IT 275: LINUX SYSTEM ADMINISTRATION**

This introductory Linux course prepares students to install, configure, and administer Linux as a network operating system. Students learn both command line and graphical user interface administration with full-feature Linux distributions. Emphasis is placed on applied skills that address real-world challenges such as managing file structure, network services, and system security.

*5 Quarter Credit Hours*

*Prerequisite: IT 273*

**IT 278: 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: IT 193*



### **IT 296: ASSOCIATE'S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP**

This course gives students practical job experience in their chosen career field. Students apply for externships with assistance from their program advisor. Externships are for a minimum of 150 hours and are graded as pass/fail.

*Onsite only*

*5 Quarter Credit Hours*

*Prerequisite: Last two terms of program or permission of the Dean or Program Coordinator; minimum GPA of 2.0*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Last term or permission of 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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: 200-level or above IT course; upper-level students only*

### **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.

*6 Quarter Credit Hours*

*Prerequisites: IT 259 and IT 320*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: IT 258*

### **IT 320: OPERATING SYSTEM CONCEPTS**

This course examines how modern computer operating systems work in tandem with hardware and applications. Specific topics include the design of processor, memory, and storage management, and the execution of processes that protect resources according to imposed controls. Various types of operating systems are discussed including those used in general purpose machines as well as in real-time or embedded devices. Finally, the Java platform is explored as a portable operating system environment.

*6 Quarter Credit Hours*

*Prerequisite: IT 190 or IT 273*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: 200-level or above IT course; upper-level students only*

### **IT 337: INTERNET BUSINESS FUNDAMENTALS**

This is an introductory course in Internet business fundamentals. Students examine various Internet technologies including Web browsers, databases, and search engines. Students learn to design Web campaigns using various marketing strategies. Other topics include: analytics, email campaigns, multimedia, security, and project management.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **IT 350: STRUCTURED QUERY LANGUAGE**

This course covers more advanced concepts of the SQL programming language, in particular the skills needed to develop a business application using

SQL. Students expand their programming skills by designing, creating, and managing databases using SQL.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **IT 354: DATABASE DESIGN**

This course covers the advanced concepts of database design and database security. Students expand their database skills by designing and creating databases using SQL. Emphasis is placed on the skills needed to develop and secure databases to meet business needs.

*6 Quarter Credit Hours*

*Prerequisite: IT 163 or IT 238*

### **IT 355: WEB PROGRAMMING DEVELOPMENT**

Students will learn how to create and maintain interactive and dynamic Web applications within a server-based scripting environment. Topics include Web applications, object-oriented programming, and Web databases.

*6 Quarter Credit Hours*

*Prerequisite: IT 271 or IT 293*

### **IT 358: ORACLE QUERY DESIGN**

This course covers the concepts of database query design and reporting tools using Oracle. Students are taught to create database objects and to store, retrieve, and manipulate data. Working in both the Procedure Builder and the iSQL\*Plus environments, students will learn how to create and manage PL/SQL program units and database triggers.

*6 Quarter Credit Hours*

*Prerequisite: IT 238 or IT 350*

### **IT 373: INTRODUCTION TO MULTIMEDIA USING ADOBE FLASH**

Students learn how to use the multimedia tool Adobe Flash. Students will explore how to create animations, interfaces, and site design. The difference between vector and raster artwork will be explored. Considerations such as download speeds, bandwidth, and compression rates will be reviewed. Students will create symbols (graphics, buttons, and movie clips). Students will import artwork as well as sound and video files. In addition, an introduction to ActionScript will be reviewed.

*6 Quarter Credit Hours*

*Prerequisite: IT 214 or IT 245*

### **IT 374: LINUX SYSTEM ADMINISTRATION II**

This advanced Linux course builds on the skills learned in IT 275. Students configure a Linux production system for authentication, network services, security, backup, and recovery. By completing lab exercises, students learn to monitor performance and set up SAMBA and

Apache. The use of GUI and command-line tools to troubleshoot client and server connectivity is also covered.

*6 Quarter Credit Hours*

*Prerequisite: IT 275*

### **IT 375: WINDOWS ENTERPRISE ADMINISTRATION**

This advanced course in Microsoft Windows enterprise administration prepares students to install, configure, and manage key network services and Active Directory. Students perform administrative tasks such as network service installation and configuration, Active Directory installation, Group Policy design and configuration, and configuration of network and Active Directory security. Students learn the theory behind Active Directory design and operation, and complete hands-on labs and projects that develop the skills needed for real-world settings.

*6 Quarter Credit Hours*

*Prerequisite: IT 278*

### **IT 380: NETWORKING OPERATING SYSTEMS**

This course takes a hands-on approach to learning the features and functions of modern network operating systems. Students install, examine, configure, and monitor several common operating systems. By exploring design principles from file system structure and security to network connectivity, students compare network operating systems strengths and weaknesses, learning to select the right system to meet requirements.

*6 Quarter Credit Hours*

*Prerequisite: IT 278*

### **IT 386: WIDE AREA NETWORKING**

Wide Area Networking is a networking course focused on the way data is transmitted around the globe. Students learn how wide area network (WAN) technologies enable long-distance transmission of data, voice, and video. During this course, students will focus on topics such as WAN protocols, transmission methods, digital network services, and current carrier service trends.

*6 Quarter Credit Hours*

*Prerequisite: IT 283*

### **IT 388: ROUTING AND SWITCHING I**

This course is the first of two routing and switching courses that prepare students to design, configure, and maintain network routing and switching. Students learn the basic concepts, protocols, and functions of network routers and switches. Emphasis is placed on hands-on practice of configuration and troubleshooting using live and simulated labs.

*6 Quarter Credit Hours*

*Prerequisites: IT 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 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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: IT 305*

### **IT 406: MOBILE DATABASE SYSTEMS**

This course covers smartphone application development using mobile databases. Students create mobile applications using the Microsoft .NET Compact Framework with C#. Topics include: user interface design, customizing components, dynamic data access and storage, and enhancing data and communication security.

*6 Quarter Credit Hours*

*Prerequisite: IT 405*

### **IT 407: MOBILE APPLICATION DEVELOPMENT FOR APPLE HANDHELD DEVICES**

This course introduces students to mobile application development for Apple handheld devices. Students learn how to develop mobile applications using Objective C. Students learn how to design mobile user interfaces. Students create applications using classes, arrays, views, and controls. Students also develop simple database applications.

*6 Quarter Credit Hours*

*Prerequisite: IT 406*

### **IT 408: MOBILE APPLICATIONS FOR BLACKBERRY DEVICES**

This course introduces students to mobile application development for Blackberry devices. Students learn how to develop mobile applications for the Blackberry using Java. Topics include pushing application data to devices using mobile data systems, Web signals, and Push APIs.

*6 Quarter Credit Hours*

*Prerequisite: IT 405*

### **IT 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. Students practice forensic analysis using EnCase Forensics software. Students complete hands-on labs and projects that address real-world forensic scenarios. 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.

*6 Quarter Credit Hours*

*Prerequisites: 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 examination, Kaplan University cannot guarantee the student's eligibility either to take this exam or become certified.

*6 Quarter Credit Hours*  
*Prerequisite: IT 286*

**IT 428: APPLICATION DEVELOPMENT FOR HEALTH CARE**

This course introduces the fundamentals of health care programming. Basic concepts and syntax used to write applications, including functions, decisions, data messaging and integration, and statistical programming, are introduced. Students design and develop simple application components using health care IT standards.

*6 Quarter Credit Hours*  
*Prerequisite: IT 453*

**IT 437: INTERNET MARKETING**

This course explores various Internet marketing strategies and the role marketing plays in building a successful website. Students learn how to use the Web to earn revenue and build recognition. Different marketing strategies are introduced to drive Internet traffic to a site as well as to keep audiences coming back.

*6 Quarter Credit Hours*  
*Prerequisite: IT 337*

**IT 441–446: DIRECTED STUDIES, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY**

In this course, students in the School of Information Systems and Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals.

*IT 441: 1 Quarter Credit Hour*  
*IT 442: 2 Quarter Credit Hours*  
*IT 443: 3 Quarter Credit Hours*  
*IT 444: 4 Quarter Credit Hours*  
*IT 445: 5 Quarter Credit Hours*  
*IT 446: 6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*Prerequisite: 200-level or above IT course; upper-level students only*

**IT 452: INTERMEDIATE QUERY DESIGN AND REPORTING**

This course covers the advanced concepts of database query design and the use of reporting tools. Students will expand their database skills by designing and creating queries using SQL. Emphasis will be placed on the skills needed to develop reports and queries to meet business needs.

*6 Quarter Credit Hours*  
*Prerequisite: IT 350*

**IT 453: BUSINESS INTELLIGENCE**

This course teaches foundational information systems concepts that support decision making. The course begins with an overview of Business Intelligence (BI) and includes data preparation, analysis, modeling, visualization, and deployment. Topics discussed in the course include knowledge bases, collaborative decision-making systems, and online tools such as expert systems. The theoretical concepts underpinning the ideas of BI are applied to practical scenarios.

*6 Quarter Credit Hours*  
*Prerequisite: IT 238 or 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.

*6 Quarter Credit Hours*  
*Prerequisite: 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.

*6 Quarter Credit Hours*  
*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: installation of database management software and utilities; control of access to data and resources; troubleshoot an Oracle database; backup and recovery of Oracle databases; and resolving common performance problems using Oracle.

*6 Quarter Credit Hours*  
*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 and team members and all those associated with development and maintenance of the system.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*Prerequisite: IT 271 or 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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*

*Prerequisites: (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.

*6 Quarter Credit Hours*

*Prerequisite: IT 388*

#### **IT 475: NETWORK MANAGEMENT**

This course in network management explores the concepts and practices used to optimize and secure today's networks. Students will learn the fundamentals of network operations and maintenance, traffic management, and network performance configuration. The course also develops students' skills in evaluating and selecting various types of network management software for both local and WAN environments.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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 serve authentication and server-side programming. Various issues involving Web security are discussed including Web/client security and intrusion detection and recovery.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: IT 388*

#### **IT 484: NETWORKING SECURITY**

This course teaches students how to defend network assets by evaluating threats and implementing appropriate countermeasures. The combination of protecting network availability, integrity, and confidentiality is the foundation of any good network security plan. By applying security technologies using cost-effective and balanced methods, even the smallest businesses can keep their networks safe. Topics include analysis of threats, vulnerability, methods of protection, and adoption of policies and procedures to secure access for local and remote network users. The course also includes strategies for securing Internet access between private and public networks.

*6 Quarter Credit Hours*

*Prerequisite: IT 388*

#### **IT 489: INFORMATION TECHNOLOGY EXTERNSHIP**

This course gives students practical job experience in the information technology field. Students will arrange an externship working in an IT position with a cooperating employer. The externship provides students an opportunity to learn about the IT career field through practical, real-world experiences and mentoring from an IT professional. This experience will enrich their technology skills and provide a better understanding of the level of expertise needed to be successful in their career. Externships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without approval of the Dean.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

#### **IT 490: MULTIMEDIA SCRIPTING**

Students will learn to use the ActionScript programming language to create powerful, compelling, and highly interactive digital content for the Web. The course focuses on teaching students how to use and write functions, understanding classes, the use of text and arrays, advanced graphics and animation tools, working with multimedia, and adding advanced interactivity. Students will work step-by-step through various scripts to create animation control for real-world interactive website applications.

*6 Quarter Credit Hours*

*Prerequisite: IT 373*

#### **IT 491, 493, AND 495: BACHELOR'S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP**

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

*Onsite only*

*IT 491: 3 Quarter Credit Hours*

*IT 493: 4 Quarter Credit Hours*

*IT 495: 5 Quarter Credit Hours*

*Prerequisite: Permission from the Registrar's Office, Program Coordinator, and Externship Coordinator*

#### **IT 492: ADVANCED SCRIPTING FOR INTERACTIVITY**

Students will use the ActionScript programming language to begin developing scripts used for Flash gaming. The course focuses on using and writing operators, capturing data from text fields, detecting game matches, determining wins, detecting collisions, and creating drop and drag classes. Students will explore advanced interactivity by creating a dynamically loading gallery of all games created during class.

*6 Quarter Credit Hours*

*Prerequisite: IT 490*

#### **IT 499: BACHELOR'S CAPSTONE IN INFORMATION TECHNOLOGY**

The Bachelor's Capstone in Information Technology is designed to build on the concepts of all information technology courses students have taken as a part of their degree plans. The capstone project integrates problem-solving techniques and the development and implementation of viable, student-developed solutions to meet an identified technology or design need in a business or institutional environment.

*6 Quarter Credit Hours*

*Prerequisite: Last quarter or permission of the Program Chair*

## **INTERDISCIPLINARY STUDIES**

#### **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.

*5 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

## LEGAL STUDIES

### 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: EM 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.

*6 Quarter Credit Hours*

*Prerequisite: None*

### 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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

### LS 320: HEALTH LAW SURVEY

This course introduces students to the legal issues associated with the health care delivery system, health care providers, and the regulation of health care. Among the topics to be covered are licensing, quality control, patient/professional relationships, health care organizations, regulatory aspects of health care, and liability of health care professionals and institutions.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

### LS 481–486: 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.

*LS 481: 1 Quarter Credit Hour*

*LS 482: 2 Quarter Credit Hours*

*LS 483: 3 Quarter Credit Hours*

*LS 484: 4 Quarter Credit Hours*

*LS 485: 5 Quarter Credit Hours*

*LS 486: 6 Quarter Credit Hours*

*Prerequisite: Third- or fourth-year student or enrollment in the advanced start Bachelor of Science in Paralegal Studies program or advanced start Bachelor of Science in Legal Studies program*

### 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.

*6 Quarter Credit Hours*

*Prerequisite: LS 308*

### LS 493: BSLS CAPSTONE (INTERNSHIP OPTION)

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. 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.

*6 Quarter Credit Hours*

*Prerequisite: Permission of the Dean*

### LS 498: BSLS CAPSTONE (RESEARCH OPTION)

This course is the research capstone option for students in the BSLS degree program. Students will conduct approved research under the supervision of a program chair or full-time faculty person in the School.

*6 Quarter Credit Hours*

*Prerequisite: Permission of the Dean*

## LIBERAL STUDIES

### 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.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

# MATHEMATICS

## 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*

*2 Quarter Credit Hours*

*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*

*2 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

## MM 180: MATH TOPICS FOR THE INTERDISCIPLINARY STUDENT

Students interested in improving their background in mathematic 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.

*5 Quarter Credit Hours*

*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 in two variables, and graphing. Both MM 204 and MM 218 need to be taken to satisfy the MM 212 core curriculum requirement.

*2 Quarter Credit Hours*

*Prerequisite: None*

## MM 207: STATISTICS

This course examines the principles of probability and descriptive and inferential statistics. Topics include probability concepts, measures of central tendency, normal distributions, and sampling techniques. The application of these principles to simple hypothesis-testing methods and to confidence intervals is also covered. The application of these topics in solving problems encountered in personal and professional settings is also discussed.

*5 Quarter Credit Hours*

*Prerequisites: IT 133 and MM 150*

## MM 212: COLLEGE ALGEBRA

This course covers topics of algebra including linear functions, equations, and inequalities, systems of equations in two variables, polynomial functions, rational and radical equations and inequalities, exponential and logarithmic functions, ratios, proportions, variation, and graphing.

*5 Quarter Credit Hours*

*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 MM 204 and MM 218 need to be taken to satisfy the MM 212 core curriculum requirement.

*3 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: MM 212*

## MM 255: BUSINESS MATH

Business Math presents math skills and knowledge that students can apply to solve financial problems. The course provides step-by-step guidance through sample problems and solutions related to banking, credit, basic finance, and investments. Students will also gain an understanding of financial instruments and terminology used in business finance such as compound interest, annuities, and promissory notes.

*5 Quarter Credit Hours*

*Prerequisites: IT 133 and MM 150*

## MM 260: LINEAR ALGEBRA

This course is designed to provide students with an overview and appreciation of linear algebra concepts, highlighting applications of linear algebra to real-world situations. Topics include vector operations, matrices, spaces and subspaces, eigenvalues and eigenvectors, and real-world applications of linear algebra. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.

*5 Quarter Credit Hours*

*Prerequisite: MM 212*

## MM 305: QUANTITATIVE METHODS

This course is an introduction to the theory and application of statistics in decision making and business-related activities, such as marketing and academic research and quality control. Through a combination of readings, terminology, practical application exercises, discussions, and use of a statistical software package, students will be provided with the introductory knowledge and the skills required to perform various statistical analyses to offer solutions to business-related problems and issues.

*6 Quarter Credit Hours*

*Prerequisites: IT 133 and MM 150*

## MM 309: DISCRETE MATHEMATICS

In this course, students learn mathematical processes that are sequential in nature. Topics covered include logic, sets, Boolean algebra, number systems, counting methods, and algorithms. These processes are especially relevant to students in information technology, and the application of these principles in the context of information technology will be discussed.

*6 Quarter Credit Hours*

*Prerequisite: MM 212*

# NURSING

## NU 101: NURSING FUNDAMENTALS

In this course, students are introduced to the nursing process, wellness, assessment techniques for determining normal from altered conditions, and the basic personal care and assistance required by the sick and disabled. Topics include patient safety, monitoring vital signs, initial assessment, bathing and grooming, personal care, and assisting with mobility. Students are taught how to effectively document patient records and provide reports to other providers. The course will include a clinical practicum.

*6 Quarter Credit Hours*

*Prerequisite: None*

## NU 105: PHARMACOLOGY

This course presents an overview of the basic principles of pharmacology including its relationship to the health of individuals and families. Students will learn drug actions, interactions, and therapeutic and adverse effects, as well as food-drug interactions, drug classifications, and the basic pharmacology of commonly used medications. Emphasis is placed on nursing responsibilities and client education.

*5 Quarter Credit Hours*

*Prerequisite: MM 212*

## NU 110: MEDICAL-SURGICAL NURSING I

This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. Care planning, nursing interventions, and patient education will be addressed. Students will complete a clinical practicum in a medical-surgical acute or chronic care setting. Course-specific body systems will include respiratory, cardiac, renal, endocrine, and peripheral vascular nursing care.

*6 Quarter Credit Hours*

*Prerequisites: CM 108, CS 118, HS 120, HS 130, NU 101, and NU 105; nursing students only*

## NU 120: CARE OF SPECIAL POPULATIONS—OBSTETRICS

This course in special populations will prepare the student to provide care to women and infants during the prenatal period, labor and delivery, postpartum care, and the neonatal period. Topics will include general issues with fertility, pregnancy, and childbirth, postpartum care, and common problems in infancy. Additionally, the course will consider common mental health issues affecting families during the transition to parenthood.

*6 Quarter Credit Hours*

*Prerequisite: NU 130*

## NU 130: MEDICAL-SURGICAL NURSING II

This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. Care planning, nursing interventions, and patient education will be addressed. Students will complete a clinical practicum in a medical-surgical acute or chronic care setting. Topics covered will include gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive system nursing care.

*6 Quarter Credit Hours*

*Prerequisite: NU 110*

*Corequisite: MM 212*

## NU 200: LPN PROFESSIONAL ROLE TRANSITION

This course prepares the licensed practical nurse for advanced placement in the nursing program. Students will be introduced to the role of the professional nurse and responsibilities inherent in the role. The nursing process, critical thinking, and problem solving from the perspective of the professional role will be introduced. Students will participate in skills labs and clinical experiences for the purpose of reviewing skills, demonstrating competence, and updating areas of demonstrated need.

*2 Quarter Credit Hours*

*Prerequisite: Permission of the Department*

## NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS

This course provides an examination of health and nursing needs of children and beginning and developing families. Emphasis is on health care needs of children and families, health promotion, risk issues, and childhood health problems of acute and long-term nature, as well as the influence of illness on the family.

*6 Quarter Credit Hours*

*Prerequisite: NU 120*

## NU 240: CARE OF SPECIAL POPULATIONS—MENTAL HEALTH NURSING II

This course presents the major theoretical concepts in mental health that relate to the assessment of needs and the planning of care for persons with mental health problems. Emphasis is placed on the examination of mental health disorders and the various roles and functions of the professional mental health nurse in caring for persons with mental health conditions requiring professional treatment.

*6 Quarter Credit Hours*

*Prerequisite: NU 220*

## NU 260: MEDICAL-SURGICAL NURSING III

This course is designed to prepare the student to care for adult clients experiencing complex, multisystem, medical-surgical, rehabilitation, or

restorative conditions. In addition to the expansion of clinical skills and knowledge, students will gain experience and exposure to leadership roles within their clinical practice. Clinical placements will take place across a variety of settings.

*6 Quarter Credit Hours*

*Prerequisite: NU 240*

## NU 270: TRANSITIONS COURSE—ISSUES AND TRENDS

Students will examine the key issues that influence successful transition to professional nursing practice. The course focuses upon analysis of the historical and current influences upon the environment in which contemporary nursing is practiced. Responsibilities faced by nurses in the areas of clinical practice, leadership, and research are discussed from an ethical, legal, economic, and political viewpoint. Students will apply course content in their personal preparation to function effectively in their roles as registered nurses in the evolving health care climate.

*5 Quarter Credit Hours*

*Corequisite: NU 299*

## NU 291: DIRECTED STUDIES IN THE SCHOOL OF NURSING

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.

*1 Quarter Credit Hour*

*Prerequisite: Approval of the Dean*

## NU 299: ASSOCIATE'S DEGREE INTEGRATED CARE STRATEGIES CAPSTONE

The capstone is designed to assist students in the integration of the competencies essential for the practice of professional nursing. The student will progress from a structured, supervised practice to receive general supervision from the faculty and agency preceptor(s). The clinical site will be dependent upon the student's needs and based upon the joint analysis of the student and faculty prior to the placement. Throughout the term, students must consider their practice in terms of preparation for the NCLEX-RN examination.

*6 Quarter Credit Hours*

*Prerequisite: NU 260*

*Corequisite: NU 270*

## NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS

This course will facilitate the transition of the registered nurse into a professional nursing leadership role and introduce the major components of leadership that are part of the Kaplan University School of Nursing program.

This course builds upon the previous knowledge and experience of the RN and is required prior to the student's enrollment in any other nursing course. The student will examine personal values and goals along with professional roles to explore nursing leadership and create a professional development plan. Topics covered in the course include professional nursing roles, culture and values for community care, leadership, and research.

*6 Quarter Credit Hours*

*Prerequisite: Admission to the program*

### **NU 304: HEALTH/ WELLNESS ASSESSMENT AND STRATEGIES**

This course builds on previously acquired skills and learning from nursing and the biological and social sciences. 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, individualized health and wellness assessment, and from that information 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.

*6 Quarter Credit Hours*

*Prerequisite: NU 300 or concurrent enrollment in NU 300*

### **NU 310: NURSING RESEARCH**

This course introduces the research process and is intended to inspire an interest in discovering how to use research to improve clinical practice. Students gain the necessary skills to identify and critique the most up-to-date best practices from research literature and develop a plan for application of the innovation to clinical practice. Interactive content is used to engage students and enhance learning. Students are given the opportunity to understand ethical principles by becoming a participant in a scenario that might occur when conducting research. Contemporary methods of interaction are used in the course to facilitate student learning and the ability to participate in future research efforts in some form.

*6 Quarter Credit Hours*

*Prerequisite: NU 300 or concurrent enrollment in NU 300, and MM 207*

### **NU 350: ISSUES AND INFORMATICS**

This course teaches students to develop a leadership role in the current technological arena in health care and nursing. Students examine, interpret, and evaluate current nursing issues while focusing on the ethical, legal, political, economic, and quality components within each

topic. Nursing informatics is investigated using existing informatics standards, tools, and technological advances. Topics covered include the role of informatics in health care and how it can impact patient outcomes, and the nurse's role in effectively managing and/or applying informatics in the workplace.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 415: GERIATRIC NURSING CONCEPTS**

Given that the fastest-growing segment of the U.S. population are those aged 85 and older, it is important to understand the role the nurse plays in caring for this population. Topics will include: aging theory, geriatric health care, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged and their caregivers. Current developments and trends in health care treatments for the geriatric population will be studied.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 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.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 417: ALTERNATIVE AND COMPLEMENTARY THERAPIES**

Consumers of all ages may seek complementary and alternative forms of health care. Current developments and trends in health care treatments with complementary medicine will be explored. The need for nursing care that integrates holistic nursing concepts of caring for self and others will be studied. An aesthetic project completion will assist with the process of reflection and an understanding of caring for self.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 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 intradisciplinary collaboration, and the promotion of a professional practice environment.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 430: NURSING CARE AT THE END OF LIFE**

This course provides students with an overview of the role of the professional nurse in providing care for individuals and their families at the end of life, as well as the responsibilities for planning and coordinating care as a member of the patient's and family's health care team. Students learn the concepts of palliative and end-of-life care, including the hospice model, and learn the differentiation of disease treatment and rehabilitation-focused care. The course examines the nurse's role within the interdisciplinary team in caring for patients and families in the last stages of life. The course examines the cultural, ethical, economic, and age-related influences that impact care at the end of life. Students apply the concepts of therapeutic communication and advocacy in the provision of end-of-life care.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 440: PARISH 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 parish nurse role. The course will include the history and development of parish nursing; the work of the nurse as a member of the ministerial team; and the integration of faith, health, and healing practice for parish nurses. Legal and ethical considerations of parish nursing will be covered, along with nursing interventions for some common issues and concerns treated by parish nurses. Note: this course does not endorse or promote any specific spiritual or religious faith, nor is the particular practice of the student a requirement for the course other than in the context of self-reflection and self-awareness assessment.

*6 Quarter Credit Hours*

*Prerequisite: NU 300*

### **NU 450: LEADERSHIP CONCEPTS IN POPULATION-FOCUSED NURSING**

This course integrates and applies the major concepts of previous nursing courses to families, groups, and populations. Students investigate the differences between the delivery of nursing care to individuals and nursing care directed towards groups as they apply the nursing process to communities, families, and populations.



Additional topics include tools used by the community health nurse and public health principles of epidemiology, communicable disease, and environmental health. Students also examine the management of nursing care and health promotion in community settings and diverse populations.

6 Quarter Credit Hours

Prerequisite: NU 300

### **NU 491–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.

NU 491: 1 Quarter Credit Hour

NU 492: 2 Quarter Credit Hours

NU 493: 3 Quarter Credit Hours

NU 494: 4 Quarter Credit Hours

NU 495: 5 Quarter Credit Hours

Prerequisite: Approval of the Dean; upper-level students only

### **NU 499: BACHELOR'S CAPSTONE IN NURSING**

This 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.

6 Quarter Credit Hours

Prerequisites: NU 450 or concurrent enrollment in NU 450 and HU 280 or concurrent enrollment in HU 280; last term or permission of the Dean

## **Practical Nursing**

### **NR 101: MEDICAL TERMINOLOGY**

In this course, students are taught basic principles and skills to understand medical terminology. Topics include basic prefixes, suffixes, word roots, and plural rules, along with word analysis, word building, spelling, and pronunciation for all body systems. Students are taught medical terms for anatomy and physiology, diagnostic, lab, and surgical procedures, and pharmacology.

Onsite only

3 Quarter Credit Hours

Prerequisite: None

### **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

3 Quarter Credit Hours

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

3 Quarter Credit Hours

Prerequisites: 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

6 Quarter Credit Hours

Prerequisites: MM 212, NR 101, and NR 200

### **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

9 Quarter Credit Hours

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 reference to the normal growth and development for 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

3 Quarter Credit Hours

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 postoperative care skills, principles of managing pain, and basic oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical-surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical-surgical settings.

Onsite only

11 Quarter Credit Hours

Prerequisites: NR 120 and NR 130

### **NR 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

5 Quarter Credit Hours

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 postoperative care skills, principles of managing pain, and oncology care.

Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical-surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical surgical-settings.

*Onsite only*

*9 Quarter Credit Hours*

*Prerequisite: NR 150*

### **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*

*5 Quarter Credit Hours*

*Prerequisites: 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*

*5 Quarter Credit Hours*

*Prerequisites: 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 postoperative care skills, principles of managing pain, and oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of 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 4 Quarter Credit Hours*

*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*

*5 Quarter Credit Hours*

*Prerequisites: 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*

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PN 101: INTRODUCTION TO HUMAN DYNAMICS, NURSING, AND HEALTH CARE**

In this course, students develop an understanding of how attitudes toward self and others impact self-concept and relationships. Students learn about their role in nursing and the health care environment, with emphasis on relationships with others, attitudes, and professionalism. The history of practical nursing, legal and ethical issues of practical nursing, medical terminology used in health care systems, communication skills, and the nursing process will be discussed. The nursing process, documentation, and health assessment will be introduced and applied to case studies.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisite: None*

### **PN 105: NURSING FUNDAMENTALS**

This course introduces students to basic nursing skills and theory needed to function as a nurse aide by assisting patients in restoring, meeting, and/or maintaining universal, developmental, and/or health deviations of self-care needs. The course will include classroom, laboratory, and clinical components as required by the Iowa

Department of Inspections and Appeals. Students gain knowledge about technical skills in the classroom, demonstrate them in the laboratory, and apply the knowledge and skills to patients in the long-term care clinical setting.

*Onsite only*

*6 Quarter Credit Hours*

*Prerequisite: None; CPR certification before clinical*

### **PN 109: INTRODUCTION TO NURSING PHARMACOLOGY**

This course provides the basic concepts of pharmacology. Content includes drug classifications, specific agents within each classification, actions, generic and brand names, dosage, indications, mechanisms of action, side effects, adverse effects, route, contraindications, drug interactions, and nursing interventions. Students learn medications in classifications and their application to the client using the nursing process. Routine mathematical calculations will be used to determine desired dosages. Students learn how to administer medications and demonstrate competency in medication administration of oral, injection, rectal, tube, eye, and ear medications during the laboratory.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: AH 101, MM 103, PN 101, and PN 105*

*Corequisite: AH 120*

### **PN 113: NURSING ACROSS THE LIFE SPAN**

This course will examine the developmental, psychosocial, and cognitive aspects of human growth and development throughout the life span. Emphasis is on the developmental self-care needs of individuals during various stages of life, from the newborn through the aged adult, including those in need of mental health care. The nursing process is used as a framework for caring for individuals at any stage in the life span. Developmental nursing care will be the focus of this course. The laboratory will focus on applying skills from the nursing fundamentals course to a pediatric and elderly population, as well as adding skills related to altered states of self care. The clinical focus will be in a pediatric setting, long-term care setting, day care, office setting, or other facility setting.

*Onsite only*

*6 Quarter Credit Hours*

*Prerequisites: AH 101, MM 103, PN 101, and PN 105*

*Corequisites: AH 120 and PN 109; satisfactory completion of laboratory skills in PN 109 are required for completion of the clinical portion of PN 113*

### **PN 117: ADULT CHRONIC MEDICAL-SURGICAL NURSING**

In this course, students learn nursing care, using the nursing process, for the adult with chronic illnesses or conditions. Basic patient assessment

skills, respiratory treatments, IV site and rate monitoring, pre-op and post-op surgical wound care, and documentation will be emphasized in the laboratory. The clinical part of this course will focus on practicing skills learned in this course and previous courses in caring for patients with chronic illnesses. Clinical sites will be located in rehabilitation centers, skilled nursing areas, or hospitals.

*Onsite only*

*8 Quarter Credit Hours*

*Prerequisites: AH 120, PN 109, and PN 113*

### **PN 121: ADULT ACUTE MEDICAL-SURGICAL NURSING**

In this course, students learn nursing care, using the nursing process, for the adult with acute illnesses or conditions. All knowledge learned in the nursing program will be used for the head-to-toe assessment skills. The clinical part of this course will focus on practicing skills learned in caring for patients with acute illnesses. Students practice supervision of their peers and safely care for numerous patients at one time. Clinical sites will be located in rehabilitation centers, skilled nursing areas, or hospitals.

*Onsite only*

*10 Quarter Credit Hours*

*Prerequisite: PN 117*

*Corequisites: PN 123 and PN 125*

### **PN 123: PRACTICAL NURSING ETHICS AND ROLES**

This course introduces students to concepts of supervision and the supervisory role. Personal and interpersonal qualities affecting supervision and being a leader will be discussed. Role playing, simulated situations, and group activities are utilized to present and practice problem-solving techniques for dealing with difficult behaviors and situations. Legal, ethical, and professional implications of a practicing practical nurse will be covered.

*Onsite only*

*2 Quarter Credit Hours*

*Prerequisite: PN 117*

*Corequisites: PN 121 and PN 125*

### **PN 125: COMPREHENSIVE CAREER PREPARATION FOR PRACTICAL NURSING**

This course is a review of the practical nursing curriculum in preparation for the practical nursing licensure exam. Students learn how to apply for licensure and join professional organizations. How to search and apply for jobs will be covered in this course as well. Students should perform all psychomotor skills competently in the lab, prepare a resume, complete a mock interview, and complete a practice licensure exam. This course has both classroom and laboratory components.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 117 and PN 125; taken in the last term of study*

*Corequisites: PN 121 and PN 123*

### **PN 127: NURSING FOUNDATIONS**

This course provides an introduction to practical nursing and its historical development, health-wellness-illness continuum concepts, the changing health care delivery system, medical terminology, and the roles of the practical nurse. Physical, emotional, mental, spiritual, religious, and cultural influences on health care will be introduced. Ethical and legal issues according to the scope of practice, including client rights and the procedures for reporting suspected abuse or neglect, will be covered. Therapeutic communication and the nursing process will form the foundation of this course.

*Onsite only*

*8 Quarter Credit Hours*

*Prerequisite: See program admissions requirements*

### **PN 129: ANATOMY AND PHYSIOLOGY I**

This course focuses on the normal structure and function of the human body as a living organism and the relationship of its parts. The course begins with basic cellular structure and function, then progresses through selected body systems. Correct medical terminology is emphasized.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisite: None*

### **PN 131: ANATOMY AND PHYSIOLOGY II**

This course focuses on the normal structure and function of the human body as a living organism and the relationship of its parts. The course covers selected body systems. Correct medical terminology continues to be emphasized.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisite: None*

### **PN 134: NURSING SKILLS**

This course introduces students to nursing skills used to assist patients in restoring, meeting, and/or maintaining universal developmental and/or health deviations of self-care needs. Content includes CPR and first aid, as well as activities of daily living. Also included are therapeutic communications, the practical nurse's role, and medication administration. Students learn technical nursing skills by demonstration and practice in campus laboratory sessions.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisite or corequisite: PN 127*

### **PN 138: HUMAN GROWTH AND DEVELOPMENT**

The goal of this course is to foster an understanding of the behavior of a human being by exploring the effects of multiple factors on development. It includes the study of the development patterns of the normal human. The impact of biological,

psychological, and cultural factors are considered from birth through death.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 127, PN 129, PN 131, and PN 134*

### **PN 141: PHARMACOLOGY**

This course involves the study of selected classes of drugs, their uses, mechanism of actions, systemic and adverse effects, and contraindications. Specific examples of drugs will be used as models to explain various classes. This course will address pharmacological nursing considerations related to patients' self-care needs across the life span. Principles and related care of tube feedings and intravenous treatment within the scope of practice of a practical nurse will also be addressed. The nursing process will be applied to medication, knowledge, and administration.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 127, PN 129, and PN 131*

### **PN 144: MEDICAL-SURGICAL NURSING CARE I**

This course presents an overview of the basic health assessment of an adult patient. Concepts introduced in this course build on students' knowledge and basic nursing skills acquired in first-level PN courses and include data collection, nursing interventions, and critical thinking skills. The course focuses on disorders and diseases affecting the blood systems of the adult.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 127, PN 129, PN 131, and PN 134*

### **PN 147: CLINICAL I—CHRONIC CARE**

This course provides the practical nursing student clinical experience in using the nursing process to apply knowledge of developmental deviations and self-care deficits in skilled nursing facilities. Communication skills are practiced, as students include teaching in the plan of care.

*4 Quarter Credit Hours*

*Prerequisites: PN 127, PN 129, PN 131, and PN 134*

*Corequisites: PN 141 and PN 144*

### **PN 150: NUTRITION**

This course presents basic concepts of nutrition based on the functions of nutrients within the human body. Content includes food sources of nutrients, results of deficiencies, current nutritional needs including supplements, and special diets. The nursing process emphasizes nutritional concepts across the life span.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 138, PN 141, PN 144, and PN 147*

### **PN 153: MENTAL HEALTH NURSING**

This course focuses on the development of effective therapeutic communication skills

while identifying nursing care for psychosocial self-care limitations. Course content includes basic mental health and mental illness concepts, coping methods, and mental health disorders across the life span.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 131 and PN 134*

### **PN 156: MEDICAL-SURGICAL NURSING CARE II**

This course focuses on the disorders and diseases affecting the gastrointestinal and endocrine systems. Emphasis is on using the nursing process and roles and responsibilities of the practical nurse in caring for patients with self-care limitations or health deviations.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 138, PN 141, PN 144, and PN 147*

### **PN 159: CLINICAL II—CHRONIC CARE**

This course provides the practical nursing student experience in providing supervised basic nursing care of patients/residents with self-care needs and/or health deviations across the life span.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 138, PN 141, PN 144, PN 147*

*Corequisites: PN 153 and PN 156*

### **PN 162: GENITOURINARY NURSING**

This course focuses on the disorders and diseases affecting the genitourinary and reproductive systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or health deviations associated with diseases of the genitourinary and reproductive systems.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 150, PN 153, PN 156, and PN 159*

### **PN 165: MEDICAL-SURGICAL NURSING CARE III**

This course focuses on the disorders and diseases affecting the musculoskeletal systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or common health deviations associated with problems and diseases of the musculoskeletal systems.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 150, PN 153, PN 156, and PN 159*

### **PN 168: MATERNAL CHILD NURSING CARE**

This course presents maternity concepts from conception through postpartum and neonatal periods, focusing on normal and common variations. It also focuses on pediatric health deviations and nursing care. Emphasis is placed

on basic human needs, growth and development, communication, and appropriate caring behaviors in each phase.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 150, PN 153, PN 156, and PN 159*

### **PN 171: CLINICAL III—ACUTE CARE**

This course provides the practical nursing student experience in providing basic nursing care to patients with selected, common recurring health problems. Students utilize the nursing process to assist in the planning of nursing care for individuals in order to reestablish and maintain and/or prevent illness.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 150, PN 153, PN 156, and PN 159*

*Corequisites: PN 162, PN 165, and PN 168*

### **PN 174: CARDIORESPIRATORY NURSING**

This course focuses on disorders and diseases affecting the cardiac and respiratory systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or common health deviations associated with problems and diseases of the cardiac and respiratory systems.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 162, PN 165, PN 168, and PN 171*

### **PN 177: CAREER PREPARATION/LEADERSHIP SUPERVISION**

This course reviews the role of the practical nurse within the appropriate scope of practice in a variety of health care delivery systems. The practical nursing student is introduced to concepts of leadership, supervision, and basic nursing management skills. Personal and interpersonal qualities affecting leadership are discussed. Problem-solving techniques for dealing with difficult behaviors and situations are presented. The course also includes legal and ethical components of the nursing profession and job-seeking skills.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 162, PN 165, PN 168, and PN 171*

### **PN 180: MEDICAL-SURGICAL NURSING CARE IV**

This course focuses on the disorders and diseases affecting the neurosensory systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or common health deviations associated with problems and diseases of the neurosensory systems.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 162, PN 165, PN 168, and PN 171*

### **PN 190: CLINICAL IV—SUPERVISED LEADERSHIP**

This course allows practical nursing students experience in providing basic nursing care to patients/residents with self-care needs and/or health deviations across the life span. Students are expected to utilize the nursing leadership skills in the supervision of patient care.

*Onsite only*

*4 Quarter Credit Hours*

*Prerequisites: PN 162, PN 165, PN 168, and PN 171*

## **PARALEGAL STUDIES**

### **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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PA 105: LEGAL AND PROFESSIONAL WRITING**

The course explores the elements of effective writing in the context of the paralegal profession. Participants will learn how to brief case law, draft correspondence, prepare a factual report, and draft a memorandum of law. In addition, students will have the opportunity to review, reinforce, and build their skills in the basics of standard written English.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PA 106: LEGAL TERMINOLOGY AND TRANSCRIPTION**

This course is a comprehensive study of documents used in the legal field. Students will learn the basic procedures for transcribing, formatting, and processing legal correspondence and documents and the appropriate use of legal terms, phrases, abbreviations, symbols, and reference sources used by attorneys' paralegals and the courts.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PA 110: CIVIL LITIGATION**

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.

5 Quarter Credit Hours

*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.

5 Quarter Credit Hours

*Prerequisite:* None

**PA 165: INTRODUCTION TO TORTS**

This course is an introduction to the broad area of civil wrongs and their appropriate remedies, as well as tort law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance, and commonly employed defenses.

5 Quarter Credit Hours

*Prerequisite:* None

**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.

5 Quarter Credit Hours

*Prerequisite:* Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

**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.

5 Quarter Credit Hours

*Prerequisite:* None

**PA 203: INTERVIEWING AND INVESTIGATION**

This course plan presents the ethical aspects of interviewing and confidentiality, types of

interviews, types of clients and witnesses, interview preparation techniques, the effective interview environment, questioning and listening skills, the interview format, problem solving, and counseling skills. The section on investigation covers the qualities of an effective investigator; how to develop a plan and find the facts; how to get information from public records, libraries, and computer sources; and how to find witnesses.

5 Quarter Credit Hours

*Prerequisite:* None

**PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING**

Some of the tasks performed by a skilled paralegal are to summarize statutes or regulations, analyze the component parts of written opinions of appellate judges through briefing, identify the legal issues in a fact pattern, and apply the reasoning of relevant legal authorities to a fact pattern. Students who successfully complete this course will be able to analyze and synthesize legal authorities and draft correspondence and memoranda commonly used in the practice of law.

5 Quarter Credit Hours

*Prerequisite:* PA 201

**PA 221: WILLS, TRUSTS, AND ESTATE PLANNING**

Wills divide the property a person has accumulated during his/her life; precise legal requirements must be met when preparing wills. Topics include the basic elements of a will; types of wills; responsibilities of the personal representative; contesting, revoking, and terminating a will; the role of government; classes of trusts; rules governing trusts; and purposes of estate planning, probate, guardianships, and more. Tax ramifications are also discussed.

5 Quarter Credit Hours

*Prerequisite:* None

**PA 230: INTRODUCTION TO LEGAL TECHNOLOGY**

Technology is pervasive and the modern law office is chock-full of technological appliances, tools, and applications that the paralegal must be able to master. At the core of most software applications are the basics—word processors, spreadsheets, databases, and tools for presentations. Of course, the ubiquitous communication tool, email, is the center of modern electronic communications. This course will explore the most common tools and applications found in law firms and those that every “technology-literate” paralegal must know. Word processing, document-assembly programs, and tools for case management, time and billing, calendaring, electronic communications, and creating presentations are a few of the topics explored in this course. Students will leave this

course with a solid foundation of the basics in legal technology.

5 Quarter Credit Hours

*Prerequisite:* Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

*Corequisite:* Students enrolled in an advanced start paralegal studies program: 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.

5 Quarter Credit Hours

*Prerequisite:* None

**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.

5 Quarter Credit Hours

*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.

5 Quarter Credit Hours

*Prerequisite or corequisite:* 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.

5 Quarter Credit Hours

*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 CAPSTONE AND EXTERNSHIP**

This course includes a capstone project that encompasses the knowledge and skills gained throughout the paralegal program. In addition, the course will provide students 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.

*5 Quarter Credit Hours*

*Prerequisite: Permission of the Dean*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

### **PA 300: REAL ESTATE LAW**

In this course, students will become familiar with procedures and documentation of real estate transactions. The course will address a wide range of issues and functions within the field of real estate law including ethics, types of ownership, use, possession, mortgages, financing, taxation, closings, and litigation.

*6 Quarter Credit Hours*

*Prerequisite: 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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

### **PA 310: TORT LAW**

Paralegals must be familiar with tort law, as they will undoubtedly encounter tort issues at some time, no matter in what area of the law they work. This course includes such topics as negligence, defamation, malpractice, strict liability, product liability, intentional torts, misrepresentation, and issues of liability and insurance. Students will explore torts in the areas of auto accidents, medical malpractice lawsuits, and wrongful death claims.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

### **PA 326: PRODUCT LIABILITY**

This course reviews product liability theories including negligence theory, warranty theory, and strict liability theory. Students are instructed in how to recognize legal issues involving design defects, manufacturing defects, and warning and labeling. The course reviews cases involving drug products, medical devices, and consumer products, and covers practical details such as completing the paperwork in a case, investigation, performing research, and managing the course of these complex cases.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

### **PA 328: INTELLECTUAL PROPERTY**

This course explores the origins and sources of intellectual property. Particular topics to be covered in this course include copyright law, the extent of trademark rights, patents, the rights of inventors, trademark infringement, trade secrets, damages, injunctions, and forms.

*6 Quarter Credit Hours*

*Prerequisite: 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 of legal research and medical record reading. A major component of the course is the application of knowledge to specific legal issues, real and hypothetical.

*6 Quarter Credit Hours*

*Prerequisite: PA 110*

### **PA 335: TRIAL AND COURTROOM PRESENTATION**

This course will introduce students to tools for creating presentations for trial and courtroom presentation. The creation of high-quality courtroom graphics does not have to be an expensive, hard-to-manage process. This course shows students how to create clear and convincing charts, diagrams, and graphics. Students will learn how to create timelines, case chronologies, legal flowcharts, trial graphics, calendars, and much more.

*6 Quarter Credit Hours*

*Prerequisite: PA 230*

### **PA 342: INSURANCE LAW**

This course provides an overview of insurance law and explains various types of insurance. Also included are the nature of insurance, insurable interests, definition of risks, persons insured, procedures for filing claims, defenses of the insurer, waiver and estoppel, measure of recovery, insurer's duty to defend, subrogation, bad faith causes of action, reinsurance, bonds, and regulations.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

### **PA 350: SOCIAL SECURITY DISABILITY LAW**

This course will cover the essentials of representing a claimant before the Social Security Administration for benefits under Title II (Disability Insurance Benefits). Students will gain a working knowledge of the five-step sequential evaluation process and an understanding of the steps used to qualify a claimant at each step. In addition, the course will cover the terminology, ethics, representation requirements, administrative structure, processes,

and typical activities encountered in the social security disability claims process.

*6 Quarter Credit Hours*

*Prerequisite: 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.

*6 Quarter Credit Hours*

*Prerequisite: PA 201*

#### **PA 402: EMPLOYMENT LAW**

This course provides students with an understanding of current legal issues in the area of employer/employee relations. This examination includes coverage of such issues as selection, discrimination, privacy, and termination in addition to federal rules and legislation related to employment.

*6 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; 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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

#### **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.

*6 Quarter Credit Hours*

*Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102*

#### **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.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

## **POLITICAL SCIENCE**

#### **PO 101: INTRODUCTION TO POLITICAL SCIENCE**

This course introduces students to the basic concepts and ideas of political science in the areas of political theory, governmental institutions, political economy, and comparative politics. The course examines the unique interdisciplinary nature of political science among the social

sciences. Particular emphasis is placed on the history of political thought and its influence on contemporary political ideologies; different types of political systems; and the roles of various political actors, both within those systems and in the global context.

*5 Quarter Credit Hours*

*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.

*6 Quarter Credit Hours*

*Prerequisite: PO 101*

#### **PO 320: POLITICS AND INTEREST GROUPS**

This course examines the influence of organized interest groups on the U.S. political system, and the positive and negative aspects of that influence. Students will study various types of interest groups such as citizen, business, and trade groups, lobbying firms, political networks, religious institutions, and nonprofits. They will examine strategies used to advance their respective social, political, economic, or ideological agendas, to influence public opinion, set the terms of debate, raise issue awareness, or influence legislative outcomes and policy decisions.

*6 Quarter Credit Hours*

*Prerequisite: None*

#### **PO 400: INTERNATIONAL RELATIONS**

This course explores international relations, with a contextual focus on current U.S. foreign policy. It examines the various dynamics and political actors involved in formulating foreign policy, and the values that guide specific foreign policy approaches. Through critical analysis, the student will assess the effectiveness of particular policies, in terms of their intended goals, underlying rationale, effective implementation, and actual results.

*6 Quarter Credit Hours*

*Prerequisite: PO 101*

#### **PO 420: GLOBAL POLITICS**

Students will analyze comparative global politics in the context of social, economic, and governing institutions. Areas of analysis will encompass the global economic system, trade and security, the rise of international organization, and the relationship between emerging and industrialized countries.

*6 Quarter Credit Hours*

*Prerequisite: PO 300*

### **PO 430: CAMPAIGNS, ELECTIONS, AND THE MEDIA**

This course examines the U.S. election process, the strategies employed by candidates and their campaigns to achieve electoral victory, and the various ways that media outlets influence the final vote tally. The course will analyze campaign and media strategies based on behavioral and data metrics.

*6 Quarter Credit Hours*

*Prerequisite: MM 207*

### **PO 499: BACHELOR'S CAPSTONE IN POLITICAL SCIENCE**

This capstone course is the culminating experience for the Bachelor of Science in Political Science. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills required throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty person in the school.

*6 Quarter Credit Hours*

*Prerequisite: Last term*

## **PROFESSIONAL STUDIES**

### **CS 101: FOUNDATIONS OF COLLEGE SUCCESS**

This course is designed to introduce students to the purposes and processes of university education. An emphasis is placed on effective communication and study skills, goal setting, and the importance of developing good thinking skills. Throughout the course, students will also explore professional fields of interest.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 115: COLLEGE SUCCESS STRATEGIES FOR INTERDISCIPLINARY STUDIES, EDUCATIONAL PARAPROFESSIONAL, AND EARLY CHILDHOOD PROFESSIONALS**

College Success Strategies for Interdisciplinary Studies, Educational Paraprofessional, and Early Childhood Professionals is an important component of the new student experience in the College of Arts and Sciences. The academic-focused course content will facilitate the student's successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence within the student's chosen profession. Students will be introduced to important strategies (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in their chosen profession. "Real-life" examples with practicing professionals will provide students with a sense of the culture and nuances of their chosen field.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 116: COLLEGE SUCCESS STRATEGIES FOR THE COMMUNICATION PROFESSIONAL**

College Success Strategies for the Communication Professional is an important component of the new student experience in the communication program at Kaplan University. The academic-focused course content will facilitate communication students' successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence and within the communication profession. Students will be introduced to important skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in the communication profession. "Real-life" examples of these skills, sometimes presented by practicing professionals, will provide students with a sense of the culture and nuances of the field.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 120: COLLEGE SUCCESS STRATEGIES FOR THE PSYCHOLOGY PROFESSIONAL**

College Success Strategies for the Psychology Professional is an important component of the new student experience in the psychology program at Kaplan University. The academic-focused course content will facilitate psychology students' successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence and within the psychology profession. Students will be introduced to important skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in the psychology profession. These academic skills will be tied to the psychology profession using "real-life" examples presented by practicing professionals, which will provide students with a sense of the culture and nuances of the field.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 121: PATHWAYS TO ACADEMIC SUCCESS**

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.

*Onsite only*

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 121A: PATHWAYS TO ACADEMIC SUCCESS—PART A**

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. Students must successfully



complete both Part A and Part B of this course to fulfill the Academic Strategies core curriculum requirement.

*Onsite only*

*2 Quarter Credit Hours*

*Prerequisite: None*

### **CS 121B: PATHWAYS TO ACADEMIC SUCCESS—PART B**

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. Students must successfully complete both Part A and Part B of this course to fulfill the Academic Strategies core curriculum requirement.

*Onsite only*

*3 Quarter Credit Hours*

*Prerequisite: CS 121A*

### **CS 122: ACADEMIC STRATEGIES FOR THE PRACTICAL NURSING PROFESSIONAL**

In this course, students are taught the purpose and processes of university education. Emphasis is placed on study, communication, and thinking skills to support academic achievement. Students have the opportunity to demonstrate their interpersonal communication and team building skills.

*Onsite only*

*3 Quarter Credit Hours*

*Prerequisite: None*

### **CS 123: COLLEGE SUCCESS STRATEGIES FOR PROFESSIONAL AND LIBERAL STUDIES PROFESSIONALS**

College Success Strategies for Professional and Liberal Studies Professionals is an important component of the new student experience in the professional and liberal studies programs at Kaplan University. The academic-focused course content will facilitate students' successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence and within students' chosen profession. Students will be introduced to important skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in their future professions. "Real-life" examples of these skills, sometimes presented by practicing professionals, will provide students with a sense of the culture and nuances of their chosen field.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CS 124: COLLEGE SUCCESS STRATEGIES FOR THE HUMAN SERVICES PROFESSIONAL**

College Success Strategies for the Human Services Professional is an important component of the new student experience in the human services

program at Kaplan University. The academic-focused course content will facilitate students' successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence and within the human services profession. Students will be introduced to important skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in the human services profession. "Real-life" examples of these skills, sometimes presented by practicing professionals, will provide students with a sense of the culture and nuances of the field.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **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.

*2 Quarter Credit Hours*

*Prerequisite: Any College Composition I course*

### **CS 220: EXTERNSHIP**

This course gives students practical job experience in their chosen career field. Students apply for externships with assistance from their program advisor. Externships are for a minimum of 150 hours and are graded as pass/fail.

*Onsite only*

*5 Quarter Credit Hours*

*Prerequisite: Last term or permission of Program Coordinator*

### **CS 290: STRATEGIC CAREER PLANNING**

This course introduces the student to the lifelong process of career development. Emphasis is placed on career concepts and applications, focusing on self-assessment, occupational explorations, and decision making. Students will identify social conditions affecting career development, focusing on social, economic, family, and organizational structures, and will implement a strategic career plan.

*5 Quarter Credit Hours*

*Prerequisite: Any College Composition I course; taken in the last term or second to last term of study*

### **CS 410: ADVANCED CAREER DEVELOPMENT STRATEGIES**

This course will assist students in constructing short- and long-term career development strategies and goals that emphasize the importance of lifelong learning and flexibility as they

maneuver the global, high-tech workplace. Emphasis will be placed on maintaining career marketability, anticipating change, and preparing career contingency plans. Exploration will center on students assessing and understanding themselves, identifying organizational cultures and determining personal fit, managing and embracing change, and networking. Through the use of a career development portfolio, students will conduct organizational research, prepare job-search documents, practice interview and follow-up skills, and negotiate the job offer for positions in their chosen profession.

*2 Quarter Credit Hours*

*Prerequisite: CM 220*

### **PR 499: BACHELOR'S CAPSTONE IN PROFESSIONAL STUDIES**

This capstone course is the culminating experience for the Bachelor of Science in Professional Studies. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty person in the College of Arts and Sciences. Students will identify a topic for research, conduct a literature review and synthesize relevant scholarly literature, and prepare a formal research report that conforms to American Psychological Association (APA) style with bibliography and properly formatted citations.

*6 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Dean*

## **PSYCHOLOGY**

### **PS 115: CONTEMPORARY ISSUES IN PSYCHOLOGY**

This course introduces students to the larger discipline of psychology through guided explorations of contemporary issues often studied in this field. Students will explore topics related, but not limited to, various psychological fields such as behavior analysis, child development, and substance abuse. While studying such topics as stress and life events, students will discuss how these issues directly affect their lives and those of others. The course is specifically designed for first-term students interested in studying psychology as a major interest to acquaint them with information about psychology and how it is applied to real-life events.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 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.

5 Quarter Credit Hours

Prerequisite: None

**PS 200: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

The purpose of this course is to introduce students to human cognition and our ways of understanding the world and each other. This course will concentrate on the classic topics in adult cognition: memory, attention, decision making, problem solving, and critical thinking. The course also will examine the cognitive processes underlying perception, mental imagery, and short- and long-term memory.

5 Quarter Credit Hours

Prerequisite: 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.

5 Quarter Credit Hours

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.

5 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: PS 124

**PS 320: SOCIAL PSYCHOLOGY**

This course explores the field of social psychology, which looks at human behavior in the social context and in group settings. Students will examine how our feelings, actions, and interactions in a variety of social settings can be influenced by the presence of others and our environment. In addition, the course will explore the influences that family, mass media, socioeconomic class, and membership in groups have on social processes.

6 Quarter Credit Hours

Prerequisites: PS 124 and SS 144

**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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: PS 220

**PS 350: WORKING WITH CHILDREN IN A DIVERSE WORLD**

This course provides an analysis of the cultural factors that impact human development in childhood. Topics include development of

cultural identity, the process of acculturation, and the impact of cultural background on social and educational experiences. 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.

6 Quarter Credit Hours

Prerequisite: PS 220

**PS 355: DEVELOPMENTAL PSYCHOLOGY**

Human development occurs throughout our life span; human beings are influenced by both genetic and environmental factors. Additionally, how we develop is dependent upon our previous life experiences as well as our motivations for the future. This course examines developmental psychology throughout the life span, from early childhood to late adulthood. Topics include theories of human development and the influence of genetic and environmental influences on behavior. Students will be introduced to the major theorists of developmental psychology, covering physical, cognitive, emotional, and social development. Students will also explore how human interactions throughout our lives impact us personally and professionally.

6 Quarter Credit Hours

Prerequisite: CM 220

**PS 360: APPLIED BEHAVIORAL 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.

6 Quarter Credit Hours

Prerequisite: MM 207

**PS 365: APPLIED BEHAVIORAL ANALYSIS II**

This course builds on Applied Behavioral Analysis I to further examine the dynamics of behavioral principles. In this course, students will explore advanced Applied Behavioral 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 pass those exams.

6 Quarter Credit Hours

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.

*6 Quarter Credit Hours*  
*Prerequisite: PS 124*

**PS 375: SUBSTANCE ABUSE PREVENTION AND TREATMENT**

This course examines the prevention, development, and treatment of substance use, abuse, and dependence among youth and adults. Topics include classification of illicit, prescription, and over-the-counter drugs, physiological and psychological effects of various drugs, the role of the brain in addiction, diagnostic criteria for alcohol and substance abuse and dependence, psychosocial factors involved in the development and maintenance of drug use and abuse, and models of education and treatment programs. Students will explore substance abuse among diverse populations.

*6 Quarter Credit Hours*  
*Prerequisite: 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.

*6 Quarter Credit Hours*  
*Prerequisite: PS 124*

**PS 400: RESEARCH METHODS II**

This course provides an advanced investigation of social science research methodology. This course expands on the theoretical and epistemological approaches of Research Methods I and focuses on the techniques and principles of evaluation research, with special consideration to research design, instrument development, and data collection techniques within both public and applied settings.

*6 Quarter Credit Hours*  
*Prerequisite: PS 300*

**PS 410: SCREENING AND ASSESSMENT**

This course provides an overview of the strategies and tools that are used for the screening and assessment of various age groups. Topics include

the history and purpose of assessment, ethical considerations, interviewing and observation techniques, 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.

*6 Quarter Credit Hours*  
*Prerequisites: 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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*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.

*6 Quarter Credit Hours*  
*Prerequisite: PS 410*

**PS 499: BACHELOR'S CAPSTONE IN PSYCHOLOGY**

This capstone course is the culminating experience for the Bachelor of Science in Psychology. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

*6 Quarter Credit Hours*  
*Prerequisite: Last term*

# PUBLIC ADMINISTRATION AND POLICY

**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.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

**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.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PP 299: ASSOCIATE'S CAPSTONE IN PUBLIC ADMINISTRATION**

This course builds on the concepts that students have mastered throughout the course of their public administration studies. The capstone course integrates problem-solving techniques and research skills studied in the program, and applies them to fact scenarios that present relevant public administration issues.

*5 Quarter Credit Hours*

*Prerequisite: Last term*

**PP 301: PUBLIC POLICY ANALYSIS**

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.

*6 Quarter Credit Hours*

*Prerequisite: PP 101*

**PP 310: FINANCE AND BUDGETING IN THE PUBLIC SECTOR**

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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**PP 410: THE OVERSIGHT AND ADMINISTRATION OF PUBLIC FUNDS**

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.

*6 Quarter Credit Hours*

*Prerequisite: PP 310*

**PP 420: PRIVATE AND PUBLIC SECTOR PARTNERSHIPS**

Public-private partnerships provide a unique way for the government and private developers to work together to create sustainable and profitable urban infill developments. This course explores the structure of private and public sector partnerships and their unique interrelationship in support of government and municipal projects.

*6 Quarter Credit Hours*

*Prerequisite: None*

**PP 430: PLANNING FOR ECONOMIC GROWTH AND DEVELOPMENT**

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.

*6 Quarter Credit Hours*

*Prerequisite: None*

**PP 450: PROGRAM EVALUATION**

Students will study the methods and techniques used to assess effectiveness and monitor the performance of programs. Specific attention is given to theories, research, and practice related to program evaluation. The skills learned in this course will assist the practitioner in determining the effectiveness of new or existing programs in public organizations.

*6 Quarter Credit Hours*

*Prerequisite: None*

**PP 460: GRANT WRITING**

This course covers the essentials of writing to acquire grants for private, public, or government use. Students will learn how to interpret the RFP, shape proposal concepts, and create needs statements, goals, objectives, strategies, and program budgets. Topics include writing, researching, and obtaining and maintaining operations and strategies within the grant system.

*6 Quarter Credit Hours*

*Prerequisite: CM 104*

**PP 499: BACHELOR'S CAPSTONE IN PUBLIC ADMINISTRATION AND POLICY**

This capstone course is the culminating experience for the Bachelor of Science in Public Administration and Policy. 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.

*6 Quarter Credit Hours*

*Prerequisite: Last term*

## SCIENCE

**SC 115: PRINCIPLES OF NUTRITION**

This is an introductory-level course in which students investigate the fundamental concepts of nutrition: food sources, nutrient function, digestion, absorption, and metabolism. Special attention is given to learning to apply nutritional principles to food choices in a way that encourages

a healthy lifestyle. Students will learn how nutritional needs change from infancy through adulthood including pregnancy and the senior stages of life.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **SC 155: INTRODUCTION TO CHEMISTRY—MATTER AND EQUILIBRIUM**

This course allows students to explore the fundamental theories of chemistry, with an emphasis on the chemical processes that affect their lives. Students will learn 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. No previous knowledge of chemistry is needed to enroll in this nonmajors science course.

*5 Quarter Credit Hours*

*Prerequisite: None; MM 212 highly recommended*

### **SC 202: FOUNDATIONS OF SCIENCE**

This course introduces and explores topics in the physical and natural sciences by connecting the concepts of science to applications found in students' professional fields of practice and everyday lives. Included are selected topics in physics, chemistry, biology, and other related fields.

*5 Quarter Credit Hours*

*Prerequisite: 200-level mathematics course or above*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **SC 226: ENVIRONMENTAL SCIENCE LAB**

This lab course will accompany SC 225: Environmental Science. 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.

*2 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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 SC 235. 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.

*2 Quarter Credit Hours*

*Prerequisite: Concurrent enrollment in SC 235*

### **SC 245: GENERAL MICROBIOLOGY**

This course explores the general characteristics of bacteria and viruses, with a focus on the roles played by these microbes in the environment, as well as the pathogenic and parasitic relationships they develop with other creatures. Through classification of microorganisms, the class showcases the diversity of microbes and gives students the opportunity to examine bacteria and viruses as agents of disease, as well as to explore the mechanisms behind antimicrobial techniques such as sterilization and the use of antibiotics. Course material is directly relevant to studies in health sciences, biological sciences, nursing, and genetics.

*5 Quarter Credit Hours*

*Prerequisite: SC 235 (or other college-level introductory biology course)*

### **SC 300: BIG IDEAS IN SCIENCE—FROM METHODS TO MUTATION**

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.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **SC 328: HISTOLOGY AND EMBRYOLOGY**

The studies include histological structures of various tissues of the body and the correlation to their functions at the tissue and organ level. The study of embryology focuses on stages of human development with an emphasis on factors influencing development, including common developmental disorders.

*6 Quarter Credit Hours*

*Prerequisite: NoneA*

### **SC 330: IMMUNOLOGY**

This course encompasses the study of the immune system including its development and functions. Students learn about normal immune response and immunologic disorders such as hypersensitivity, autoimmunity, and immuno deficiencies including AIDS. The applications of immunology in tumor immunology, transplantation immunology, diagnosis, therapy, and prevention of various diseases are discussed in detail.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **SC 335: BIOCHEMISTRY**

This course familiarizes students with proteins, lipids, carbohydrates, and nucleic acids, and their structure, chemical composition, and functions. Studies include chemical characteristics, nomenclature, kinetic control, and functions of enzymes.

*6 Quarter Credit Hours*

*Prerequisite: 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.

*6 Quarter Credit Hours*

*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.

6 Quarter Credit Hours

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.

6 Quarter Credit Hours

Prerequisite: None

## SOCIAL SCIENCE

### SS 144: SOCIOLOGY

This course is designed to introduce students to sociology, the scientific study of societies and groups, as well as the social context of human behavior. Students will examine core sociological concepts and research strategies, along with topics such as socialization, crime and deviance, social class, and the stratification of wealth, race, gender, and age in a global context. Other areas of study include family, religion, education, economy, health care, and government. By the end of this class, students will have a solid understanding of how their own lives are shaped by the larger society around them and the influence society has on people's attitudes and behaviors.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course

### 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.

5 Quarter Credit Hours

Prerequisite: Any College Composition I 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.

5 Quarter Credit Hours

Prerequisite: Any College Composition I 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.

5 Quarter Credit Hours

Prerequisite: Any College Composition I 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.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course

### SS 260: GENDER AND SOCIETY

This course presents the sociology of gender in society, from the formation of childhood gender roles to socially constructed ideas of femininity and masculinity. Students explore the validity of socially accepted ideas about men and women and the contradictions inherent in these ideas. In addition, students will examine gender issues

in the workplace and analyze such issues as harassment, pay equity, and child care.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course

### 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.

5 Quarter Credit Hours

Prerequisite: Any College Composition I 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

2 Quarter Credit Hours

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

3 Quarter Credit Hours

Prerequisite: Any College Composition I 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.

6 Quarter Credit Hours

Prerequisite: Any college composition course

### 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.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

### **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.

*6 Quarter Credit Hours*

*Prerequisite: CM 220*

### **SS 365: APPLIED ETHICAL LEADERSHIP STRATEGIES (HONORS)**

This course focuses on identifying, developing, and applying leadership strategies by connecting theory and practice. Students learn early theories of leadership as a foundation for understanding contemporary leadership as related to cultural diversity and inclusivity. The course explores the values, ethics, and behaviors associated with effective leaders and the rising impact of technology. The course's honors project puts theory into practice as students complete service-learning projects in their own communities.

*6 Quarter Credit Hours*

*Prerequisites: HU 261 and any College Composition I course; honors students only*

### **SS 368: SOCIAL PERSPECTIVES ON DEATH AND DYING (HONORS)**

This course is designed to provide students with an introduction to the cultural dimensions of death and dying. This topic affects each of us because of our own mortality and our relationships with others who die, whether close to us or complete strangers. The primary goals of the course are to help students deepen their understanding of the cultural dimensions of death and dying and to enable them to become a more effective provider of support.

*6 Quarter Credit Hours*


*Prerequisite: Honors students only*

### **SS 430: MAKING A LIVING IN THE TWENTY-FIRST CENTURY—THE SOCIOLOGY OF WORK (HONORS)**

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 deskilling, joblessness, worker alienation, and the interplay between work and family.

*6 Quarter Credit Hours*

*Prerequisite: CM 220; honors students only*



*Books and theory are all good, but you have to be able to take that [knowledge] and apply it to a real-world situation to say, this is how things can happen or how things can get accomplished. And I think Kaplan University does that very well.*

– Kenneth Smith, School of Business and Management Graduate



# GRADUATE PROGRAMS



# Policies Governing Graduate Study

## Graduate Admissions Requirements and Guidelines

In addition to the general University admissions requirements, some programs have additional admissions requirements that are listed in the individual school sections of this Catalog.

## Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. The 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 necessary to be eligible to take or to successfully pass these exams. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the school cannot guarantee students will be eligible to sit for or will pass these exams.

Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before a student can be placed in an externship or take professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams. These students may also be denied a license or certification to practice in some states, even if the certification or licensing exam is taken and successfully completed. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice or, if the student's circumstances change, at that time and at the time of making application for certification or licensure.

Kaplan University's programs are designed to prepare graduates to pursue employment in their field of study, or in related fields. However, the University does not guarantee that graduates will be placed in any particular job or employed at all. While many of Kaplan University's degree programs are designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

## Required Background Checks

In some graduate programs, applicants may be required to undergo law enforcement background checks before starting classes; before students can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors 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, these students 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 of this Catalog. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice.

## Returning Students

Graduate students who have attained a CGPA of 3.0 or greater in their graduate program at Kaplan University may be reenrolled in a program of study or enrolled in a new academic program of study if they have satisfied any outstanding balance owed to the University, successfully meet all admissions requirements of their desired program of study, have submitted proper documentation for, and received approval for, appropriate financial aid, and Kaplan University has received and approved official transcripts indicating successful completion of a bachelor's degree from a nationally or regionally accredited college or university.

Graduate students who have not obtained a CGPA of 3.0 in their graduate work at Kaplan University and wish to enroll in another graduate program at Kaplan University must submit appropriate documentation to the Dean of the program in which they wish to enroll. The Dean will review the documentation and will make the final decision regarding the student's admission into the program.

## Graduation Requirements

To graduate, students must successfully meet each of the items listed below. 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 of this Catalog. All graduate students must:

1. Successfully complete all required courses and other program-specific requirements within the allotted time frame (see the Satisfactory Academic Progress Standards section of this Catalog 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 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.

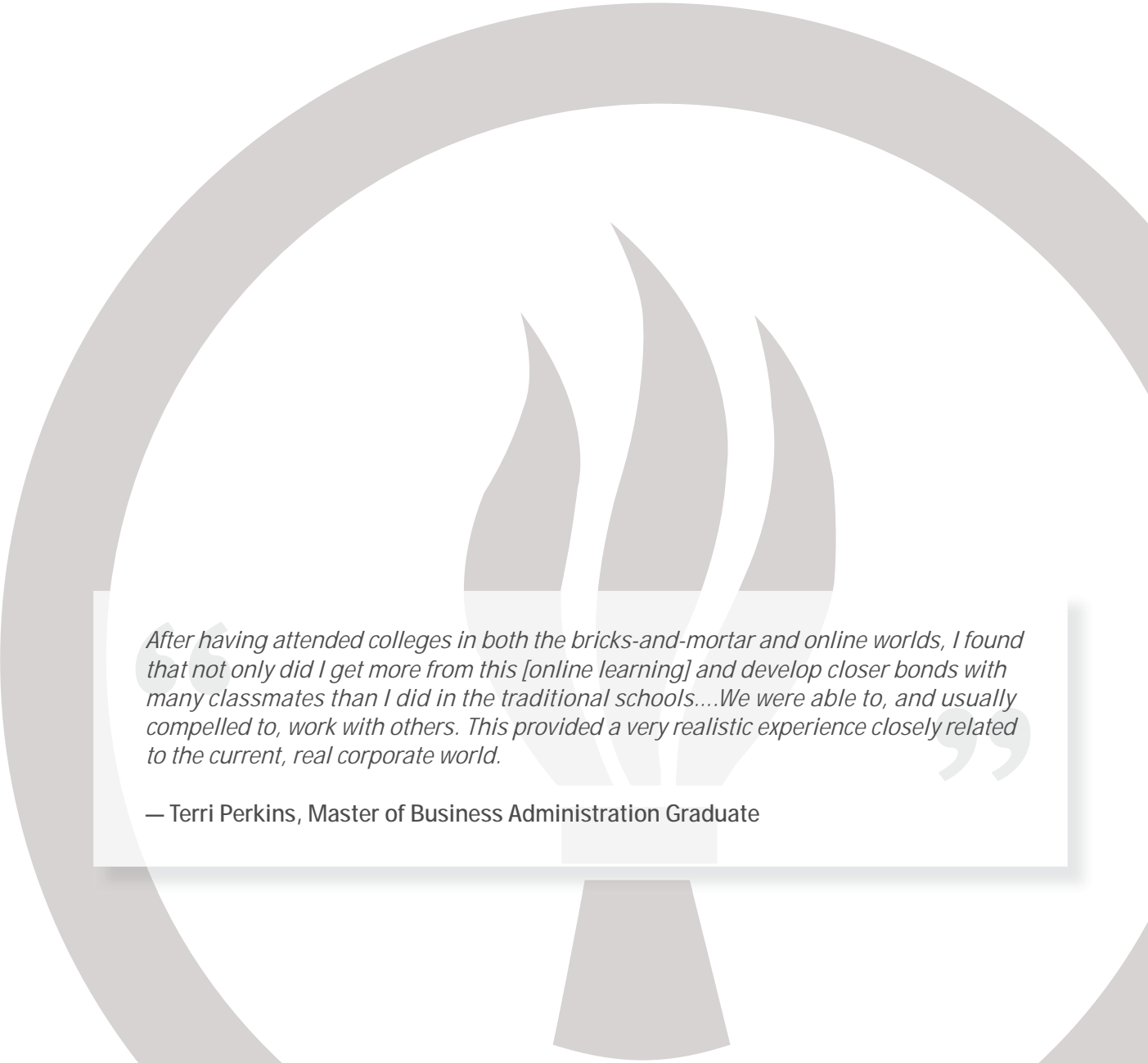
Students in graduate programs may need to fulfill certain prerequisite requirements and, therefore, may be required to take more than the minimum number of quarter credit hours in order to graduate.

## BINDING AND ARCHIVAL OF GRADUATE THESES

1. A thesis student must provide two bound copies of the completed and approved thesis that is bound in accordance with the University of Alabama at Huntsville thesis guidelines, which are available from the Dean of the program in which the student is enrolled. One of the bound copies will be delivered to the Dean of the student's academic program. The other bound copy will be delivered to the Dean of the Graduate School.
2. A thesis student must also provide an electronic version of the thesis to the Dean of the student's academic program and the Dean of the Graduate School.

Each of the above must be completed prior to graduation and at the student's expense.

Although not an academic requirement, students are encouraged to submit their thesis to University Microfilms (UMI) for archival and publication at the student's expense.



*After having attended colleges in both the bricks-and-mortar and online worlds, I found that not only did I get more from this [online learning] and develop closer bonds with many classmates than I did in the traditional schools....We were able to, and usually compelled to, work with others. This provided a very realistic experience closely related to the current, real corporate world.*

— Terri Perkins, Master of Business Administration Graduate

# COLLEGE OF ARTS AND SCIENCES

## Mission Statement

The mission of the Kaplan University arts and sciences programs is to foster an environment that nurtures and supports the integration of general education and the development of professional skills in Kaplan University degree programs.



## Admissions Requirements

In addition to the general University admissions requirements, the College of Arts and Sciences has specific requirements for the following program:

### MASTER OF SCIENCE IN PSYCHOLOGY

Master of Science in Psychology applicants must submit an essay that details career goals and associated reasons for enrolling in the program.

#### Accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology Option

Graduates of Kaplan University's Bachelor of Science in Psychology program who are granted admission to the Master of Science in Psychology program and meet the requirements for the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PS 501: Foundations of Professional Psychology
- PS 502: Ethics and Standards of Professional Psychology
- PS 504: Advanced Research Methods
- PS 506: Life Span Development

## Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the College of Arts and Sciences has specific requirements for the following program:

### MASTER OF SCIENCE IN PSYCHOLOGY

- The grade of "C" is the minimum acceptable score for Master of Science in Psychology courses. Students earning a grade of "F" in a course are required to immediately retake the course. Students may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.
- Students in the Master of Science in Psychology program can enroll in no more than three courses per term.
- Students enrolled in the Master of Science in Psychology program may not use transfer credit to replace PS 501: Foundations of Professional Psychology, PS 600: Comprehensive Exam, PS 601: Master's Research and Thesis I, or PS 602: Master's Research and Thesis II. Students must complete these courses at Kaplan University. Graduates of Kaplan University's Bachelor of Science in Psychology may substitute transfer credit to replace PS 501.
- Students must declare their choice of thesis or comprehensive exam track by the end of their second term.

#### Comprehensive Exam Track

Comprehensive exam-track students must successfully complete PS 600: Comprehensive Exam, a written course covering the core curriculum and specialization courses. Students will take the examination after successful completion of all academic program requirements.

The examination is graded as "satisfactory" or "unsatisfactory" and shall be evaluated by three terminally degreed psychology instructors. A passing grade requires a score of "satisfactory" from two out of three faculty members. Should a student fail the examination, he or she shall be given remediation by psychology graduate instructors in preparation for the final attempt at the examination. If a student fails the examination a second time, he or she will be academically dismissed from the program.

#### Thesis Track

Thesis-track students will be required to develop and submit, in writing, a formal proposal for research in psychology to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally degreed psychology faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the Kaplan University psychology program or from an outside, regionally accredited institution of higher learning with the approval of the Chair of the Master of Science in Psychology program.

Subsequent to the proposal, Master of Science in Psychology thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

Thesis-track students will take PS 601: Master's Research and Thesis I, a 10-week course designed to allow students to complete the first steps of their thesis design. Students that feel they will not be able to complete the prescribed requirements in 10 weeks must contact their Academic Advisor in order to gain an extension in the course. An extension is granted by students enrolling in PS 601A, and enrollment in this course will only be granted at the discretion of the Dean of the school and the Chair of the student's thesis committee.

Thesis-track students will also take PS 602: Master's Research and Thesis II, a 10-week course designed to allow students to complete their thesis. Students that feel they will not be able to complete the prescribed requirements in 10 weeks must contact their Academic Advisor in order to gain an extension in the course. An extension is granted by students enrolling in PS 602A, and enrollment in this course will only be granted at the discretion of the Dean of the school and the Chair of the student's thesis committee.

If an extension is granted, Kaplan University will not charge tuition for PS 601A or PS 602A, but the student will be required to pay the normal technology fee.

Students who are unable to complete PS 601 or PS 602 will be permitted to enter the Master of Science in Psychology comprehensive exam track.

## Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or will pass these exams.

### MASTER OF SCIENCE IN PSYCHOLOGY

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 prepare graduates for state licensure.

# Master of Science in Psychology

The Master of Science in Psychology program provides students a unique opportunity to balance the rich tradition of the past with exciting contemporary applications of psychology. The curriculum focuses on the processes that underlie the individual human experience and behavior, and core knowledge, theories, and research in the discipline.

Students will select one of three areas of specialization: general psychology, addictions, or applied behavioral analysis. Students complete both master's-level core courses and specialization courses, which provide a comprehensive education in psychological theory and practice, and work on developing critical thinking and problem-solving skills to assist them in meeting their personal and professional goals in their chosen specialization area.

In any of the specializations, students may elect to complete a thesis as the program's culminating experience or choose the comprehensive exam option. The thesis track contains two thesis development courses and extends the program by at least one term. A thesis is not required; however, students should consult with an Academic Advisor to determine how the thesis option fits with their career goals.

The general psychology specialization is designed to expose students to a generalist approach to the broad field of psychology. This specialization addresses current broad paradigms such as behavioral approaches, neuropsychological perspectives and technologies, issues in psychopathology, and current and historical information in the area of cognitive psychology. In addition, the successful student will gain knowledge in the use of qualitative analysis, thereby building on their knowledge base regarding the basic "tools" involved in the scientific approach to understanding psychology.

The addictions specialization provides students the opportunity to study the principles of addictions counseling, group counseling, psychopharmacology, and co-occurring disorders. Theories are taught with an emphasis on application so that students understand how to use their knowledge to help clients toward recovery.

The applied behavioral analysis specialization provides an opportunity to gain knowledge about special populations like the developmentally disabled, the autistic, and individuals with traumatic brain injury. Courses in this area emphasize an understanding and application of the behavioral concepts and theories, as well as the development of both assessment and intervention skills.

The professional practice of psychology is regulated by each state, and the degree requirements in this Master of Science in Psychology program do not prepare graduates for state licensure.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Psychology program consists of a minimum of 60 or 65 quarter credit hours, depending on the student's track of study. Upon successful completion of the program, graduates will be awarded a master of science degree.

## Program Outcomes

1. Theory, Research, and Information Literacy: Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.
2. Critical and Reflective Thinking: Critically synthesize and evaluate psychological theories and concepts in varied environments.
3. Application to Practice: Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies.
4. Values, Ethical Practices, and Individual and Cultural Diversity: Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

## Curriculum

Courses	Credits
<b>THESIS TRACK</b>	
<b>CORE REQUIREMENTS</b>	
PS 501: Foundations of Professional Psychology	5
PS 502: Ethics and Standards of Professional Psychology	5
PS 503: Applied Statistics for Psychology Research	5
PS 504: Advanced Research Methods	5
PS 505: Testing, Measurement, and Assessment	5
PS 506: Life Span Development	5
PS 601: Master's Research and Thesis I	5
PS 602: Master's Research and Thesis II	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>40</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	25
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>25</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>65</b>
<b>COMPREHENSIVE EXAM TRACK</b>	
<b>CORE REQUIREMENTS</b>	
PS 501: Foundations of Professional Psychology	5
PS 502: Ethics and Standards of Professional Psychology	5
PS 503: Applied Statistics for Psychology Research	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
<b>TOTAL CORE REQUIREMENTS</b>	<b>35</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	25
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>25</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>60</b>

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## **SPECIALIZATIONS**

### **Addictions**

PS 511:	Chemical and Psychological Dependency Counseling	5
PS 516:	Psychopharmacology	5
PS 521:	Group Counseling	5
PS 526:	Advanced Addiction Counseling	5
PS 531:	Co-Occurring Disorders and Treatments	5

### **Applied Behavioral Analysis**

PS 512:	Research Design in Applied Behavior Analysis	5
PS 517:	Advanced Principles of Applied Behavior Analysis	5
PS 522:	Behavioral Measures and Interpretation of Data	5
PS 527:	Implementing Behavioral Change	5
PS 532:	Clinical Applications of Applied Behavior Analysis	5

### **General Psychology**

PS 510:	Qualitative Analysis	5
PS 515:	Learning and Behavior	5
PS 520:	Neuropsychology	5
PS 525:	Foundations of Psychopathology	5
PS 530:	Cognitive Psychology	5

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 AND MANAGEMENT

## 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. Our faculty is composed of practitioners and scholars who focus on intellectual contribution and classroom innovation. Our flexible, learner-centered education empowers students to apply their skills immediately to become insightful decision makers and leaders.



## Admissions Requirements

In addition to the general University admissions requirements, the School of Business and Management requires a current, professional resume that details employment history, including responsibilities and dates of employment.

The School of Business and Management also has specific requirements for the following programs:

### ACCELERATED MBA OPTION

Graduates of Kaplan University's Bachelor of Science in Business Administration program who are granted admission to the Master of Business Administration (MBA) program and meet the requirements for the accelerated MBA option 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

### MASTER OF SCIENCE IN ACCOUNTING

In addition to the general University and School of Business and Management admissions requirements, the Master of Science in Accounting program requires an unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree in business, management, accounting, or finance from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the second term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the second term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided.

If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

Applicants who possess a bachelor's degree unrelated to business, management, accounting, or finance will be evaluated for admission on a case-by-case basis and may be admitted with the Dean's approval. Students granted admission to the program may be required to complete additional foundational coursework, which may include AC 114: Accounting I and AC 116: Accounting II, pending the Dean's review of the situation.

International applicants are required to submit, prior to enrollment, an official college transcript evaluated for equivalency to a United States college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator. An applicant who possesses a bachelor's degree unrelated to business, management, accounting, or finance must submit an additional course-by-course equivalency evaluation to determine whether he or she has already completed coursework equivalent to AC 114 and/or AC 116. Any costs incurred as a result of this service will be the responsibility of the applicant.

### GRADUATE CERTIFICATE IN ACCOUNTING

In addition to the general University and School of Business and Management admissions requirements, the Graduate Certificate in Accounting program requires an unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree in accounting from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not

submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided.

If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

## Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Business and Management stipulates:

- Students enrolled in a School of Business and Management program must successfully complete at least 75 percent of the graduate credit hours required for a degree with a grade of "A" or "B."
- Students enrolled in the Master of Business Administration program may not use transfer credit to replace GB 500: Business Perspectives or GB 601: MBA Capstone. Students enrolled in the Master of Science in Management program may not use transfer credit to replace GM 500: Managers as Leaders or GM 599: Applied Research Project. These courses must be completed at Kaplan University.
- Students in the School of Business and Management can enroll in no more than two courses per term.
- Students enrolled in the Master of Science in Management program who would like to substitute a course for one of the required core courses must submit a Program Option Request Form with documentation supporting the request to the Dean of the program. The decision to approve a core course substitution request rests with the Dean of the program or a designee and is based on an evaluation of the student's exposure to equivalent subject matter. Regardless of the Dean's decision, the student will still have to complete the amount of credit hours required for the program.
- Students enrolled in a School of Business and Management certificate program will have all course-level prerequisites waived.

## Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or will pass these exams.

### MASTER OF SCIENCE IN ACCOUNTING

Students who complete the program may be eligible to take the Uniform Certified Public Accountant, Certified Internal Auditor, and Certified Management Accountant certification exams.

### GRADUATE CERTIFICATE IN ACCOUNTING

Students who complete the certificate program may be eligible to take the Uniform Certified Public Accountant (CPA) certification exam.

### GRADUATE CERTIFICATE IN HUMAN RESOURCES

Students who complete the certificate program may be eligible to take the Senior Professional in Human Resources (SPHR) certification exam.

### GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Students who complete the certificate program may be eligible to take the Project Management Professional (PMP) certification exam.

# Master of Business Administration

The objective of the Master of Business Administration program is to help students pursue leadership positions in competitive business environments. The curriculum is designed to address this through a portfolio of practical, resume-building projects that may satisfy students' intellectual curiosity as well as 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.

The Master of Business Administration program consists of a minimum of 60 quarter credit hours. In addition, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from one of eight specializations. Specializations are not required for completion of the general program.

Specializations include finance, marketing, human resources, entrepreneurship, international business, health care management, project management, and supply chain management and logistics.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

Upon successful completion of the program, graduates will be awarded a master of business administration degree.

## 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.

## Curriculum

Courses	Credits
<b>PROGRAM REQUIREMENTS</b>	
GB 500: Business Perspectives	4
GB 512: Business Communications	4
GB 513: Business Analytics	4
GB 518: Financial Accounting Principles and Analysis	4
GB 519: Measurement and Decision Making	4
GB 520: Strategic Human Resource Management	4
GB 530: Marketing Management	4
GB 540: Economics for Global Decision Makers	4
GB 550: Financial Management	4
GB 560: Designing, Improving, and Implementing Processes	4
GB 570: Managing the Value Chain	4
GB 580: Strategic Management	4
GB 590: Corporate Social Responsibility	4
GB 600: Leadership Strategies for a Changing World	4
GB 601: MBA Capstone	4
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>60</b>
<b>SPECIALIZATIONS</b>	
<b>Entrepreneurship</b>	
GB 561: Entrepreneurship	4
GB 562: Small Business Administration	4
GB 564: Corporate Venturing	4
GB 565: The Entrepreneurial Lab	4
<b>Finance</b>	
GB 521: Capital Markets and Investments	4
GB 522: Mergers and Acquisitions	4
GB 523: International Finance	4
GB 524: Financial Statement Analysis	4
<b>Health Care Management</b>	
GM 521: Health Care Systems	4
GM 522: Comprehensive Health Care Strategies	4
GM 523: Quality Health Care Management	4
GM 524: International Health Care Systems	4
<b>Human Resources</b>	
GB 541: Employment and Labor Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4
<b>International Business</b>	
GB 523: International Finance	4
GB 572: International Management	4
GB 573: International Marketing	4
GB 574: International Managerial Competencies	4
<b>Marketing</b>	
GB 531: Advertising	4
GB 532: Marketing Research	4
GB 533: Salesforce Management	4
GB 534: Marketing Psychology	4
<b>Project Management</b>	
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
<b>Supply Chain Management and Logistics</b>	
GM 581: Supply Chain Management	4
GM 582: Inventory and Distribution Management	4
GM 583: Managing the Service Value Chain	4
GM 584: Strategic Global Logistics Management	4

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

The Master of Science in Accounting is designed to follow a Bachelor of Science in Accounting degree. Students who matriculate into this program must have successfully completed an approved baccalaureate degree in business with a major in accounting or finance.

The objective of the Master of Science in Accounting program is to prepare graduates with the knowledge, technical skills, and work habits to be innovative and adaptable critical thinkers and problem solvers. The program is designed to prepare graduates to use available services and technologies to support operations, management, and decision-making initiatives within the field of accounting. The curriculum encourages students to be lifelong learners and addresses the evolving professional skills of master's degree students.

Graduates 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.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Master of Science in Accounting program is designed to help graduates prepare for the Uniform Certified Public Accountant examination, the Certified Internal Auditor examination, and the Certified Management Accountant examination. However, the University cannot guarantee a graduate's eligibility either to take these exams or become certified.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Accounting program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

## 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.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
AC 501: Financial Accounting and Reporting	4
AC 502: Regulation	4
AC 503: Advanced Auditing	4
AC 504: Ethical Issues in Business and Accounting	4
AC 505: Advanced Managerial/Cost Accounting	4
AC 507: Corporate Tax Decisions and Strategies	4
GB 512: Business Communications	4
GB 540: Economics for Global Decision Makers	4
<b>TOTAL CORE REQUIREMENTS</b>	<b>32</b>
<b>ELECTIVE REQUIREMENTS</b>	
Accounting Electives	20
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>20</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>52</b>

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

The Master of Science in Management program focuses on helping students build specialized leadership skills in a particular discipline and is designed to prepare students to pursue managerial and executive positions in a wide range of industries. From the start of the program, students are taught leadership knowledge and abilities that could be immediately applied to their work life and could also help them advance their careers. Through relevant instruction and hands-on application, students study to acquire skills and understanding in decision making and day-to-day managerial functions. The curriculum encourages students to identify real-life professional challenges by building a resume of case studies and projects, hypothesizing and testing solutions, and measuring results. Students examine the current concepts, effective management, and organizational strategies that impact today's global marketplace.

Students can choose from six specialization areas that are designed to help develop specific proficiencies: leadership, organizational design and development, health care management, human resources, project management, and supply chain management and logistics.

Completion of this program may be especially beneficial for those who wish to pursue high-level managerial opportunities in various fields such as health care administration, change leadership, supply chain management, project management, and government.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Management program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

## 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.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
GB 512: Business Communications	4
GB 520: Strategic Human Resource Management	4
GM 500: Managers as Leaders	4
GM 501: Management Theories and Practices—Past, Current, and Future	4
GM 502: Skills for Professional Impact	4
GM 503: Foundations for Effective Management Practice	4
GM 504: Organizational Excellence and Change	4
GM 505: Action Research and Consulting Skills	4
GM 506: Strategic Financial Analysis	4
GM 599: Applied Research Project	4
<b>TOTAL CORE REQUIREMENTS</b>	<b>40</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	16
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>16</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>56</b>
<b>SPECIALIZATIONS</b>	
<b>Health Care Management</b>	
GM 521: Health Care Systems	4
GM 522: Comprehensive Health Care Strategies	4
GM 523: Quality Health Care Management	4
GM 524: International Health Care Systems	4
<b>Human Resources</b>	
GB 541: Employment Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4
<b>Leadership</b>	
GB 600: Leadership Strategies for a Changing World	4
GM 543: Organization Diagnosis and Design	4
GM 585: Mentoring and Coaching	4
GM 586: Transformational Leadership	4
<b>Organizational Design and Development</b>	
GB 543: Managing Change	4
GB 600: Leadership Strategies for a Changing World	4
GM 541: Foundations of Organization Development	4
GM 543: Organization Diagnosis and Design	4
<b>Project Management</b>	
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
<b>Supply Chain Management and Logistics</b>	
GM 581: Supply Chain Management	4
GM 582: Inventory and Distribution Management	4
GM 583: Managing the Service Value Chain	4
GM 584: Strategic Global Logistics Management	4

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

The objective of the Graduate Certificate in Accounting is to prepare students with the critical knowledge and skills to pursue a mid-level accounting position. The certificate is designed to provide knowledge of key accounting areas including accounting and financial reporting systems, business law, auditing techniques, and cost accounting.

This certificate could also help students prepare for the Uniform Certified Public Accountant (CPA) Exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified.

Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Graduate Certificate in Accounting program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
AC 501: Financial Accounting and Reporting	4
AC 502: Regulation	4
AC 503: Advanced Auditing	4
AC 505: Advanced Managerial/Cost Accounting	4
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>16</b>

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 Entrepreneurship for Growth Ventures

The objective of the Graduate Certificate in Entrepreneurship for Growth Ventures is to prepare students with the critical knowledge and skills to become successful entrepreneurs. Kaplan University has teamed up with Kauffman FastTrac<sup>®</sup>, a provider of learning curricula that equips aspiring and existing entrepreneurs with the tools, resources, and networks to start and grow successful businesses. Kauffman FastTrac<sup>®</sup> was created by the Kauffman Foundation, the largest foundation that advances entrepreneurship as a key to growing economies and expanding human welfare. Using the FastTrac<sup>®</sup> GrowthVenture<sup>™</sup> process, students study how to manage an expanding business and to strategically align all aspects of the business for growth. The certificate is designed to provide knowledge of key business areas including creating marketing plans, identifying leadership strategies, creating growth business plans, and conducting internal assessments.

Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Graduate Certificate in Entrepreneurship for Growth Ventures program consists of a minimum of four quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
GB 516: Managing a Growing Business—FastTrac <sup>®</sup> GrowthVenture <sup>™</sup>	2
GB 517: FastTrac <sup>®</sup> GrowthVenture <sup>™</sup> Lab	2
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>4</b>

The words "Kauffman FastTrac" are service marks owned by the Ewing Marion Kauffman Foundation.

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

# Graduate Certificate in Entrepreneurship for New Ventures

The objective of the Graduate Certificate in Entrepreneurship for New Ventures is to prepare students with the critical knowledge and skills to become successful entrepreneurs. Kaplan University has teamed up with Kauffman FastTrac®, a provider of learning curricula that equips aspiring and existing entrepreneurs with the tools, resources, and networks to start and grow successful businesses. Kauffman FastTrac® was created by the Kauffman Foundation, the largest foundation that advances entrepreneurship as a key to growing economies and expanding human welfare. By taking the FastTrac® NewVenture™ courses, students study the process for starting and building a successful business. The certificate is designed to provide knowledge of key business areas including creating business plans, developing financial and operation plans, and creating feasibility studies.

Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Graduate Certificate in Entrepreneurship for New Ventures program consists of a minimum of four quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

# Graduate Certificate in Human Resources

The objective of the Graduate Certificate in Human Resources is to prepare students with the critical knowledge and skills to pursue a mid-level position in human resources. The certificate is designed to provide knowledge of key human resource areas including employment and labor law, employee training and development programs, reward systems, employee recruitment, selection, and assessment models.

This certificate could also help students prepare for the Senior Professional in Human Resources (SPHR) certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility either to take this examination or become certified.

Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Graduate Certificate in Human Resources program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
GB 514: Foundations of Entrepreneurship: FastTrac® NewVenture™	2
GB 515: FastTrac® NewVenture™ Lab	2
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>4</b>

The words "Kauffman FastTrac" are service marks owned by the Ewing Marion Kauffman Foundation.

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
GB 541: Employment Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>16</b>

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 Project Management

The objective of the Graduate Certificate in Project Management is to prepare students with the critical knowledge and skills to pursue a mid-level position in project management. The certificate 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 could also help students prepare for the Project Management Professional (PMP) certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified.

Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Graduate Certificate in Project Management program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
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
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>16</b>

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 CRIMINAL JUSTICE

## Mission Statement

The mission of the Kaplan University criminal justice programs is to provide students with the opportunity to develop a strong foundation and breadth of understanding in the areas of law enforcement, courts, corrections, and security. It prepares students with relevant aptitudes to pursue further studies or obtain employment where such knowledge is advantageous through the integration of concepts, effective communication, and creative and critical thinking.



## Admissions Requirements

In addition to the general University admissions requirements, the School of Criminal Justice has specific requirements for the following programs:

### ACCELERATED MASTER'S DEGREE OPTIONS

#### Accelerated Master of Science in Criminal Justice Option

Graduates of a Kaplan University School of Criminal Justice or School of Legal Studies bachelor's degree program who are granted admission to the Master of Science in Criminal Justice program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

Thesis or Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 503: Organizational Behavior

Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 525: Applied Research in Criminal Justice

#### Accelerated Master of Science in Homeland Security and Emergency Management Option

Graduates of a Kaplan University School of Criminal Justice or School of Legal Studies bachelor's degree program who are granted admission to the Master of Science in Homeland Security and Emergency Management program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 500: Critical Legal Issues in Criminal Justice
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans
- PP 510: Leadership in the Public Sector

## Progression Requirements

In addition to the general graduate student progression requirements, the School of Criminal Justice stipulates that students in the Master of Science in Criminal Justice and Master of Science in Homeland Security and Emergency Management programs can enroll in no more than three courses per term without special permission from the Dean of the program.

The School of Criminal Justice also has specific requirements for the following program:

### MASTER OF SCIENCE IN CRIMINAL JUSTICE

- Students enrolled in the Master of Science in Criminal Justice program may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean. A waiver is issued based upon an evaluation of common learning outcomes. CJ 525: Applied Research in Criminal Justice, CJ 598: Applied Research Project, CJ 600: Research and Thesis I, CJ 601: Research and Thesis II, and CJ 602: Comprehensive Examination must be completed at Kaplan University.

- Students must declare their choice of thesis, applied research, or comprehensive exam track by the end of their second term.

### Comprehensive Exam Track

Comprehensive exam-track students must successfully complete CJ 602: Comprehensive Examination, a written course covering the core curriculum and specialization courses. Students will take the examination after successful completion of all academic program requirements.

The examination is graded as "satisfactory" or "unsatisfactory" and shall be evaluated by 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 a student fail the examination, he or she shall be given remediation by criminal justice graduate instructors in preparation for the final attempt at the examination. If a student fails the examination a second time, he or she will be academically dismissed from the program.

### Thesis Track

Thesis-track students will be required to develop and submit, in writing, a formal proposal for research in criminal justice to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally degreed criminal justice faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the Kaplan University criminal justice program or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the Master of Science in Criminal Justice program.

Subsequent to the proposal, Master of Science in Criminal Justice thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

Thesis-track students will take CJ 600: Research and Thesis I, a 10-week course designed to allow students to complete the first steps of their thesis design. Students that feel they will not be able to complete the prescribed requirements in 10 weeks must contact their Academic Advisor in order to gain an extension in the course. An extension is granted by students enrolling in CJ 600A, and enrollment in this course will only be granted at the discretion of the Dean of the program and the Chair of the student's thesis committee.

Thesis-track students will also take CJ 601: Research and Thesis II, a 10-week course designed to allow students to complete their thesis. Students that feel they will not be able to complete the prescribed requirements in 10 weeks must contact their Academic Advisor in order to gain an extension in the course. An extension is granted by students enrolling in CJ 601A, and enrollment in this course will only be granted at the discretion of the Dean of the program and the Chair of the student's thesis committee.

If an extension is granted, Kaplan University will not charge tuition for CJ 600A or CJ 601A, but the student will be required to pay the normal technology fee.

Students who are unable to complete CJ 600 or CJ 601 will be permitted to enter the Master of Science in Criminal Justice comprehensive exam track.

# Master of Science in Criminal Justice

The Kaplan University Master of Science in Criminal Justice program is intended to help students satisfy their intellectual curiosity, build knowledge, and prepare to successfully undertake leadership and other professional positions in today's complex criminal justice environment. The program provides students an opportunity to pursue a thesis, applied research, or comprehensive exam track of study. Moreover, students have the option of selecting a specialization in addition to the core curriculum requirements. The specializations include law, global issues in criminal justice, leadership and executive management, corrections, and policing. All courses designated as specialization courses may be applied toward elective credit if a student elects not to pursue a specialization.

The Master of Science in Criminal Justice program also assesses students' acquisition of competencies at the conclusion of the program via their coursework and either the submission of a thesis project, successful completion of a comprehensive examination, or submission of an applied research project. In so doing, the program enables graduates to become better prepared to meet the dynamic challenges of the field today and in the future.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Criminal Justice program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

## Program Outcomes

1. Research Methods: Critically evaluate current qualitative and quantitative research on current knowledge and developing trends in the criminal justice profession.
2. Organizational Behavior and Management: Apply organizational behavior and management theories to day-to-day operations within the profession of criminal justice.
3. Criminological Theory: Apply criminological theory to the investigation of micro- and 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.

## Curriculum

Courses	Credits
<b>THESIS TRACK</b>	
<b>CORE REQUIREMENTS</b>	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 501: Criminological Theory	5
CJ 502: Research Methodology	5
CJ 503: Organizational Behavior	5
CJ 504: Data Analysis	5
CJ 600: Research and Thesis I	5
CJ 601: Research and Thesis II	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>35</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses or General Electives*	20
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>20</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>

## COMPREHENSIVE EXAM TRACK

<b>CORE REQUIREMENTS</b>	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 501: Criminological Theory	5
CJ 502: Research Methodology	5
CJ 503: Organizational Behavior	5
CJ 505: Critical Issues in Criminal Justice	5
CJ 602: Comprehensive Examination	0
<b>TOTAL CORE REQUIREMENTS</b>	<b>25</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses or General Electives*	30
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>30</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>

## APPLIED RESEARCH TRACK

<b>CORE REQUIREMENTS</b>	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 501: Criminological Theory	5
CJ 503: Organizational Behavior	5
CJ 525: Applied Research in Criminal Justice	5
CJ 598: Applied Research Project	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>25</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses or General Electives*	30
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>30</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>

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## SPECIALIZATIONS

### Corrections

CJ 521:	Critical Issues in Corrections	5
CJ 522:	Comparative Correctional Systems	5
CJ 523:	Critical Issues in Juvenile Justice	5
CJ 524:	Community-Based Corrections	5

### Global Issues in Criminal Justice

CJ 509:	Comparative Criminal Justice Systems	5
CJ 512:	Transnational Crime	5
CJ 513:	Critical Issues in Terrorism	5
CJ 514:	Seminar—Contemporary International Justice Issues	5

### Law

Select four of the following courses:

CJ 506:	Advanced Topics in Criminal Law	5
CJ 507:	Criminal Procedure and the U.S. Supreme Court	5
CJ 508:	Evidentiary Issues in Criminal Cases	5
CJ 509:	Comparative Criminal Justice Systems	5
CJ 510:	Specialized Criminal Statutes and Complex Investigations	5
CJ 511:	Employment and Policy Law	5

### Leadership and Executive Management

CJ 511:	Employment and Policy Law	5
CJ 515:	Theoretical Applications of Justice Management	5
CJ 516:	Fiscal Issues in Criminal Justice	5
CJ 517:	Human Resource Development	5

### Policing

CJ 511:	Employment and Policy Law	5
CJ 516:	Fiscal Issues in Criminal Justice	5
CJ 518:	Critical Issues in Policing	5
CJ 519:	Ethics and Diversity in Policing	5

### Electives

CJ 520:	Issues in Private Security	5
CJ 533:	Psychology and Law	5
CJ 590:	Independent Study in Criminal Justice	1–5

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

\*Students may not use more than 10 quarter credit hours of independent study to satisfy the elective requirement.

# Master of Science in Homeland Security and Emergency Management

The Master of Science in Homeland Security and Emergency Management integrates courses from criminal justice, social science, public policy, leadership, and business into a cross-disciplinary program designed to prepare graduates to pursue a spectrum of careers in the public and private sector.

The program offers students the opportunity to study homeland security and emergency management policy and issues from a perspective that explores the interrelationships of public and private sector business and industry, economics, policy, politics, culture, ideology, psychology, and human dynamics. The program is designed to equip students with the skills and competencies necessary for 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.

Students 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. Students 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 allow students 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.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that graduates will be granted admission to any graduate or doctoral programs.

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, graduates 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.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 502: Research Methodology	5
CJ 509: Comparative Criminal Justice Systems	5
HM 500: Crisis and Emergency Management Fundamentals	5
HM 501: Homeland Security Policies, Principles, Procedures, and Plans	5
PP 510: Leadership in the Public Sector	5
HM 597: Portfolio Capstone in Homeland Security and Emergency Management OR	
HM 598: Applied Research in Homeland Security and Emergency Management	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>35</b>
<b>ELECTIVE REQUIREMENTS</b>	
Select one of the following courses:	5
CJ 510: Specialized Criminal Statutes and Complex Investigations	
CJ 513: Critical Issues in Terrorism	
PP 500: Public Administration and Management	
PP 520: Finance and the Administration of Public Funds	
Select three of the following courses:	15
HM 502: Risk, Vulnerability, and Capability Assessment Methods	
HM 503: Planning and Operations in Crisis and Emergency Management	
HM 504: All-Hazards Readiness and Emergency Management Functions	
HM 505: Planning for WMD and Mass Casualty Crises	
HM 510: Mitigation and Preparedness Issues for Emergency Management	
HM 515: Public-Private Collaboration in Emergency Management	
HM 520: Program Evaluation	
HM 540: Crisis Intervention	
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>20</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>

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.



*It's really a collaborative learning environment....[In a class] you might have someone with 10 years of law enforcement experience, and someone from corrections, and someone from probation, and someone from juvenile justice, so you get all of that different knowledge and experience in one room.*

– Stephanie Bontrager Ryon, School of Criminal Justice Faculty Member

# SCHOOL OF GRADUATE EDUCATION



## 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.

## Admissions Requirements

In addition to the general University admissions requirements, the School of Graduate Education has specific requirements for the following programs:

### MASTER OF ARTS IN TEACHING

Candidates for the Master of Arts in Teaching Iowa certification track must meet the following requirements:

- Candidates must meet content area requirements specified by the Iowa Board of Educational Examiners including the completion of the minimum amount of semester hours in the chosen content area. Prior to enrollment, candidates must submit unofficial transcripts showing completed coursework in the content area to the School of Graduate Education. An official transcript analysis will be conducted to ensure the minimum requirements for the state of Iowa are met. Admission to the program will be approved by the Dean of the program.
- Candidates must provide proof of passing a background check.
- Candidates must submit passing scores on the required Praxis I test or state-required exams. Kaplan University's Educational Testing Service (ETS) recipient code for Praxis test results is 5340. In lieu of Praxis tests, Kaplan University may accept passing scores on state exams required for licensure to teach. Specific deadlines will be determined for each region.

Minimum acceptable Praxis I scores are established by the state where the candidate will seek licensure and are listed at [www.ets.org](http://www.ets.org). In states that do not require Praxis tests, minimum acceptable Praxis I scores are established by the Dean and are as follows:

- Reading: 173
- Mathematics: 172
- Writing: 172

Candidates who have taken the Graduate Record Examination (GRE) may be exempt from submitting passing Praxis I scores. The Dean will review each candidate's scores on a case-by-case basis. Candidates should check their own state's requirements to see if they qualify for this exemption.

### Accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching Option

Graduates of Kaplan University's Bachelor of Science in Professional Studies program who are granted admission to the Master of Arts in Teaching program and meet the requirements for the accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- ED 511: Teaching Methods Through Differentiated Instruction
- ED 581: Secondary Classroom Management

### MASTER OF SCIENCE IN HIGHER EDUCATION

Students who are granted admission to the Master of Science in Higher Education program must enroll in the nonthesis track of study. Students who are interested in completing a thesis as the program's culminating experience should contact their Academic Advisor for information regarding entry to the thesis track of study.

## Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Graduate Education has specific requirements for the following programs:

### MASTER OF ARTS IN TEACHING

- The grade of "C" is the minimum acceptable score for Master of Arts in Teaching courses. Candidates earning a grade of "F" in a course are required to immediately retake the course. Candidates may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.
- Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.
- Candidates enrolled in the Iowa certification track are required to complete a student teaching experience or a year-long internship in a local school district.

#### Interns

Candidates who choose to complete a year-long internship, which generally spans two semesters in a local school, will begin their experience by enrolling in ED 596: Student Teaching/Internship I. In this 10-week course, candidates will begin the first semester of their internship experience. The first semester of the internship will typically exceed the 10-week term. When this occurs, Kaplan University will automatically grant candidates an extension to complete the first semester of their internship by enrolling them in ED 596A: Student Teaching/Internship I, a noncredit course.

ED 596A will be followed by ED 597: Student Teaching/Internship II, a 10-week course designed to allow candidates to begin the second semester of their internship experience. Generally, the second semester will also exceed the 10-week term. Kaplan University will automatically grant interns an extension to complete the second semester of their internship by enrolling them in ED 597A: Student Teaching/Internship II, a noncredit course.

ED 596, ED 596A, ED 597, and ED 597A will be graded on a pass/fail basis. Kaplan University will not charge tuition for ED 596A or ED 597A, but the student will be required to pay the normal technology fee.

#### Student Teachers

Candidates who choose to complete a student teaching experience will enroll in ED 596: Student Teaching/Internship I, a 10-week course designed to allow candidates to complete the first half of their student teaching experience. This course will be followed by ED 597: Student Teaching/Internship II, a 10-week course in which candidates will complete the second half of their student teaching experience.

If, after completing ED 597, candidates are unable to meet the minimum number of student teaching hours required by the state of Iowa, candidates must contact the Iowa Supervising Director to gain an extension. An extension is granted by candidates enrolling in ED 597A: Student Teaching/Internship II, a noncredit course. Enrollment in this course will only be granted at the discretion of the Iowa Supervising Director of the program.

If an extension is granted, Kaplan University will not charge tuition for ED 597A, but the student will be required to pay the normal technology fee.



- Candidates enrolled in the Iowa certification track who have secured an approved, year-long internship in a local school district may be asked to enroll in only one course per term (ED 596, ED 596A, ED 597, or ED 597A) during their internship year to comply with the best practices of the Iowa Board of Educational Examiners.
- Candidates enrolled in the Iowa certification track complete a minimum of 100 hours of fieldwork prior to student teaching. Kaplan University prefers candidates spend at least 8 hours per week in the field. Therefore, candidates must have flexible work schedules to ensure the minimum number of required hours is met.
- Candidates enrolled in the Iowa certification track must provide proof of immunization, if required, prior to the start of student teaching.

## MASTER OF SCIENCE IN EDUCATION

- The grade of “C” is the minimum acceptable score for Master of Science in Education courses. Candidates earning a grade of “F” in a course are required to immediately retake the course. Candidates may only take a course twice and must earn the required grade of “C” or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.
- Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.
- Candidates in the Master of Science in Education program can enroll in no more than three courses per term without written permission from the Dean of the program.
- Applicants who received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment may receive transfer credit for ED 502: Transforming Teaching Practice, ED 532: Curriculum Design, and ED 562: Student Assessment.

In order to receive credit, candidates must submit by the end of their first term an official transcript from the American Council on Education for review and verification by the Prior Learning Assessment Center. This transcript can be obtained by visiting [www.acenet.edu/transcripts](http://www.acenet.edu/transcripts). Transcripts received by the Prior Learning Assessment Center after the end of first term may be denied eligibility for an official transfer credit evaluation.

## MASTER OF SCIENCE IN EDUCATION IN INSTRUCTIONAL TECHNOLOGY

Candidates in the Master of Science in Education in Instructional Technology program can enroll in no more than three courses per term without written permission from the Dean of the program.

## MASTER OF SCIENCE IN HIGHER EDUCATION

- Students in the Master of Science in Higher Education program can enroll in no more than three courses per term without written permission from the Dean of the program.
- During the week prior to the conclusion of the fourth course in the program, students interested in pursuing the thesis track must submit a 1,000-word thesis plan that includes a rationale for completing the thesis track, as well as a structured overview of the thesis. This proposal will then be subject to approval by the Chair and the Associate Dean. In addition, students must have a minimum GPA of 3.6 for all courses completed in the program prior to this point.

Students who meet these requirements will be permitted to enter the thesis track of study; those who do not will continue on the nonthesis track.

As part of HE 601: Master’s Thesis Proposal, thesis-track students will be required to develop and submit, in writing, a formal, higher education research proposal to the HE 601 instructor for approval. Following the approval of the proposal and completion of the course, students will move on to HE 602: Master’s Thesis Defense. Students in HE 602 will complete and submit their full thesis to a three-member committee made up of a committee chair and two additional faculty members. While the chair must be a member of the graduate education faculty, the other two committee members may include a faculty member from another program within the University who is appointed by the Dean of the Graduate School and, upon approval by the Dean, a practitioner in the area of the student’s specialization from an outside, regionally accredited institution of higher learning. Thesis-track students will orally present their results to the committee during a scheduled thesis defense seminar. The final thesis shall be prepared according to Kaplan University guidelines.

## INTERNATIONAL APPLICANTS

Students who have completed their university education abroad must have earned an equivalent, recognized baccalaureate degree. International transcripts submitted by candidates to the School of Graduate Education must receive an evaluation by one of the approved agencies listed by the National Association of Credential Evaluation Services on the following website: [www.naces.org/members.htm](http://www.naces.org/members.htm). Official evaluated transcripts of international programs must be received by Kaplan University prior to enrolling in the program.

## Transfer of Credit for Master of Arts in Teaching and Master of Science in Education Programs

The following transfer of credit guidelines apply to Master of Arts in Teaching and Master of Science in Education programs:

- Candidates in the School of Graduate Education may not transfer credits between the Master of Science in Education and the Master of Arts in Teaching programs.
- Courses can be transferred between the Master of Arts in Teaching’s Iowa certification and noncertification tracks upon approval by the Dean of the School of Graduate Education.
- Candidates enrolled in the Master of Science in Education program may not use transfer credit to replace ED 512: Action Research I or ED 572: Action Research II (Capstone Course) without written permission from the Dean of the program. Candidates must complete these courses at Kaplan University.
- Without approval of the Dean of the program, candidates enrolled in the Master of Arts in Teaching Iowa certification track may not use transfer credit to replace ED 503: Educational Psychology, ED 511: Teaching Methods Through Differentiated Instruction, ED 513: Child and Adolescent Development, ED 531: Secondary Student Assessment, and ED 581: Secondary Classroom Management. Candidates must complete these courses at Kaplan University. Graduates of Kaplan University’s Bachelor of Science in Professional Studies may substitute transfer credit to replace ED 511 and ED 581.

## Graduation Requirements

In addition to the general graduation requirements for graduate students, the School of Graduate Education has specific requirements for the following programs:

### MASTER OF ARTS IN TEACHING

All candidates must successfully complete the E-Portfolio prior to graduation. In addition, candidates enrolled in the Iowa certification track must successfully complete the student teaching requirements and may need to complete additional requirements mandated by the state of Iowa to be recommended for Iowa certification.

## Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or will pass these exams.

### MASTER OF ARTS IN TEACHING

Candidates who successfully complete the Iowa certification track 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. The Master of Arts in Teaching program and curriculum have been designed to provide students with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. Kaplan University encourages candidates enrolled in the noncertification track to independently research the licensing requirements in any state in which they intend to seek licensure.

# Master of Arts in Teaching

The Master of Arts in Teaching program is designed to help candidates become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires candidates to gain knowledge and experience in relation to one or more of the program competencies.

The program provides candidates the opportunity to pursue either an Iowa certification or noncertification track of study.

The Iowa certification track consists of a minimum of 54 quarter credit hours and 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. This program is for those who wish to become certified teachers in grades 5 through 12. Candidates have the option of completing student teaching or a year-long internship as the program's culminating teaching experience. Those candidates who are interested in obtaining an initial internship license through the state of Iowa 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, finding and obtaining an internship is the responsibility of the candidate. Candidates—interns and student teachers—who successfully complete all program and graduation requirements will be recommended for Iowa licensure.

The noncertification track consists of a minimum of 40 quarter credit hours and 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. This program is also designed for those individuals who would like to become certified teachers, but do not live in the state of Iowa. Kaplan University cannot recommend candidates outside of the state of Iowa for licensure.

Students enrolled in the noncertification track should speak with their Master of Arts in Teaching coach to determine which of their state's alternative certification programs they should pursue. A coach will provide information to those enrolled in the noncertification track who are interested in pursuing their state's alternative teacher certification program. Individual state licensing requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. Kaplan University encourages candidates to independently research the licensing requirements in any state in which they intend to seek licensure, in addition to working with the coach.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist graduates with job placement, finding a job is the individual responsibility of the graduate. The University does not guarantee that any graduate will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that graduates will be granted admission to any graduate or doctoral programs.

Upon successful completion of the program, graduates 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.

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## Curriculum

Courses	Credits
<b>IOWA CERTIFICATION TRACK</b>	
<b>CORE REQUIREMENTS</b>	
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
Choose one of the following six Methods courses:	4
ED 541: Methods of Teaching Secondary English Language Arts	
ED 551: Methods of Teaching Secondary Mathematics	
ED 561: Methods of Teaching Secondary Science	
ED 571: Methods of Teaching Secondary Social Studies	
ED 586: Methods of Teaching a Foreign Language	
ED 591: Methods of Teaching Visual and Performing Arts	
ED 596: Student Teaching/Internship I	5
ED 597: Student Teaching/Internship II	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>54</b>
<b>NONCERTIFICATION TRACK</b>	
<b>CORE REQUIREMENTS</b>	
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
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>40</b>

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

The Master of Science in Education program and its curriculum have been designed to provide practicing K–12 educators with the knowledge and practical experience that meet nationally recognized standards for such a degree. All coursework contains job-embedded assignments and, therefore, requires candidates to teach a consistent group of learners. Candidates are taught to consider how to most effectively promote student learning and development and school achievement, and demonstrate their understanding of the program's four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships. The program is also designed to help candidates become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Individual state and school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific requirements for any individual state or school system for certification or pay increase purposes. Kaplan University encourages candidates to independently research the requirements in any state or school system in which they intend to seek certification or a pay increase.

Candidates will choose to focus their studies in one of ten emphasis areas: teaching literacy and language—grades K–6; teaching literacy and language—grades 6–12; teaching with technology; teaching students with special needs; teaching mathematics—grades K–5; teaching mathematics—grades 6–8; teaching mathematics—grades 9–12; teaching science—grades K–6; teaching science—grades 6–12; and educational leadership.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist graduates with job placement, finding a job is the individual responsibility of the graduate. The University does not guarantee that any graduate will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that graduates will be granted admission to any graduate or doctoral programs.

The Master of Science in Education program consists of a minimum of 46 or 54 quarter credit hours, depending on the student's choice of emphasis area. Upon successful completion of the program, graduates will be awarded a master of science degree.

## Program Outcomes

1. Graduates are committed to students and their learning.
2. Graduates know the subjects they teach and how to teach those subjects to students.
3. Graduates are responsible for managing and monitoring student learning.
4. Graduates think systematically about their practice and learn from experience.
5. Graduates are members of learning communities.

## Curriculum

Courses	Credits
<b>STANDARD EMPHASIS AREA TRACK</b>	
<b>CORE REQUIREMENTS</b>	
ED 502: Transforming Teaching Practice	4
ED 512: Action Research I	5
ED 522: Classroom Management	5
ED 532: Curriculum Design	5
ED 552: Educational Leadership	5
ED 562: Student Assessment	5
ED 572: Action Research II (Capstone Course)	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>34</b>
<b>ELECTIVE REQUIREMENTS</b>	
Emphasis Area Courses	12
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>12</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>46</b>

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**EMPHASIS AREAS**

<b>Option I: Teaching Literacy and Language—Grades K–6</b>		
LT 502:	Teaching Reading Across the Curriculum (Grades K–6)	4
LT 503:	Teaching Writing Across the Curriculum (Grades K–6)	4
LT 504:	Reading Diagnosis and Remediation	4
<b>Option II: Teaching Literacy and Language—Grades 6–12</b>		
LT 504:	Reading Diagnosis and Remediation	4
LT 511:	Teaching Writing Across the Curriculum (Grades 6–12)	4
LT 512:	Reading in the Content Areas (Grades 6–12)	4
<b>Option III: Teaching With Technology</b>		
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
<b>Option IV: Teaching Students With Special Needs</b>		
SN 501:	Teaching Exceptional Students in Inclusive Settings	4
SN 502:	Teaching Students With Learning Disabilities	4
SN 503:	Teaching Students With Behavior Disorders	4
<b>Option V: Teaching Mathematics—Grades K–5*</b>		
MH 501:	Developing Mathematical Proficiency—Numbers and Operations (Grades K–5)	4
MH 502:	Developing Mathematical Proficiency—Geometry and Measurement (Grades K–5)	4
MH 503:	Developing Mathematical Proficiency—Algebra (Grades K–5)	4
<b>Option VI: Teaching Mathematics—Grades 6–8*</b>		
MH 511:	Developing Mathematical Proficiency—Numbers and Operations (Grades 6–8)	4
MH 512:	Developing Mathematical Proficiency—Geometry and Measurement (Grades 6–8)	4
MH 513:	Developing Mathematical Proficiency—Algebra (Grades 6–8)	4
<b>Option VII: Teaching Mathematics—Grades 9–12*</b>		
MH 521:	Principles, Pedagogy, and Standards for High School Mathematics (Grades 9–12)	4
MH 522:	Measurements, Numbers, and Operations (Grades 9–12)	4
MH 523:	Algebra	4
<b>Option VIII: Teaching Science—Grades K–6*</b>		
SE 511:	Planning and Teaching an Inquiry-Based Science Class (Grades K–6)	4
SE 512:	Physical and Life Science (Grades K–6)	4
SE 513:	Earth and Space Science (Grades K–6)	4
<b>Option IX: Teaching Science—Grades 6–12*</b>		
SE 521:	Planning and Teaching an Inquiry-Based Science Class (Grades 6–12)	4
SE 522:	Science as Inquiry (Grades 6–12)	4
SE 523:	Historical and Social Perspectives on Science and Technology (Grades 6–12)	4

\*Subject to minimum enrollments and approval of the Dean. Students interested in enrolling should consult their Admissions Advisor for details.

**Curriculum**

Courses	Credits
<b>EDUCATIONAL LEADERSHIP EMPHASIS AREA TRACK</b>	
<b>CORE REQUIREMENTS</b>	
ED 502: Transforming Teaching Practice	4
ED 503: Educational Psychology	4
ED 512: Action Research I	5
ED 522: Classroom Management	5
ED 532: Curriculum Design	5
ED 533: Perspectives on Diversity	4
ED 552: Educational Leadership	5
ED 562: Student Assessment	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>37</b>
<b>ELECTIVE REQUIREMENTS</b>	
Emphasis Area Courses	17
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>17</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>54</b>
<b>EMPHASIS AREA</b>	
<b>Educational Leadership</b>	
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

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

The Master of Science in Education in Instructional Technology program is designed to provide the knowledge, skills, and practical experience that will help candidates meet nationally recognized standards for excellence. The Master of Science in Education in Instructional Technology focuses on design, development, and evaluation of educational and informational programs and instructional materials. The specialization options allow candidates to focus their studies on learning environments appropriate to K–12 contexts, higher education, or corporate, nonprofit, government, and military education and training environments. The program incorporates active, applied learning experiences that help candidates master the technical, pedagogical, and project and program management skills to successfully develop and implement engaging learning experiences.

The program of study includes core curriculum and specialization courses. In addition to the core classes, candidates choose one of two specialization areas: K–12 or adult learning. The adult learning specialization offers two sub-specializations: higher education and organizations. The higher education sub-specialization is designed for candidates interested in pursuing employment in higher education institutions, while the organizations sub-specialization is appropriate for those interested in opportunities in corporate, military, or nonprofit environments. The specializations are designed to expose candidates to the unique characteristics of each of these different contexts.

The Master of Science in Education in Instructional Technology is designed to help candidates develop proficiency in four program outcomes that are based on nationally recognized competencies, standards, and performance statements. The program is designed to prepare graduates to serve in a variety of career capacities, such as an instructional designer, curriculum developer or coordinator, trainer, learning and development specialist or manager, project manager, or instructional technology specialist, in educational institutions and corporate, nonprofit, government, and military organizations. The program could also help candidates develop practical competencies in instructional technology design and tools, pedagogy, and management that could apply to a wide variety of careers, beyond those listed here.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist graduates with job placement, finding a job is the individual responsibility of the graduate. The University does not guarantee that any graduate will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that graduates will be granted admission to any graduate or doctoral programs.

The Master of Science in Education in Instructional Technology program consists of a minimum of 50 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

## Program Outcomes

1. Design, develop, and implement instructional materials and solutions that both integrate learning technology and align with learning outcomes.
2. Analyze learning contexts to develop appropriate, workable instructional solutions.
3. Plan, manage, lead, and evaluate instructional design and technology projects and programs.
4. Apply current research and theory to the practice of instructional design and learning technology integration.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
ED 503: Educational Psychology	4
IX 500: Foundations of Instructional Technology	5
IX 510: Instructional Design	5
IX 520: Needs Assessment and Evaluation in Education and Training	5
IX 540: Research in Instructional Technology	5
IX 550: Project Management and Implementation in Education and Training	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>29</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	21
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>21</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>50</b>

## SPECIALIZATIONS

<b>K–12</b>	
ET 503: Using Technology—Applications in the Content Areas	4
IX 560: Instructional Technologies Infrastructure	6
IX 562: Technology Enhanced Learning Environments—K–12	6
IX 570: Design of Online Instruction in K–12 Environments	5
<b>Adult Learning—Higher Education</b>	
HE 547: Effective Online Instruction—Design and Practice	5
IX 536: Design and Development Tools	5
IX 542: Multimedia Development and Implementation	5
IX 564: Design of Learning Environments	6
<b>Adult Learning—Organizations</b>	
IX 535: Developing Instructional Materials	5
IX 536: Design and Development Tools	5
IX 542: Multimedia Development and Implementation	5
IX 564: Design of Learning Environments	6

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

The Master of Science in Higher Education program is designed to prepare students to pursue higher education professions or to help enhance their current higher education career. Students are taught knowledge and skills to help build a solid basis for professional practice. The program is designed to help students pursue positions in a wide range of postsecondary educational settings including universities, four-year colleges, community colleges, private colleges and universities, and various credit and noncredit technical colleges and schools.

To help further their career goals, students can specialize their degree by selecting one of four specializations—student affairs, college teaching and learning, college administration and leadership, or online college teaching. In any of the specializations, students may elect to complete a thesis as the program's culminating experience or choose one or two additional courses, depending on the specialization, designed to provide additional knowledge and practical skills.

Students choosing the student affairs specialization are given the opportunity to gain hands-on experience through two, 150-hour internship experiences. This specialization meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

Most institutions require individuals teaching at the collegiate level to have a minimum of 18 graduate credit hours in their teaching field, in addition to a master's degree. These requirements may not be satisfied by coursework in the Master of Science in Higher Education program. Students are responsible for verifying the qualifications required to teach in a particular subject area, state, and/or institution.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Higher Education program consists of a minimum of 50 or 65 quarter credit hours, depending on the student's choice of specialization. Upon successful completion of the program, graduates will be awarded a master of science degree.

## 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.

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## Curriculum

Courses	Credits
<b>NONTHESIS TRACK</b>	
<b>CORE REQUIREMENTS</b>	
HE 510: Foundations of Higher Education	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>30</b>
<b>ELECTIVES</b>	
Specialization Courses	20 or 30
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>20 OR 30</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>50 OR 60*</b>
<b>THESIS TRACK</b>	
<b>CORE REQUIREMENTS</b>	
HE 510: Foundations of Higher Education	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
HE 601: Master's Thesis Proposal	5
HE 602: Master's Thesis Defense	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>40</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	10 or 25
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>10 OR 25</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>50 OR 65†</b>

## SPECIALIZATIONS

### College Administration and Leadership<sup>‡</sup>

HE 511: Departmental and Divisional Leadership	5
HE 513: Institutional Research and Strategic Planning	5
HE 515: Educational Program Assessment	5
HE 543: Assessment of Online Learning	5

### College Teaching and Learning<sup>‡</sup>

HE 521: Teaching Adult Learners	5
HE 523: Curriculum Design and Implementation	5
HE 525: Student Learning Assessment Methods	5
HE 545: Teaching and Learning Online	5

### Online College Teaching<sup>‡</sup>

HE 521: Teaching Adult Learners	5
HE 527: Assessing Student Learning Online	5
HE 545: Teaching and Learning Online	5
HE 547: Effective Online Instruction—Design and Practice	5

### Student Affairs<sup>§</sup>

HE 551: Student Services Foundations and Philosophy	5
HE 553: Current Issues in Student Affairs in Higher Education	5
HE 555: Student Services Administration in Ground and Virtual Environments	5
HE 585: Student Services Practicum I	5
HE 586: Student Services Practicum II	5

Choose one of the following: 5

HE 511: Departmental and Divisional Leadership	
HE 513: Institutional Research and Strategic Planning	
HE 515: Educational Program Assessment	
HE 521: Teaching Adult Learners	
HE 523: Curriculum Design and Implementation	
HE 525: Student Learning Assessment Methods	
HE 543: Assessment of Online Learning	
HE 545: Teaching and Learning Online	

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.


Not all programs or courses are offered at all locations.

\*Nonthesis-track students choosing the college teaching and learning specialization, college administration and leadership specialization, or online college teaching specialization will complete 20 quarter credits of specialization courses for a program total of 50 quarter credit hours. Nonthesis-track students choosing the student affairs specialization will complete 30 quarter credits of specialization courses for a program total of 60 quarter credit hours.

†Thesis-track students choosing the college teaching and learning specialization, college administration and leadership specialization, or online college teaching specialization will complete 10 quarter credits of specialization courses for a program total of 50 quarter credit hours. Thesis-track students choosing the student affairs specialization will complete 25 quarter credits of specialization courses for a program total of 65 quarter credit hours.

‡Thesis-track students will choose two of the four specialization courses.

§Thesis-track students will take five of the six specialization courses, excluding the elective course.



*The program's structure was designed in a way that it meets all my expectations.... Although the classes are rigorous and demanding I have gained a lot, which will make me a better teacher than I am presently...I will recommend to anyone who wants to have an excellent teaching education to grasp the opportunities offered by the University.*

– Annisah Ishmael, School of Graduate Education Student

# SCHOOL OF HEALTH SCIENCES

## Mission Statement

The mission of the health science programs is to educate students who can become ethical decision makers capable of entering the allied medical and health care fields. The School of Health Sciences seeks to accomplish this through a core curriculum of courses that foster effective communication skills, analytical problem-solving abilities, and an appreciation of the diversity of human beings. The curriculum then combines these skills with specific industry skills that give graduates the opportunity to function effectively in a dynamic field of service.



## Admissions Requirements

In addition to the general University admissions requirements, the School of Health Sciences has specific requirements for the following programs:

### ACCELERATED MASTER'S DEGREE OPTIONS

#### **Accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration Option**

Graduates of Kaplan University's Bachelor of Science in Health Care Administration who are granted admission to the Master of Health Care Administration program and meet the requirements for the accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration option will transfer in up to two courses completed as part of the undergraduate program.

In addition, as part of the School of Health Sciences articulation plan, eligible students will have the following courses waived:

- HA 515: Leadership in Health Care
- HA 520: Health Care Finance and Economics
- HA 540: Operation and Quality Assessment

#### **Accelerated Bachelor of Science in Public Health-to-Master of Public Health Option**

Graduates of Kaplan University's Bachelor of Science in Public Health who are granted admission to the Master of Public Health program and meet the requirements for the accelerated Bachelor of Science in Public Health-to-Master of Public Health option will transfer in up to two courses completed as part of the undergraduate program.

In addition, as part of the School of Health Sciences articulation plan, eligible students will have the following courses waived:

- HA 520: Health Care Finance and Economics
- PU 530: Occupational and Environmental Health
- PU 545: Disaster Management for Public Health Professionals

#### **Accelerated Master of Health Care Administration and Master of Public Health Options**

Graduates of Kaplan University's Bachelor of Science in Health and Wellness, Bachelor of Science in Health Science, or Bachelor of Science in Nutrition Science who are granted admission to the Master of Health Care Administration or Master of Public Health program and meet the requirements for the associated accelerated option may transfer in up to five graduate-level courses completed as part of the undergraduate program and will matriculate into a shortened version of the master's degree program.

## Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Health Sciences has additional requirements for the following program:

### MASTER OF HEALTH CARE ADMINISTRATION

- Students in the Master of Health Care Administration program will be withdrawn from their program if unable to successfully complete HA 599: Master's Capstone in Health Care Administration on the second attempt.
- Students enrolled in the Master of Health Care Administration program must provide notice of intent to enroll in HA 599: Master's Capstone in Health Care Administration 3 months prior to the beginning of the term in which they wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
- Students enrolled in the Master of Health Care Administration program are required to complete a clinical orientation workshop prior to placement at an externship site.
- Students enrolled in the Master of Science in Health Care Administration program must complete and pass a criminal background check prior to placement at an externship site.

# Master of Health Care Administration

The Master of Health Care Administration program helps prepare graduates to pursue a variety of career opportunities within the health care industry. The program's curriculum is designed to satisfy students' intellectual curiosity by building on their current knowledge and skills. In addition, students study overall concepts, values, research methods, and applications that could assist them as they prepare for a leadership career in health care administration within local, state, or federal government or in private industry. Core curriculum topics include: health care administration; organizational development; leadership; health care finance and economics, law, and statistics; human resources; health care operations and quality assessment; health policy, ethics, and marketing; health information management; and community health assessment.

Students are taught to apply principles of health care administration in order to develop administrative, ethical, and professional skills that may enable them to assume leadership positions in the expanding field of health care administration. Students who already hold leadership positions may use this degree to refine, apply, and improve managerial and leadership skills.

The Master of Health Care Administration program also assesses students' acquisition of competencies at the conclusion of the program via the submission of a comprehensive project. The program is designed to help graduates better prepare to meet the dynamic challenges of the field today and in the future.

This program blends online coursework with an on-ground administrative experience. Students will complete an externship at an approved site during HA 599: Master's Capstone in Health Care Administration. Students must complete and pass a criminal background check prior to placement at a site. Externship sites may require a medical examination.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Health Care Administration program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, graduates will be awarded 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.

## Curriculum

Courses	Credits
<b>PROGRAM REQUIREMENTS</b>	
HA 510: Organizational Development for Health Care	4
HA 515: Leadership in Health Care	4
HA 520: Health Care Finance and Economics	4
HA 525: Health Law	4
HA 530: Human Resources for Health Care Managers	4
HA 535: Health Care Statistics	4
HA 540: Health Care Operations and Quality Assessment	4
HA 545: Health Policy	4
HA 560: Community Health Assessment	4
HA 565: Health Information Management and Assessment	4
HA 570: Health Care Ethics	4
HA 575: Health Care Marketing	4
HA 599: Master's Capstone in Health Care Administration	4
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>52</b>

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 Public Health

The Master of Public Health program helps prepare graduates to pursue a variety of career opportunities in the public health field and private industries. Additionally, graduates of the program may pursue further graduate study.

The program's curriculum is designed to provide students with content knowledge and skills in the broad areas of public health. In addition, students study concepts, values, research methods, and applications that could assist them as they prepare for a leadership career in public health within local, state, or federal government or private industry. Core curriculum topics include public health policy and management; epidemiology and biostatistics; health education and health care administration; behavioral sciences; and occupational and environmental health. Students are taught to apply principles of public health to the education of individuals and community, and develop administrative, ethical, and professional skills that may enable them to assume leadership positions in the expanding field of population health. The program is also designed to help students develop foundational knowledge and skills upon which to build additional competencies.

Students can further focus their degree by choosing a specialization that consists of a minimum of four courses. Specializations include public health program development, health education, and epidemiology.

Coursework in the public health program development specialization is designed for public health professionals who wish to pursue a career in public health program development, implementation, and evaluation. Courses focus on the essential knowledge, skills, and attitude development for community health analysis, program planning, and health care safety. In addition, the coursework introduces students to the essentials of grant and contract writing for public health programs. This concentration helps prepare students to pursue leadership positions in public health program management within governmental, nonprofit, and private organizations involved in public health.

The health education specialization is best suited for public health professionals who wish to pursue a career in the field of health education and communication. Courses focus on the essential knowledge, skills, and attitude development for effective communication with socially and culturally diverse communities. In addition, students are introduced to principles, philosophy, and processes involved in health policy development. Students also study health care law as it applies to public health and the processes for performing a community health analysis. This specialization is designed to prepare students to pursue leadership positions in public health education within governmental, nonprofit, and private organizations involved in public health.

Coursework in the epidemiology specialization is designed for public health professionals who wish to pursue a career in the field of epidemiology. Courses focus on the principles and application of epidemiology and health statistics to infectious diseases, chronic diseases, and occupational diseases. In addition, students study the application of epidemiology in an international context and its role in global health. This specialization helps prepare students to pursue leadership positions in epidemiology and health outcomes research within governmental, nonprofit, and private organizations involved in public health.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Public Health program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, graduates will be awarded the Master of Public Health degree.

## Program Outcomes

1. Epidemiology, Statistical, and Research Methods: Apply scientific research, epidemiological, and statistical methods in public health practice.
2. Public Health Policy and Program Development: Develop public health policies and programs to address health needs of the community.
3. Ethics, Legal Aspects, and Professionalism: Analyze ethical, legal, and professionalism aspects of public health practice.
4. Health Communication and Education: Design effective health education programs and materials for health communication in culturally diverse communities.
5. Occupational and Environmental Health: Assess the impact of occupational and environmental exposures on population health.

### Epidemiology

1. Analyze the role of epidemiology in contributing to the scientific, ethical, economic, and political discussions of infectious and chronic diseases and diseases of global health importance.
2. Use common methods for data gathering and analysis and database design in epidemiology.

### Health Education

1. Design a culturally competent health education campaign based on the community health needs.
2. Use information technology and related strategies to promote public health.

### Public Health Program Development

1. Design an outcomes-based, ethical and financially sound public health program that fulfills community health needs.
2. Evaluate a public health program for intended community health outcomes, sustainability, and contributions to health care safety.

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## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
HA 510: Organizational Development for Health Care	4
HA 520: Health Care Finance and Economics	4
HA 565: Health Information Management and Assessment	4
PU 505: Health Behavior	4
PU 515: Applied Biostatistics	4
PU 520: Applied Epidemiology	4
PU 530: Occupational and Environmental Health	4
PU 535: Public Health Biology	4
PU 540: Health Policy and Ethics in Public Health	4
PU 545: Disaster Management for Public Health Professionals	4
PU 699: Master's Capstone in Public Health	4
<b>TOTAL CORE REQUIREMENTS</b>	<b>44</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	16
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>16</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>60</b>
<b>SPECIALIZATIONS</b>	
<b>Epidemiology</b>	
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
<b>Health Education</b>	
HA 525: Health Law	4
HA 560: Community Health Assessment	4
PU 630: Health Education and Communication	4
PU 640: Cultural Diversity in Public Health	4
<b>Public Health Program Development</b>	
HA 560: Community Health Assessment	4
PU 610: Public Health Program Development	4
PU 615: Grant and Contract Writing	4
PU 620: Health Care Safety	4

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



*The health sciences program at Kaplan University differs from other universities that may have similar programming in that it is always progressive and its content is right now...it's happening.*

– Mark Maule, School of Health Sciences Faculty Member



# SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

## 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.



## Admissions Requirements

In addition to the general University admissions requirements, the School of Information Systems and Technology has specific requirements for the following program:

### GRADUATE CERTIFICATE IN INFORMATION SECURITY

The Graduate Certificate in Information Security program requires an unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree in information technology from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided.

If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

## Progression Requirements

In addition to the general graduate student progression requirements, the School of Information Systems and Technology has specific requirements for the following programs:

### MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

- Students entering the program who do not possess a bachelor's degree in information technology or a comparable field of study must take IT 501: Principles of Information Technology their first term in place of an IT elective.
- Students 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 program. A waiver will be granted conditionally, based upon an evaluation of common learning outcomes.
- Students can enroll in no more than two courses per term without permission from the Dean of the program.

### CERTIFICATE PROGRAMS

Students enrolled in a School of Information Systems and Technology certificate program will have all course-level prerequisites waived.

## Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or will pass these exams.

### GRADUATE CERTIFICATE IN INFORMATION SECURITY

Students who complete the certificate program may be eligible to take the Certified Ethical Hacking certification exam.

# Master of Science in Information Technology

The Master of Science in Information Technology is designed for students with a bachelor's degree from a regionally or nationally accredited college or university with majors in information technology, computer science, information systems, management of information systems, or similar fields of study.

The program provides students the option of selecting a specialization, in addition to the core curriculum requirements, or choosing from a variety of elective courses. The specializations include business intelligence, information security and assurance, and project management.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Information Technology program consists of a minimum of 52 to 56 quarter credit hours depending on the student's decision to take elective courses or pursue a specialization. Upon successful completion of the program, graduates will be awarded a master of science degree.

## 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.

## Curriculum

Courses	Credits
<b>NONSPECIALIZED TRACK</b>	
<b>CORE REQUIREMENTS</b>	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 520: Database Management Systems	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 560: Managing Technology in a Business Environment	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
<b>TOTAL CORE REQUIREMENTS</b>	<b>36</b>
<b>ELECTIVE REQUIREMENTS</b>	
IT Electives	16*
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>16</b>

**TOTAL PROGRAM REQUIREMENTS 52**

## SPECIALIZED TRACK

<b>CORE REQUIREMENTS</b>	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 520: Database Management Systems	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
<b>TOTAL CORE REQUIREMENTS</b>	<b>32</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	24*
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>24</b>

**TOTAL PROGRAM REQUIREMENTS 56**

## SPECIALIZATIONS

### Business Intelligence

IT 521: Decision Support Systems	4
IT 522: Knowledge-Based Management Systems	4
IT 523: Data Warehousing and Data Mining	4
IT Electives	12

### Information Security and Assurance

IT 541: Computer and Network Security	4
IT 542: Ethical Hacking and Network Defense	4
IT 550: Computer Forensics and Investigations	4
IT Electives	12

### Project Management

GM 591: Strategic Project Management	4
GM 592: Project Initiation, Planning, and Execution	4
GM 593: Project Cost and Schedule Monitoring and Controlling	4
GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling	4
IT Electives	8

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

\*Students entering the program who do not possess a bachelor's degree in information technology or a comparable field of study must take IT 501: Principles of Information Technology their first term in place of an IT elective.

# Graduate Certificate in Information Security

The objective of the Graduate Certificate in Information Security is to prepare students with the critical knowledge and technical skills to pursue career advancement in the information security field. The certificate is designed to provide knowledge of key information technology areas including network security tools, computer security, penetration testing, ethical hacking, and cryptography. Students 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 could also help students prepare for the Certified Ethical Hacking certification exam. While the courses in the program may provide students with the knowledge necessary to sit for this examination, Kaplan University cannot guarantee students' eligibility to either take this examination or become certified.

Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Graduate Certificate in Information Security program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

## Curriculum

Courses	Credits
IT 540: Management of Information Security	4
IT 541: Computer and Network Security	4
IT 542: Ethical Hacking and Network Defense	4
IT 543: Cryptography Concepts and Techniques	4
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>16</b>

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 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.

## Admissions Requirements

In addition to the general University admissions requirements, the School of Legal Studies has specific requirements for the following programs:

### MASTER OF PUBLIC ADMINISTRATION

Prior to enrollment in the Master of Public Administration, it is highly recommended that students complete the following prerequisite courses at Kaplan University or an accredited college or university:

- American Government
- Statistics
- Public Policy

### ACCELERATED MASTER'S DEGREE OPTIONS

#### Accelerated Master of Public Administration Option

Graduates of a Kaplan University School of Criminal Justice or School of Legal Studies bachelor's degree program who are granted admission to the Master of Public Administration program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

#### Accelerated Master of Science in Environmental Policy Option

Graduates of a Kaplan University School of Criminal Justice or School of Legal Studies bachelor's degree program who are granted admission to the Master of Science in Environmental Policy program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment
- PP 510: Leadership in the Public Sector

#### Accelerated Master of Science in Legal Studies Option

Graduates of a Kaplan University School of Criminal Justice or School of Legal Studies bachelor's degree program who are granted admission to the Master of Science in Legal Studies program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- 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

# Master of Public Administration

The Master of Public Administration is designed to help practicing and aspiring administrators develop the skills and techniques to provide leadership in a wide variety of public service fields. The program focuses on teaching students to evaluate, implement, and manage policy, and to make ethical and effective decisions in the interest of creating public value. The program offers students the option of focusing on an intensive study area or pursuing a general Master of Public Administration.

The course curriculum focuses on a core area of study designed to provide students with the underpinnings of public administration and management, and analytical methods to assess administrative policy implementation and effectiveness. The core curriculum covers public administration and management, ethics and leadership, budgeting and the administration of public funds, strategic planning, and applied research.

Students can choose to pursue one of the following intensive study areas to further develop their knowledge in a particular area of emphasis: health care management, governmental management, or criminal justice.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist graduates with job placement, finding a job is the individual responsibility of the graduate. The University does not guarantee that any graduate will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that graduates will be granted admission to any graduate or doctoral programs.

The Master of Public Administration program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded 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.
4. **Knowledge Base:** Evaluate theoretical foundations, current knowledge, and trends in public administration and public service.
5. **Finance:** Apply financial knowledge to make sound and ethical decisions in the public interest.
6. **Diversity:** Assess cultural, individual, and role differences of constituents and stakeholders.
7. **Leadership:** Apply principles of leadership to shape change and improve the governance and management of public policy.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
LS 504: Applied Research in Legal Studies	5
PP 500: Public Administration and Management	5
PP 510: Leadership in the Public Sector	5
PP 520: Finance and the Administration of Public Funds	5
PP 530: Human Resource Management in the Public Sector	5
PP 698: Applied Research Project	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>30</b>
<b>ELECTIVE REQUIREMENTS</b>	
Intensive Study Area Courses	25
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>25</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>

### INTENSIVE STUDY AREAS

#### General Master of Public Administration

PP 600: Administrative Law	5
PP 610: Balancing the Budget—Budgetary Process	5
PP 640: Political and Economic Forces	5
PP 650: Public Policy Analysis	5
500/600-Level: Legal Studies Elective	5

#### Criminal Justice

CJ 500: Critical Legal Issues in Criminal Justice OR	
CJ 505: Critical Issues in Criminal Justice	5
CJ 503: Organizational Behavior	5
CJ 511: Employment and Policy Law	5
CJ 515: Theoretical Applications of Justice Management	5
500/600-Level: Legal Studies Elective	5

#### Governmental Management

LS 605: Organization and Function of State Government	5
LS 606: Legislative Process	5
LS 607: Gubernatorial and Administrative Process	5
PP 650: Public Policy Analysis	5
500/600-Level: Legal Studies Elective	5

#### Health Care Management

LS 620: Health Care Organizations and Finance	5
LS 621: Federalism and the Health Care Delivery System	5
LS 622: Professionals and Health Care Institutions	5
PP 620: Public Policy and Health Administration	5
500/600-Level: Legal Studies Elective	5

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

# Master of Science in Environmental Policy

The Master of Science in Environmental Policy integrates courses from legal studies, social science, public policy, and leadership into a cross-disciplinary program designed to prepare graduates to pursue a spectrum of environmental careers in the public and private sectors.

The program will offer students 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 students to be environmental custodians and to responsibly manage the increasingly complex issues of the environment.

Students 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. Students 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 allow students 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.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Environmental Policy program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

## Program Outcomes

1. Global Environmentalism: Assess the impact of environmentalism on society.
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.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
EM 500: Environmental Foundations and Principles	5
EM 520: Environmental Law and Policy	5
EM 530: Environmental Risk Assessment	5
EM 650: Environmental Policy Analysis	5
LS 504: Applied Research in Legal Studies	5
PP 510: Leadership in the Public Sector	5
EM 698: Applied Research Capstone Project	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>35</b>
<b>ELECTIVE REQUIREMENTS</b>	
Select four of the following courses:	20
EM 610: Sustainability—Policy and Practice	
EM 620: Environmental Project Management	
HM 500: Crisis and Emergency Management Fundamentals	
PP 630: Public and Private Partnerships	
PP 640: Political and Economic Forces	
Legal Studies or Criminal Justice Elective	
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>20</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>

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 Legal Studies

The Master of Science in Legal Studies program is designed in two parts. The first is a foundational approach that provides students with a fundamental understanding of legal process, dispute resolution, use of the law library and legal writing, ethical decision making, and jurisprudence and legal history. Upon successful completion of the core courses, the student then begins an “intensive study.” Intensive study courses utilize a problem-based inquiry model of learning. Students will use real-world social, economic, political, and institutional “problems” to examine the interface of the law and legal principles with the issues presented.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Legal Studies program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

## Program Outcomes

1. 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.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
LS 500: Legal Methods and Process	5
LS 501: Ethics and the Professional	5
LS 502: Legal Research, Analysis, and Writing	5
LS 503: Jurisprudence and Legal History	5
LS 504: Applied Research in Legal Studies*	5
LS 698: Applied Research Project <sup>†</sup>	5
Elective: Legal Studies Core Elective <sup>‡</sup>	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>35</b>
<b>INTENSIVE STUDY AREA REQUIREMENTS</b>	
Intensive Study Area Requirements or General Electives	20
<b>TOTAL INTENSIVE STUDY AREA REQUIREMENTS</b>	<b>20</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>55</b>
<b>INTENSIVE STUDY AREAS</b>	
<b>Education and the Legal System</b>	
LS 515: Legal Foundations for the Formation of Colleges and Universities	5
LS 516: Rules and Regulations Governing Higher Education	5
LS 517: Management of Institutions of Higher Education	5
<b>Health Care Delivery</b>	
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
<b>Legal System and the Media</b>	
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
<b>State and Local Government</b>	
LS 605: Organization and Function of State Government	5
LS 606: Legislative Process	5
LS 607: Gubernatorial and Administrative Process	5


Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

\*First of two courses in research.

<sup>†</sup>Applied Research Project combines research and writing skills with application in a professional setting. This is a capstone course.

<sup>‡</sup>Choose from LS 506: Understanding Civil Responsibility, LS 507: Understanding Criminal Responsibility, LS 508: Family and the Legal System, or LS 509: Contracts as Private Law.



*Students in our program get a wide overview of law from a social and public policy perspective, as well as learn practical skills such as legal research, legal writing, and how to interpret...the law.*

– Jamie Davis Smith, School of Legal Studies Department Chair

# SCHOOL OF NURSING

## 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.



## Admissions Requirements

In addition to the general University admissions requirements, the School of Nursing requires students to submit documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state.

The School of Nursing also has specific requirements for the following programs:

### MASTER OF SCIENCE IN NURSING

Students applying for admission must submit the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree with an upper-level major in nursing from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided.

If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

- A transcript indicating completion of a statistics and a nursing research course with a grade of "C" or better. For students who have not completed these courses as part of their bachelor's degree in nursing, they may be taken concurrently with MN 501: Advanced Nursing Roles. However, the courses must be completed before enrollment in MN 502: Theoretical Foundations of Advanced Nursing.

### Graduates of Kaplan University's Bachelor of Science in Nursing

Graduates of Kaplan University's Bachelor of Science in Nursing program who enter the Master of Science in Nursing program will have already satisfied specific core requirements and will complete a condensed program of graduate study. The following guidelines apply:

- Students who previously completed MN 502: Theoretical Foundations of Advanced Nursing and MN 506: Ethical and Legal Perspectives of the Health Care System will complete 5 additional core courses and the required specialization courses for a program total of 53 quarter credit hours.
- Students who previously completed MN 501: Advanced Nursing Roles, MN 502: Theoretical Foundations of Advanced Nursing, and MN 506: Ethical and Legal Perspectives of the Health Care System will complete 4 additional core courses and the required specialization courses for a program total of 48 quarter credit hours.
- Students who previously completed MN 501: Advanced Nursing Roles, MN 502: Theoretical Foundations of Advanced Nursing, MN 506: Ethical and Legal Perspectives of the Health Care System, and MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems will complete 3 additional core courses and the required specialization courses for a program total of 43 quarter credit hours.

### Requirements for Graduates of Foreign Nursing Programs

Students who graduated from foreign nursing programs must be licensed to practice in at least one U.S. state in order to be admitted to the Master of Science in Nursing program. As part of the state licensure process, they must submit an official course-by-course evaluation of their nursing program to a foreign credential evaluation service. Kaplan University will accept an official copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. 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](http://www.naces.org/members.htm) or by another service approved by Kaplan University.

### CERTIFICATE PROGRAMS

Students applying for admissions must submit an unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's or master's degree with an upper-level major in nursing from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided.

If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

## Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Nursing stipulates the following:

- Students are required to complete and submit all documentation prior to entering a practicum course, including:
  - Professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
  - A criminal background check. See the Criminal Background Check Policy below.
- The grade of "C" is the minimum acceptable grade in graduate courses. Students must maintain a minimum cumulative GPA of 3.0. Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation. Students earning a grade lower than "C" in a course are required to immediately retake the course. Graduate students may only take a course twice and must maintain the required grade of "C" or higher and a cumulative GPA of 3.0. Failure to achieve the required grade will result in dismissal from the University with the second attempt.

The School of Nursing also has specific requirements for the following programs:

### MASTER OF SCIENCE IN NURSING

- Students in the Master of Science in Nursing program can enroll in no more than three courses per term, unless approved by the Dean of the School of Nursing.
- Students enrolled in the Master of Science in Nursing program may not use transfer credit to replace MN 501: Advanced Nursing Roles unless they are graduates of Kaplan University's Bachelor of Science in Nursing program. In addition, students may not use transfer credit to replace any specialization courses unless they are eligible for Challenge Exam credit, as noted below, or graduates of a Kaplan University School of Nursing graduate certificate program. If none of these exceptions apply, these courses must be completed at Kaplan University.

Students enrolled in the Master of Science of Nursing program who have completed a doctoral degree in a related field (i.e. public health, education, health administration, social work) may apply Challenge Exam credit toward a maximum of two of the following specialization courses:

- MN 508: Teaching and Learning Strategies
- MN 509: Curriculum Design
- MN 510: Instructional Technology Integration
- MN 511: Assessment and Evaluation
- MN 512: Organizational Theory and Behavior
- MN 513: Health Care Finance, Strategic Planning, and Budgeting
- MN 514: Human Resources Management
- MN 515: Information and Health Care Technologies

#### CERTIFICATE PROGRAMS

Students enrolled in a School of Nursing certificate program will have all course-level prerequisites waived.

### Criminal Background Check Policy

All prospective or new students in the master's degree program in the School of Nursing must complete a criminal background check through Kaplan University's designated provider, CertifiedBackground.com. All expenses incurred for the criminal background check will be paid by prospective or new students directly to CertifiedBackground.com. Costs for the background check will vary based on the student's domicile history for the past 7 years.

Additional criminal background check information may be required for students based on their state and/or clinical setting requirements. The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse. Prospective or new students residing in Iowa must authorize Kaplan University to obtain this information.

In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean will notify prospective or new students of one of the following:

1. Denied admission to the program.
2. Withdrawal from the program.
3. Admitted to or may continue in the program for minor offenses that do not restrict eligibility to enter clinical settings and/or complete application for licensure.

Prospective or new students will not be admitted to or permitted to continue in a School of Nursing program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that prevents a student from being accepted into a clinical setting.

Students seeking readmission to a nursing program will be required to complete a criminal background check prior to readmission into the program.

The Office of the Dean will maintain confidentiality of all information related to criminal background checks.

#### CRIMINAL BACKGROUND CHECK PROCEDURE

1. If additional criminal background check information or authorizations are necessary, the prospective or new student will be notified by the Office of the Dean. The Clinical Coordinator will contact the Dean.

2. Students admitted into the Master of Science in Nursing program or a School of Nursing certificate program must complete the criminal background check prior to beginning MN 519: Nurse Educator Practicum/MN 520: Nurse Administrator Practicum/MN 534: Nurse Informatics Specialist Practicum.
3. The Office of the Dean will monitor criminal background checks and review the results for each prospective or new student as they are available.
4. Prospective or new students with reported offenses will be notified by the Office of the Dean. Cleared prospective or new students may proceed without any notification.

### Graduation Requirements

In addition to the general graduation requirements for graduate students, all Master of Science in Nursing and School of Nursing certificate program students must complete the practicum requirements for their selected specialization.

### Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or will pass these exams.

#### MASTER OF SCIENCE IN NURSING

Students who complete the nurse educator specialization may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

Students who complete the nurse administrator specialization may be prepared to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

Students who complete the informatics specialization may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification exam.

#### NURSE ADMINISTRATOR GRADUATE CERTIFICATE

Students who complete the certificate program may be prepared to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

#### NURSE EDUCATOR GRADUATE CERTIFICATE

Students who complete the certificate program may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.



*“The School of Nursing is a very caring place. It’s very supportive. It’s very encouraging.”*

– Wendy Mason, School of Nursing Faculty Member

# Master of Science in Nursing

The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare students to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master's program is to provide high-quality graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

The program of study includes completion of the core curriculum, specialization courses, and a project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention, and biostatistics. Specialization courses are designed to provide the student with depth of knowledge in their chosen specialty and their specific advanced role. A practicum experience is designed to provide the opportunity for application of theoretical knowledge while working with a mentor. The practicum experience occurs in a facility selected by the student, in consultation with the Clinical Coordinator. Students complete a culminating experience that is designed to serve as evidence of successful integration of the curriculum's diverse content areas via the submission of an evidence-based practice project proposal.

Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

Students will choose from three specializations designed to provide further knowledge specific to their advanced role: nurse educator, nurse administrator, or informatics.

The nurse educator specialization is designed to prepare nurses to teach in schools of nursing and continuing education, staff development, clinical education, and patient and community education programs. The graduate may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

The nurse administrator specialization is designed to prepare nurses to assume managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. The graduate may be prepared to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

The informatics specialization is designed to prepare nurses 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. The graduate 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, the graduate may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification exam.

Although the program is designed to prepare students to take various certification and licensing exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Nursing program consists of a minimum of 63 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

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## Program Outcomes

1. **Theoretical Foundations:** Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
2. **Evidence-Based Practice:** Critique current scientific research for application of findings to initiate change and to improve practice.
3. **Health Promotion, Disease Prevention, and Human Diversity:** Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
4. **Health Care Policy, Organization, and Finance:** Formulate a plan for ongoing contributions to improvement of health care delivery and development of health policy in a cost-effective manner.
5. **Ethics:** Apply an ethical decision-making process in professional practice and in analysis of systems of health care.
6. **Professional Role Development:** Exert a professional leadership role that fosters improvement of health care and advocates scholarly activities to advance self and profession.
7. **Informatics and Technology:** Employ informatics and technology in various aspects of the advanced nursing leadership role.

### Nurse Administrator Outcomes

1. **Fiscal Responsibility and Human Resource Management:** Encompass concepts of fiscal and human resources in designing quality care measures.
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.

### Nurse Educator Outcomes

1. **Instructional Method Design:** Create a variety of successful instructional methods to meet the needs of targeted learner populations.
2. **Curriculum, Pedagogy, and Evaluation Strategies:** Develop plans of study in nursing education based on appropriate curricular principles, pedagogy, and learning assessment strategies.
3. **Clinical Expertise:** Apply clinical expertise when conducting educational experiences.

### Informatics Outcomes

1. **Clinical:** Assess current patient care technologies and information systems to enhance decision making in health care settings.
2. **Education:** Appraise emerging and converging technologies to enhance nursing and patient education.
3. **Research:** Evaluate information systems in support of evidenced-based practice and clinical applications.
4. **Administrative:** Critique leadership roles and competencies in the planning, implementation, and evaluation of information systems and patient care technologies.

## Curriculum

Courses	Credits
<b>CORE REQUIREMENTS</b>	
MN 501: Advanced Nursing Roles	5
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 503: Advanced Statistics for the Health Sciences	5
MN 504: Inquiry and Evidence-Based Practice	5
MN 505: Health Promotion and Disease Prevention in a Diverse Community	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems	5
<b>TOTAL CORE REQUIREMENTS</b>	<b>35</b>
<b>ELECTIVE REQUIREMENTS</b>	
Specialization Courses	28
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>28</b>
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>63</b>

### SPECIALIZATIONS

#### Informatics

MN 530: Critical Concepts and Competencies for the Informatics Nurse Specialist	5
MN 531: Innovations in Educational and Research Technologies	5
MN 532: Integration of Informatics into the Health Care Environment	3
MN 533: Health Systems Project Management	5
MN 534: Nurse Informatics Specialist Practicum	5
MN 600: Evidence-Based Project Proposal	5

#### Nurse Administrator

MN 512: Organizational Theory and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resources Management	5
MN 515: Information and Health Care Technologies	3
MN 520: Nurse Administrator Practicum	5
MN 600: Evidence-Based Project Proposal	5

#### Nurse Educator

MN 508: Teaching and Learning Strategies	5
MN 509: Curriculum Design	5
MN 510: Instructional Technology Integration	3
MN 511: Assessment and Evaluation	5
MN 519: Nurse Educator Practicum	5
MN 600: Evidence-Based Project Proposal	5

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



# Nurse Administrator Graduate Certificate

The Nurse Administrator Graduate Certificate program is designed for nurses who are interested in expanding their knowledge of nursing administration in order to better meet the challenges within the health care environment and to pursue their professional goals. This certificate program allows nurses with a bachelor's or master's degree in nursing to complete five courses focused on nursing administration including a practicum course.

Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

The Nurse Administrator Graduate Certificate is designed to prepare nurses to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The certificate's curriculum is designed to provide specialized knowledge in the area of nursing administration and could help students prepare to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

Qualified credits earned in fulfillment of this certificate may be transferable to the Kaplan University Master of Science in Nursing program.

The Nurse Administrator Graduate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

## 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
MN 512: Organizational Theory and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resource Management	3
MN 515: Information and Health Care Technologies	5
MN 520: Nurse Administrator Practicum	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>23</b>

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 Educator Graduate Certificate

The Nurse Educator Graduate Certificate program is designed for nurses who are interested in expanding their knowledge of nursing education. This certificate program offers nurses with a bachelor's or master's degree in nursing the opportunity to complete five courses focused on nursing education including a practicum course.

Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

The Nurse Educator Graduate Certificate program is designed to prepare nurses to pursue teaching positions in schools of nursing and continuing education, staff development, clinical education, and patient and community education programs. This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The certificate's curriculum is designed to provide specialized knowledge in the area of nursing education and could help students prepare to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

Qualified credits earned in fulfillment of this certificate may be transferable to the Kaplan University Master of Science in Nursing program.

The Nurse Educator Graduate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

## 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.

## Curriculum

Courses	Credits
<b>CERTIFICATE REQUIREMENTS</b>	
MN 508: Teaching and Learning	5
MN 509: Curriculum Design	5
MN 510: Instructional Technology Integration	3
MN 511: Assessment and Evaluation	5
MN 519: Nurse Educator Practicum	5
<b>TOTAL PROGRAM REQUIREMENTS</b>	<b>23</b>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

# GRADUATE COURSE DESCRIPTIONS



Courses offered at the University are identified by a code indicating subject area, followed by a three-digit number indicating the level of the course offering. The following subject codes and numbers are used:

## BUSINESS

Accounting	AC
Graduate Business	GB
Graduate Management	GM

CRIMINAL JUSTICE	CJ
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## EDUCATION

Educational Leadership	ER
Educational Technology	ET
Higher Education	HE
Instructional Technology	IX
Teaching Literacy	LT
Teaching Mathematics	MH
Teaching Science	SE
Teaching Special Needs	SN

ENVIRONMENTAL POLICY AND MANAGEMENT	EM
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FOUNDATIONS	KU
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## HEALTH SCIENCES

Health Care Administration	HA
Public Health	PU

HOMELAND SECURITY AND EMERGENCY MANAGEMENT	HM
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INFORMATION SYSTEMS AND TECHNOLOGY	IT
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LEGAL STUDIES	LS
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NURSING	MN
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PSYCHOLOGY	PS
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PUBLIC ADMINISTRATION	PP
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Course Numbering:  
500–699 Graduate courses

# BUSINESS

## Accounting

### 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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

4 Quarter Credit Hours

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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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 decedent, distributable net income, and fiduciary accounting.

*4 Quarter Credit Hours*  
*Prerequisite: None*

## **Graduate Business**

### **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.

*4 Quarter Credit Hours*  
*Prerequisites: 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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **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.

*2 Quarter Credit Hours*  
*Prerequisite: None*

**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.

*2 Quarter Credit Hours*

*Prerequisite: None*

**GB 516: MANAGING A GROWING BUSINESS—FASTTRAC® GROWTHVENTURE™**

In this course, students will think critically about their existing businesses, practice decision making skills, and ensure that all aspects of the business are aligned for long-term sustainability and growth. Using the FastTrac® GrowthVenture™ framework, students will conduct an internal assessment of a business, learn how to develop or maintain a competitive advantage in the marketplace, and perform financial analyses.

*2 Quarter Credit Hours*

*Prerequisite: None*

**GB 517: FASTTRAC® GROWTHVENTURE™ LAB**

In this course, students will embark on the entrepreneurial growth venture process. Using the FastTrac® GrowthVenture™ framework, students will learn how to manage an expanding business and to strategically align all aspects of the business for growth. Students will strengthen their ability to make critical decisions and enhance their knowledge and skills needed to improve business performance.

*2 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: GB 520*

**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.

*4 Quarter Credit Hours*

*Prerequisite: None*

**GB 521: CAPITAL MARKETS AND INVESTMENTS**

This course provides an analysis and evaluation of major capital markets and the underlying investments that comprise those markets. Emphasis will be placed upon both the stock and bond markets and how they interrelate. In addition, students will address the primary real and financial assets that comprise the bulk of corporate balance sheets and examine derivatives markets and their underlying securities.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GB 522: MERGERS AND ACQUISITIONS**

This course provides an analysis and evaluation of the theories and skills related to the strategic use of mergers and acquisitions to grow an enterprise. Students learn advanced mergers and acquisitions skills by applying extensive applications and execution skills to real cases.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GB 523: INTERNATIONAL FINANCE**

This course provides an analysis and evaluation of the financial management problems of a firm operating in an international environment. Students explore the impact of foreign exchange risk on the management of a firm's funds including hedging strategies, managing funds flow, and the positioning of assets on a global basis. Students will study the complexities of a multinational environment, with emphasis on money and capital market opportunities not typically available to a domestic firm.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GB 524: FINANCIAL STATEMENT ANALYSIS**

This course provides students with an understanding of how financial statements are prepared and the principles from regulatory, accounting, and ethical perspectives that shape their content. Students learn how to analyze the information presented in financial statements for the purposes of assessment, analysis, interpretation, decision making, and strategy development.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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 salesforces. Students will examine such aspects of sales management as forecasting, human resources, field automation, and data analysis. Topics include training, motivation, compensation, team building, performance evaluation, and interaction with promotions and marketing.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

### **GB 534: MARKETING PSYCHOLOGY**

This course provides an analysis and evaluation of behavioral and social science concepts and theories as they relate to the marketing function of business. Students will analyze factors that affect purchase decisions in the marketplace. Special attention will be given to research related to buyer-behavior research, the role of models in explaining behavior, the influence of buyer behavior on the development of marketing programs, and issues of consumer protection as they affect marketing strategy.

*4 Quarter Credit Hours*

*Prerequisite: 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.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **GB 541: EMPLOYMENT LAW**

We depend upon the law as well as ethics and common sense to help us make good decisions about issues surrounding employment that are routinely decided in workplaces every day. These issues can have devastating financial and productivity consequences if mishandled by the employer. Yet it seems as if few employers or their managers are equipped to handle them well. Employment law helps to regulate the workplace environment by protecting employees from discrimination and harassment, and providing a safer, fairer workplace where the rules provide for certain rights and responsibilities for both employees and employers alike. Those who choose to

work in the business arena must understand basic legal concepts, plus have working knowledge of regulatory and compliance issues in order to effectively manage a business. In this course, students will analyze and evaluate legal concepts and learn to identify potentially troublesome employment-related legal and ethical issues in order to avoid liability as well as to develop an understanding of how to manage employees to maximize productivity.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

### **GB 542: TRAINING AND DEVELOPMENT**

Students will examine human resources development management processes from a strategic human resources perspective. Students will analyze theories and practices as they relate to human and organizational development. The course will cover the evolution of human resource development (HRD) and the relationship between HRD and human resource management (HRM). Students will look at major internal and external factors that affect employee behavior, define learning and how learning can be maximized, look at needs assessments and their purpose, write training objectives for a specific program, describe broad approaches to training design and delivery, define the evaluation methods used in HRD and their purposes, discuss the process of organizational socialization beginning with employee orientation, identify and describe basic workplace competencies, define coaching and its tie to performance management systems, explain the need for employee counseling processes and their importance to employee wellness programs, and discuss career, management, and leadership development and the “new employment” relationship. The course defines organizational development and how planned-change models create intervention strategies to improve organizational effectiveness; and how changing demographics are creating a new, diverse, global workforce and the challenges in managing these new workers.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

### **GB 543: MANAGING CHANGE**

This course provides an analysis and evaluation of organizational development theories and practices as they relate to managing change in organizations. Students will analyze factors that affect change, the role of leadership in influencing and managing change, and change models currently being employed in organizations.

*4 Quarter Credit Hours*

*Prerequisite: 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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: GB 540*

### **GB 551: MANAGING INFORMATION TECHNOLOGY PROJECTS**

This course provides an analysis and evaluation of the skills and knowledge necessary to lead, and become effective members of, information technology project teams. As information technology consumes an increasing proportion of worldwide corporate capital, today’s line managers and general managers are becoming more involved in information technology projects. Students examine key issues related to managing large projects, differences between technology projects and other projects, and the tasks faced by those who design and implement new software applications.

*4 Quarter Credit Hours*

*Prerequisite: None*

**GB 552: DATABASE ANALYSIS AND DESIGN**

This course provides an analysis and evaluation of the theory and practice of computer-based data management. Business applications are increasingly centered on the construction and use of databases in the effective delivery of high-quality data throughout an organization. This course focuses on the design of database applications that will meet the needs of an organization and its managers.

*4 Quarter Credit Hours*

*Prerequisite: None*

**GB 553: E-BUSINESS PRINCIPLES AND PRACTICES**

This course provides an analysis and evaluation of the theories and practices related to the effective use of information technology (IT) to add value to business processes at each stage of the value chain. This course takes a functional and cross-functional look at how companies can use IT to enhance performance and achieve a competitive advantage in supplier and customer relationships, inbound and outbound logistics, marketing and distribution, and support services such as human resources and technology services. Students examine local and global e-commerce implications and technology.

*4 Quarter Credit Hours*

*Prerequisite: None*

**GB 554: OPERATIONS MANAGEMENT**

This course provides an analysis and evaluation of theories, principles, concepts, and techniques used for effectively managing the flow of goods or services. Students will examine supply chain management, capacity planning and scheduling, managing inventories, assuring quality, motivating employees, and locating facilities. Emphasis is given to systems and tools for analyzing design and operational problems in both the service and production sectors.

*4 Quarter Credit Hours*

*Prerequisite: GB 519*

**GB 555: MANAGING BUSINESS INTELLIGENCE**

This course provides an analysis and evaluation of how information technology contributes to the management of business systems. Students will examine the role of the information technology professional and the skills required to fulfill that role in the context of solving business problems. The business value of technology applications will be connected to the broader business perspective.

*4 Quarter Credit Hours*

*Prerequisite: None*

**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.

*4 Quarter Credit Hours*

*Prerequisite: GB 550*

**GB 561: ENTREPRENEURSHIP**

In this course, students will evaluate the theories and practices related to the startup development and management of a new business, product, or service. Students will explore entrepreneurial attributes while discovering the practical knowledge, strategy, and skills needed to create a viable business plan. Students learn how to create a plan that attracts the financial and leadership support of internal and external stakeholders needed to achieve success.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: GB 560*

**GB 572: INTERNATIONAL MANAGEMENT**

This course provides an analysis and evaluation of the factors that create unique managerial challenges in international or multinational organizations. Students will analyze and evaluate theories and practices related to foreign trade and investment, international monetary flow, government/business relationships, impacts of differing cultures on management and business practices, and issues related to doing business in developing countries.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GB 573: INTERNATIONAL MARKETING**

In this course, students will examine international marketing practices. Students will analyze the theories and practices for effectively managing the flow of an organization's products and services to foreign markets. Students will also explore analytical frameworks to help understand different cultural environments and the relationship between the marketplace and marketing functions. Emphasis is placed on cultural sensitivity during the development of marketing strategies for diverse cultural, political, and economic situations. The course will focus on foreign market analysis, target market identification, and market positioning in the international arena.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*



#### **GB 574: INTERNATIONAL MANAGERIAL COMPETENCIES**

In this course, students will examine the critical skills needed for the effective management of people across cultures. Globalization of the world's economy has dramatically increased the number of direct interactions that managers have with people from different cultures, hence the importance of understanding cultural differences. As such, students will examine culture and various value dimensions as a basis to help understand different cultural environments. The course explores how management theory and practice both affect, and are affected by, the cultural environment. It examines a variety of managerial activities including communication, negotiation, and managing performance and diversity, among others. Lastly, students will explore cultural differences in a variety of countries.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

#### **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.

*4 Quarter Credit Hours*

*Prerequisite: GB 570*

#### **GB 590: CORPORATE SOCIAL RESPONSIBILITY**

In this course, students will examine the role of the corporation in relation to worldwide politics, economics, legislation, regulation, trade policies, and societal concerns, such as social justice and ecological issues. Students also will assess the impact of GCSR (Global Corporate Social Responsibility) issues on the corporation's operations and strategy. Students will identify and analyze GCSR factors in the process of formulating a GCSR strategic plan.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **GB 601: MBA CAPSTONE**

This course provides the culmination for the MBA program, enabling students to integrate the business system with leadership competency and evaluate their efficacy in doing so. Students choose one of three capstone experiences: develop a business plan for a new organization, take on a project in a local organization (for profit or not-for-profit), or conduct a detailed assessment of a proposed change in a public company. Students will also plan their post-MBA professional development.

*4 Quarter Credit Hours*

*Prerequisite: GB 600*

## **Graduate Management**

#### **GM 500: MANAGERS AS LEADERS**

This course serves as the cornerstone experience for Master of Science in Management students. Students will analyze and evaluate theories of leadership, explore and assess their own approaches and styles as they relate to the theories, and create the first draft of the Self-Directed Learning Plan that they will develop and implement as they matriculate through the program. Emphasis will be placed on situation and issue analysis, and presentation of logic through the use of case study methodology.

*4 Quarter Credit Hours*

*Prerequisite: GB 512*

#### **GM 501: MANAGEMENT THEORIES AND PRACTICES—PAST, CURRENT, AND FUTURE**

This course examines classic and contemporary management theories and practices, and provides a theory-based perspective for interpreting, critiquing, and applying management thought and practice. Through the study of macro-level frameworks in organizational theory and micro-level processes in organizational behavior, students will be better prepared to recognize the applicability of emerging management theory and trends.

*4 Quarter Credit Hours*

*Prerequisite: GM 500*

#### **GM 502: SKILLS FOR PROFESSIONAL IMPACT**

This course emphasizes the assessment and development of critical management competencies based on behavioral science theories and research. Through a focus on self-awareness, students will apply the tools

and insights offered by behavioral science to acquire or refine the interpersonal skills necessary to understand, influence, and manage individuals in a business context. Students will also continue to refine and implement the Self-Directed Learning Plan created in GM 500.

*4 Quarter Credit Hours*

*Prerequisite: GM 500*

#### **GM 503: FOUNDATIONS FOR EFFECTIVE MANAGEMENT PRACTICE**

This course develops working knowledge of management practices that help to ensure the long-term effectiveness of the organization. Students will learn how to create high-performance teams and the support systems to ensure team effectiveness. Students will apply the concept of social responsibility and ethics in making strategic business decisions and explain the value and impact of business ethics and corporate social responsibility in contemporary organizations. Students will evaluate the manager's role in creating the organizational culture that supports business strategy. Within all areas of study, student cultural competence will be developed to enrich management effectiveness.

*4 Quarter Credit Hours*

*Prerequisites: GM 500, GM 501, and GM 502*

#### **GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE**

This course applies a systems approach to examining the design and execution of business strategies to achieve a competitive advantage. The organization is viewed as a total system that can be managed to achieve continuing high performance in today's dynamic and global marketplace. Strategies for managing enduring change are evaluated.

*4 Quarter Credit Hours*

*Prerequisites: GM 500, GM 501, GM 502, and GM 503*

#### **GM 505: ACTION RESEARCH AND CONSULTING SKILLS**

This course focuses on action research and the development of critical skills required not only for consultants, but also for any manager desiring to strengthen his or her interpersonal effectiveness as a successful change agent. An introduction to the consulting process, and the consulting skills associated with entry, contracting, meeting management, defining issues and gathering data, diagnosing problems, formulating solutions, and creating and implementing action plans will also be examined.

*4 Quarter Credit Hours*

*Prerequisites: GM 500, GM 501, GM 502, GM 503, and GM 504*

**GM 506: STRATEGIC FINANCIAL ANALYSIS**

Finance, like economics and accounting, is one of the important languages of business. All managers must be able to understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, communicate clearly with other managers, and apply financial information when making decisions. This course is designed to familiarize nonfinancial managers with the foundational competencies of organizational budget and finance practices, allowing them to be more effective in managing resources within their respective operational contexts and to converse knowledgeably with financial analysts and managers.

*4 Quarter Credit Hours*

*Prerequisites: GM 500, GM 501, GM 502, GM 503, GM 504, and GM 505*

**GM 521: HEALTH CARE SYSTEMS**

This course analyzes the major aspects of the health care system including the forces and policies shaping its performance. Students will examine the complex organizational dynamics and structures of health care systems, financing mechanisms, and the changing relationships among payers, providers, and suppliers. The course also includes an exploration of the important role of epidemiology in assessing population health needs and risks.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 522: COMPREHENSIVE HEALTH CARE STRATEGIES**

This course has an emphasis on the essential concepts of marketing and strategy as they apply to health care. An analysis of health care strategies and the laws that affect operational decisions will be conducted. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, external analysis, the legal environment, and strategic resource allocation, will be covered.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 523: QUALITY HEALTH CARE MANAGEMENT**

This course examines the role of quality management in optimizing business practices and health care delivery. Focus is placed on outcome measures, process/outcome relationships, and methods for process improvement in order to improve quality and utilization. Also, students explore the needs of health care professionals in relation to providing quality services.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 524: INTERNATIONAL HEALTH CARE SYSTEMS**

In this course, students will explore several key areas related to international health care: globalization, international public health, international health reform, and international health services. More specifically, the course examines the impact of globalization and economic development on world health patterns. It also explores the acceptance of health services as a factor in the economic development of developing nations. Students will build a conceptual framework for understanding health reform internationally by considering such concepts and strategies as managed care, managed competition, solidarity, and prioritization. Students will also assess the comparative effectiveness of health system models in industrialized, developing, and transitional nations.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 541: FOUNDATIONS OF ORGANIZATION DEVELOPMENT**

This course explores the emergence and development of the field of organization development (OD) including the key theorists, practitioners, and models that helped shape the field. The values and ethics underlying OD, emphasizing intervention theory, are also examined.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 542: ORGANIZATION CHANGE**

This course examines the nature and types of change organizations experience, while also exploring change typologies and models with an emphasis placed on planned change. This course will also explore how systems respond to other forces for change, both internally and externally.

*4 Quarter Credit Hours*

*Prerequisite: GM 541*

**GM 543: ORGANIZATION DIAGNOSIS AND DESIGN**

The course conducts an examination of diagnostic models and methods used to help align an organization's strategies, structures, and processes to support each other and to fit appropriately into the environmental context. Emphasis is placed on total system change strategies and the integration of intervention methods for structural, human systems, cultural, and technological changes in order to enhance organizational design.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core course*

**GM 544: APPLIED ORGANIZATION RESEARCH METHODS**

This course covers concepts and methods of applied research for problem solving and organizational intervention. The course focuses on the philosophy of a scholar-practitioner, issues in applied research, field research methods, problem formulation, research design, sampling theory, data collection methods, data analysis, and interpretation.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 581: SUPPLY CHAIN MANAGEMENT**

This course explores the creation and management of the supply chain, examines the layout of the logistics network, inventory management, risk pooling, distribution strategies, the customer value chain, the role of information technology, strategic alliances, coordinated product and supply chain design, customer relationship management, procurement strategies, and the use of decision support systems.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 582: INVENTORY AND DISTRIBUTION MANAGEMENT**

This course covers strategies and analytic tools and techniques designed to enhance the operation of logistics systems and integrated supply chains. It explores the total systems approach to the management of materials and services from the source of origin, through the supply chain to the consumer, and beyond to include reverse logistics. An emphasis is placed on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

**GM 583: MANAGING THE SERVICE VALUE CHAIN**

This course emphasizes the tools and techniques to create and manage an optimal supply chain. It also explores job design, facility layout, facility location selection, queuing theory, statistical process control techniques, linear programming, and the use of Enterprise Resource Planning (ERP)/Material Requirements Planning (MRP) systems. The course also discusses application of these techniques to manufacturing and service settings, and explores current issues including globalization and e-business.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

#### **GM 584: STRATEGIC GLOBAL LOGISTICS MANAGEMENT**

This course emphasizes the management of purchasing and supply management in the context of the supply chain. Students will cover all aspects of the procurement process from requirement planning, strategic sourcing, cost management, contract relationship management, and contract closeout activities. The application and synergistic integration of the purchasing function into a world-class segment of the supply chain will be stressed.

*4 Quarter Credit Hours*

*Prerequisite: 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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

#### **GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING**

This course provides an integrated approach to risk, quality, and procurement. This course demonstrates how to incorporate quality throughout the project. The student explores use of contract types in managing risk and quality. Topics in this course cover all phases of contracting including procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract close-out. The student will then explore methods of analyzing make-or-buy decisions, as well as legal and ethical considerations in contracting and procurement. Students will construct an element of their Self-Directed Learning Plan from this course, as well as add materials from the course to their Presentation Portfolio.

*4 Quarter Credit Hours*

*Prerequisite: 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.

*4 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

## **CRIMINAL JUSTICE**

#### **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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 502: RESEARCH METHODOLOGY**

This course is designed to provide students with an understanding of the research process and the ethical context within which research should be conducted. Further, it 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; data; and descriptive analyses of data.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 503: ORGANIZATIONAL BEHAVIOR**

This course presents an in-depth analysis of the various dynamics facing criminal justice organizations in the context of professional practice, including, but not limited to, the theoretical concepts underlying organizational behavior, management and leadership of human resources, and design and structural processes. The scope includes fiscal accountability; personnel deployment; implementation of change; motivation and retention of personnel; the hiring, assignment, and promotion of personnel; organizational communication; professional development; and fundamental legal issues as they pertain to agency operations.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 504: DATA ANALYSIS**

This course presents statistical methods commonly used in scientific research, annual reports, and other real-life applications. Topics include descriptive statistics, basic concepts of probability, statistical inference, analysis of variance, correlation, regression, and nonparametric statistical techniques. Emphasis is on understanding and applying statistical concepts and techniques to research empirical data in the field of criminal justice.

*5 Quarter Credit Hours*

*Prerequisite: CJ 502*

**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.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 506: ADVANCED TOPICS IN CRIMINAL LAW**

This course addresses complex issues related to substantive criminal law, focusing on the sources of modern criminal law, the purposes and types of laws, the interpretation of criminal laws, the categories of crime and penalties, the similar characteristics of criminal violations, the elements of complex crimes, and the types of criminal defenses. This course is best suited for those students working in the area of law enforcement/policing.

*5 Quarter Credit Hours*

*Prerequisite: CJ 500*

**CJ 507: CRIMINAL PROCEDURE AND THE U.S. SUPREME COURT**

This course is designed to provide students with an understanding of the constitutional requirements for processing criminal suspects. Students will read and brief Supreme Court cases pertaining to basic principles and recent issues in criminal procedure. Students will also read and analyze expert commentary applying constitutional law to police work.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 508: EVIDENTIARY ISSUES IN CRIMINAL CASES**

This course involves the study of the Federal Rules of Evidence and similar state rules, as well as the requirements of the U.S. Constitution concerning the admission into evidence 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.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 509: COMPARATIVE CRIMINAL JUSTICE SYSTEMS**

This course covers comparative foreign criminal justice systems including the investigation and prosecution of international terrorists, the International Criminal Court, U.S. criminal cases affecting international relations, mutual assistance treaties, and issues concerning the formation of criminal justice systems in developing democracies. This course is especially beneficial for understanding global legal issues facing the criminal justice system.

*5 Quarter Credit Hours*

*Prerequisite: 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 513: CRITICAL ISSUES IN TERRORISM**

This course is designed to provide students with a critical analysis and understanding of issues related to terrorism. This includes historical analyses of the causes and effects of social, political, economic, and religious conflict as they pertain to terrorist groups from source countries; protective intelligence gathering and associated legal issues; threat assessment; emergency first-responder plans and policies; counterterrorism tactics and strategies; cyberterrorism and the role of technology; and concerns for the future.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES**

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. Particular emphasis is given to issues of organized crime, narcotics trafficking, money laundering, trafficking in human beings, and contemporary strategies for the containment of the aforementioned activities.

*5 Quarter Credit Hours*

*Prerequisite: None*

**CJ 515: THEORETICAL APPLICATIONS OF JUSTICE MANAGEMENT**

This course provides students with a knowledge base for the practical application of social and psychological principles to the day-to-day administration of criminal justice agencies. It presents an overview of the scope and historical development of organizational psychology including the virtual workplace and employee.

Topics include psychological testing as it relates to employment selection; performance appraisal; training and development; leadership and motivation; job satisfaction and involvement; organizational structure; safety, violence, and health; and stress and occupational health psychology. Future issues in the field are also discussed.

*5 Quarter Credit Hours*

*Prerequisite: CJ 503 or permission of the Dean*

#### **CJ 516: FISCAL ISSUES IN CRIMINAL JUSTICE**

This course is designed to address a variety of fiscal issues encountered by criminal justice professionals during the course of their daily responsibilities. Special emphasis is given to the preparation and management of budgets and the preparation of grant applications, as well as the management and evaluation of grants.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 517: HUMAN RESOURCE DEVELOPMENT**

This course is designed to address innovative practices in human resource leadership and development. Specifically, the course addresses issues such as change management, business process reengineering, effective team-building strategies, performance management, the role of consultants, integrated human resources information systems, and future roles of human resources professionals in a rapidly changing global and technological society.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 518: CRITICAL ISSUES IN POLICING**

This course focuses on the myriad of critical issues facing law enforcement organizations including, but not limited to, education and training; hiring and promotional practices; ethics, diversity, and professionalism; meeting the needs of the international law enforcement community; promoting and managing organizational change; and various community-related issues.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 519: ETHICS AND DIVERSITY IN POLICING**

Discrimination in the workplace, prejudicial treatment of individuals by public officials, official misconduct, and a lack of individual and collective professional practice are all enduring issues that must be addressed by our criminal justice system. Accordingly, this course is designed to address these and other related issues at length, as well as offer strategies for improved individual and professional practice.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 520: ISSUES IN PRIVATE SECURITY**

This course will provide students with the fundamental knowledge necessary to competently address various critical issues concerning security including, but not limited to: physical security concerns, threat assessment, privatization trends, relationships with the law enforcement community, crisis planning, and the impact of the Department of Homeland Security on security thinking and delivery.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 521: CRITICAL ISSUES IN CORRECTIONS**

This course provides a critical analysis of contemporary issues facing the U.S. correctional system. Students address issues such as the philosophies and theories that guide practice, community-based policies and practices, prison reform, special populations, recidivism, and legal mandates affecting the administration and operations of correctional facilities.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **CJ 522: COMPARATIVE CORRECTIONAL SYSTEMS**

The course addresses a variety of correctional issues from an international perspective including, but not limited to, a comparative analysis of the philosophies and theories guiding practice, supervision, and treatment of prison populations with an emphasis on human rights, postconfinement intervention strategies, and legal standards governing practice.

*5 Quarter Credit Hours*

*Prerequisite: 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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 experimental research. This study allows participants to develop an understanding of the processes and how they can impact their own professional setting. Students will determine the focus of their research project which will be conducted in CJ 598: Applied Research Project, conduct a review of the literature, determine methods and tools for data collection, and draft a research plan. The research plan developed in CJ 525 will set the foundation for conducting the applied research project in the capstone course, CJ 598.

*5 Quarter Credit Hours*

*Prerequisite: CJ 503*

#### **CJ 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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 533: PSYCHOLOGY AND LAW**

This course examines the field of forensic psychology and provides students with knowledge of how psychology can assist the field of law and criminal justice. Students are encouraged to examine the legal system through the use of psychological concepts and methods and apply them to practical situations. Topics will include an overview of the intersection of law and psychology, forensic clinical assessment, competency and criminal responsibility issues, jury selection, correctional psychology, and diagnosis as well as a comprehensive review of the ethics code. An emphasis will be on utilizing case law and research as well as psychological testing to accurately and ethically report findings.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **CJ 590–594: INDEPENDENT STUDY IN CRIMINAL JUSTICE**

This course is designed to engage students in a directed, applied research project of relevance to the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a terminally degreed, full-time criminal justice instructor. No more than 10 quarter credit hours of independent study may apply toward the degree.

*CJ 590: 1 Quarter Credit Hour*

*CJ 591: 2 Quarter Credit Hours*

*CJ 592: 3 Quarter Credit Hours*

*CJ 593: 4 Quarter Credit Hours*

*CJ 594: 5 Quarter Credit Hours*

*Prerequisite: Permission of the Dean*

### **CJ 598: APPLIED RESEARCH PROJECT**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project.

*5 Quarter Credit Hours*

*Prerequisite: CJ 525; final term of the program*

### **CJ 600: RESEARCH AND THESIS I**

This course requires students to develop a formal proposal for research in criminal justice and submit it in writing to their chosen thesis committee, 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 committee member from the faculty of another school at Kaplan University or from an outside, regionally accredited institution of higher learning with

the approval of the Dean. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.

*5 Quarter Credit Hours*

*Prerequisite: All thesis-track core courses*

### **CJ 600A: RESEARCH AND THESIS I**

This course requires students to develop a formal proposal for research in criminal justice and submit it in writing to their chosen thesis committee, which is made up of a chairperson and two additional members. The student, under the guidance of faculty, will select an appropriate topic for research, provide justification for the selection of the research topic, conduct a pertinent literature review, and construct an appropriate methodology and design to be used for data collection. This research proposal must conform to the standards and procedures of Kaplan University's Institutional Review Board.

*0 Quarter Credit Hours*

*Prerequisite: Completion of all thesis-track core courses*

### **CJ 601: RESEARCH AND THESIS II**

During this phase of the research process, students submit the final draft of their research project to their committee members for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.

*5 Quarter Credit Hours*

*Prerequisites: All thesis-track core courses and CJ 600*

### **CJ 601A: RESEARCH AND THESIS II**

During this phase of the research process, students will submit the final draft of their research project to their committee members for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition. Specifically, this course requires students to analyze the results of their data collection from their effort in CJ 600 and draw conclusions and inferences, as appropriate, using sound data analysis strategies. This research project must conform to the standards and procedures of Kaplan University's Institutional Review Board.

*0 Quarter Credit Hours*

*Prerequisites: Completion of all thesis-track core courses and CJ 600*

### **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.

*0 Quarter Credit Hours*

*Prerequisite: Successful completion of all comprehensive exam-track core curriculum courses*

## **EDUCATION**

### **ED 502: TRANSFORMING TEACHING PRACTICE**

This course explores the knowledge, skills, and dispositions associated with the highest standards of teaching practice, and guides candidates in the transformation of their classroom performance through research and reflection on best practices, assessment strategies, and teacher skills that lead to improved student achievement.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 503: EDUCATIONAL PSYCHOLOGY**

This course introduces teacher candidates to prominent research-based theories of learning and examines the impact of these theories on students, on learning and motivation, on teaching, and on assessment. Candidates critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 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.

*4 Quarter Credit Hours*

*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 the methods section 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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **ED 513: CHILD AND ADOLESCENT DEVELOPMENT**

This course focuses on the developing child from conception through adolescence from the perspective of the hereditary and environmental influences that affect growth and development. Topics include the study of the physical, intellectual, and sociocultural variables that can affect the child's behavior, with an emphasis on how this information can be useful to teachers and parents.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 521: READING IN THE CONTENT AREAS**

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers' competence in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 522: CLASSROOM MANAGEMENT**

Educators will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas on which to base their own philosophy and practice. Through a case-based approach, students will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. They will examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **ED 523: RESEARCH ON EFFECTIVE TEACHING**

This course acquaints degree candidates with the broad body of research on effective teaching, with an emphasis on the practical applications of the research findings to candidates' own classroom instruction.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 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.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 532: CURRICULUM DESIGN**

This course examines current theories of curriculum design in K–12 education, with an emphasis on both the application and evaluation of best practices in the context of local and national standards-based education.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **ED 533: PERSPECTIVES ON DIVERSITY**

This course explores the various issues of student diversity, and challenges degree candidates to examine and define their own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 541: METHODS OF TEACHING SECONDARY ENGLISH LANGUAGE ARTS**

This course focuses on methods of teaching the English language arts including oral language, writing, reading, and literature. Candidates will learn how to design instructional units and assess students' growth in literacy. Candidates will also learn about content standards, effective instructional practices, and research-based assessment strategies in the field.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN**

This course acquaints candidates with a range of learning, emotional, and physical disabilities, the history of attitudes toward those disabilities, and the federal mandates governing disabilities. Social issues related to student disability will also be explored. Additionally, the course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS**

This course begins with an examination of mathematics education from a historical perspective and moves into current ideas on effective math teaching and learning aligned to national and state standards. Candidates will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. Embedded in the course is an in-depth look at the inclusion of technology in the classroom and technology resources for teaching mathematics. Finally, candidates will discuss the process involved in becoming an effective mathematics educator.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 552: EDUCATIONAL LEADERSHIP**

In this course, degree candidates are introduced to the concept of the teacher as leader and they examine the importance of this role in relation to student learning and student achievement. Candidates also explore methods and strategies for managing change in educational settings including best practices for collaborative decision making in schools. Candidates are asked to critically examine their current knowledge base, skill sets, and leadership abilities as these relate to the goals of self-improvement and increased self-awareness as an effective teacher-leader.

*5 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 561: METHODS OF TEACHING SECONDARY SCIENCE**

This course surveys a broad range of concepts related to teaching various scientific disciplines (e.g., biology, chemistry, physics) in grades 7–12 to diverse learners. The course emphasizes a standards approach that illuminates the connections among the various bodies of knowledge in natural science and phenomena in the real world.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 562: STUDENT ASSESSMENT**

This course examines various assessment tools and their relationship to student achievement. Multiple measures for use in assessing student growth, including data gathering to document class practice and build greater teacher self-awareness, will be explored as strategies for effecting change in student learning.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES**

This course examines the content knowledge, skills, and resource needs of diverse learners to equip prospective teachers for development as reflective, creative practitioners who craft their own “best practices” through the analysis and synthesis of established theories and approaches to teaching the social studies. The core disciplines of the social studies are history, geography, psychology, sociology, anthropology, economics, and political science. The course explores these through current educational research, national standards, state initiatives, and the necessary inclusion of community concerns.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 572: ACTION RESEARCH II**

Action Research II is the capstone course in the degree candidate’s program. Candidates will conduct their own action research using an instructor-approved topic/plan focusing on improving student learning. They will use this approved action research plan as a guide to prepare the final two chapters of an action research project—data/results and conclusion—as well as integrate the first three chapters of the project prepared in ED 512, all culminating in a final action research project for submission as a requirement for graduation.

*5 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 586: METHODS OF TEACHING A FOREIGN LANGUAGE**

This course focuses on principles, concrete strategies, practical instruction, and assessment applications of foreign language pedagogy and andragogy for teachers of grades 7–12. The course will guide foreign language teachers through the theoretical and research-based foundations of language acquisition. Teachers will be empowered 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.

*4 Quarter Credit Hours*

*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 through the use of seminars, discussions, readings, Web field trips, and media for teachers in grades 7–12. Activities and projects in the course will be customized to meet the specific demands of teachers and their specialty areas. Differentiating instruction, cooperative learning, collaboration with peers, and authentic assessment activities will be embedded in the learning activities in this class.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **ED 596: STUDENT TEACHING/INTERNSHIP I**

The Student Teaching/Internship I course is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates begin to develop their skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of their practice with their field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. They also participate in teachers’ meetings, work with a variety of school staff members, and communicate with parents and caregivers.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **ED 596A: STUDENT TEACHING/INTERNSHIP I**

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.

*0 Quarter Credit Hours*

*Prerequisite: None*

### **ED 597: STUDENT TEACHING/INTERNSHIP II**

The Student Teaching/Internship II course is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates engage regularly in reflective, professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

*5 Quarter Credit Hours*

*Prerequisite: ED 596*

### **ED 597A: STUDENT TEACHING/INTERNSHIP II**

The Student Teaching/Internship II course is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates engage regularly in reflective, professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

*0 Quarter Credit Hours*

*Prerequisite: None*

## **Educational Leadership**

### **ER 502: THE PRINCIPALSHIP**

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will



inform decision making that influences practice and the effects on students and teachers. Students will review research on leading change in schools, training for tomorrow's principalship, budgeting issues, discipline, students with exceptionalities and who are from diverse backgrounds, technology, professional conduct, teacher evaluation, and establishment of effective professional learning communities. Students will review case studies about schools that made significant improvements under effective leadership.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **ER 504: MANAGEMENT OF RESOURCES**

This course will examine the economics of education, funding sources, and regulations regarding the use of such funds. Students will determine major budget pressures facing schools and identify ways they are meeting daily demands to provide quality education. The role of federal and state lawmakers in funding decisions will be explored. Students will consider the implications of poorly funded education and the impact on society. They will also address administering school resources including funding.

*4 Quarter Credit Hours*  
*Prerequisite: None*

#### **ER 506: LEGAL ISSUES IN EDUCATION**

This course will investigate legal issues through assigned readings, class discussion, collaborative exercises, class presentations, and individual written papers. Topics will include constitutional rights such as Title VII, the First Amendment, and the Fourteenth Amendment. Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government's funding of education.

*4 Quarter Credit Hours*  
*Prerequisite: None*

#### **ER 508: SUPERVISION AND INSTRUCTIONAL LEADERSHIP**

This course will investigate major factors that influence teacher effectiveness and the impact of school leaders. Students will examine the role of leadership in building and sustaining a school vision, forming effective teacher teams, shared leadership, leading learning communities, data-driven decision making, and monitoring curriculum and instruction. The course explores models of effective leadership based on best practices. Students will create a strategic plan for instructional effectiveness. They will review the research on instructional leadership and the methods principals use to exhibit and harness leadership that enables schools to meet their goals.

*4 Quarter Credit Hours*  
*Prerequisite: None*

## **Educational Technology**

#### **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.

*4 Quarter Credit Hours*  
*Prerequisite: None*

#### **ET 502: USING TECHNOLOGY— PRACTICAL APPLICATIONS**

This course provides Master of Science in Education candidates with opportunities to explore and use a variety of Web-based tools and basic computer applications: word processing, PowerPoint, spreadsheet, and database programs. Through reading, class discussion, and hands-on experiences, candidates will gain technology skills and knowledge to integrate these tools into teaching and learning. Course topics are aligned with the International Society for Technology in Education and the National Educational Technology Standards for Teachers, specifically Standard 1: Technology Operations and Concepts; Standard 3: Teaching, Learning, and the Curriculum; and Standard 5: Productivity and Professional Practice.

*4 Quarter Credit Hours*  
*Prerequisite: None*

#### **ET 503: USING TECHNOLOGY— APPLICATIONS IN THE CONTENT AREAS**

This course provides candidates in the Master of Science in Education program with opportunities to explore a variety of instructional technologies including Web-based tools, software, games, simulations, tutorials, and nonprojected visuals. Through reading, class discussion, and hands-on experiences using technologies, candidates will gain the knowledge and skills needed to integrate technology in lesson planning that meets the needs of diverse learners.

*4 Quarter Credit Hours*  
*Prerequisite: None*

## **Higher Education**

#### **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.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **HE 513: INSTITUTIONAL RESEARCH AND STRATEGIC PLANNING**

In this course, students explore the role of institutional research in strategic planning in institutions of higher education. Specifically, this course focuses on introducing the student to the institutional research profession, common functions of institutional research offices, and effective reporting techniques in higher education.

*5 Quarter Credit Hours*  
*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 in a culture of assessment, clearly defining learning goals, developing learning assessment plans, and using assessment data to improve teaching and learning.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **HE 520: HIGHER EDUCATION LAWS AND REGULATIONS**

This course explores the legal environment of postsecondary educational institutions in the United States through an examination of legal structures, principles, and analysis. Specifically, this course will focus on the competing interests, rights, and responsibilities of state and federal governments, institutions, faculty, staff, students, and external stakeholders in various higher education settings.

*5 Quarter Credit Hours*  
*Prerequisite: 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.

*5 Quarter Credit Hours*  
*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, the need for academic plans, curricular consideration of academic disciplines and fields, influences of learners, instruction, and administration.

*5 Quarter Credit Hours*  
*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 college and university classifications and to discuss international perspectives.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 527: ASSESSING STUDENT LEARNING ONLINE**

This course provides an introduction to the theoretical perspectives and real-world practices of evaluating student learning in an online learning context. Students learn to apply a variety of methods used to assess learning outcomes effectively, with special attention paid to the unique nature of the online learning context.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 530: HIGHER EDUCATION ORGANIZATION AND GOVERNANCE**

This course presents an overview of the organizational governance of educational institutions in the United States in an international context through examination and discussion of models of institutional governance, academic organization, and higher education constituencies, and their respective roles and responsibilities.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 540: MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION**

The purpose of this course is to develop an understanding of multicultural and diversity issues within higher education.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 543: ASSESSMENT OF ONLINE LEARNING**

As online degree programs become more prevalent in postsecondary education, it becomes increasingly important that the administration and assessment of programs reflect quality practices that result in student learning. This course presents a comprehensive overview of the quality online program, as outlined by accreditation procedures and standards. Additionally, students will learn the systems approach of assessment to evaluate programs and the organization.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 547: EFFECTIVE ONLINE INSTRUCTION—DESIGN AND PRACTICE**

This course explores the factors that make online learning courses successful, as well as what lessons can be learned from less successful classes. The course examines how the findings of online learning research, a deep understanding of local context, and the intelligent use of technology tools can work together to allow the development and delivery of top-flight online courses. Practical, applicable skills are stressed in this practice-oriented course.

*5 Quarter Credit Hours*  
*Prerequisite: HE 527 or HE 525 preferred*

### **HE 550: HIGHER EDUCATION FINANCE**

This course is divided into two parts: part one addresses public policy financing issues and

culminates in a comparative analysis of the levels and rationale for different approaches to funding higher education. It includes an analysis of the state appropriations process and such federal issues as financial aid. The course project for part one is a comparative analysis of state support. Part two of the course focuses on institutional finance and includes an analysis of the following: the factors contributing to institutional productivity, the institutional budget process and different approaches to budgeting, development and manipulation of budget spreadsheets to accommodate varying institutional goals, the concepts of “reengineering” and Total Quality Management (TQM) as applied in higher education, understanding the effects of technology on productivity, and examining budget methods used in self-sustaining “enterprises” such as continuing education.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 551: STUDENT SERVICES FOUNDATIONS AND PHILOSOPHY**

This course presents student development theories, including cognitive and psychosocial, as well as other theories that provide a foundation for development of a comprehensive student services program.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

### **HE 555: STUDENT SERVICES ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS**

The course focuses on college student demographics and the impact of the delivery of student affairs administration in the virtual and ground environments, as well as some underlying theories. Additionally, students will explore program assessment/evaluation models.

*5 Quarter Credit Hours*  
*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.

*5 Quarter Credit Hours*

*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 is split into two similar courses so that students complete two distinct internship experiences, as required to meet the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

*5 Quarter Credit Hours*

*Prerequisite: Permission of the Dean*

### **HE 586: 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.

*5 Quarter Credit Hours*

*Prerequisite: Permission of the Dean*

### **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, which is made up of a chairperson and two additional members. The student, under the guidance of faculty, will specify a research question, provide a justification for the selection of the research topic, conduct a pertinent literature review, and write an appropriate research design and methodology

including data collection methods. If appropriate, the research proposal must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). The completed proposal will include sections of the final thesis.

*5 Quarter Credit Hours*

*Prerequisite: Completion of all thesis-track core courses*

### **HE 602: MASTER'S THESIS DEFENSE**

The student will submit the completed thesis to his/her committee members for review and revision, and oral defense. After final revisions, the student's thesis is submitted to all committee members and a defense seminar is scheduled, at which time the student orally presents his/her statement of the problem, research design and methods, findings, conclusions, and recommendations. The thesis must be prepared according to APA guidelines. Upon approval, the thesis shall be submitted for binding and acquisition. The thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB).

*5 Quarter Credit Hours*

*Prerequisite: HE 601*

## **Instructional Technology**

### **IX 500: FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY**

This course focuses on the field of instructional technology, placing the field within the context of its history, current practices, and future directions. It provides the conceptual framework for other courses within the degree program.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 510: INSTRUCTIONAL DESIGN**

This course presents the philosophical and theoretical foundation of instructional design. Students explore instructional design process models commonly used by practitioners. They will apply the stages of a process model to create design documents in the education and training contexts. The model will address instructional analysis, assessing learning from instruction, media characteristics and selection, managing instruction, formative and summative evaluation, and the motivational design of instruction.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING**

This course presents the knowledge and skills necessary to identify training and/or instructional problems and potential solutions. Students explore the advantages and disadvantages of multiple techniques for performing a needs assessment. Students develop skills and

collect resources related to the selection and use of analysis methods. They will conduct a needs analysis and submit a report in an education or training context. Evaluation of educational and training programs is addressed. Students consider evaluation taxonomies and models, tools, and techniques. They develop an evaluation strategy for an instructional program.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 535: DEVELOPING INSTRUCTIONAL MATERIALS**

This course provides the knowledge and skills required to develop instructional materials for an instructor-led training scenario, as approved by the instructor. This training scenario will provide the context and focus for the materials. Each student will create a series of print-based instructional materials for this scenario considering best practices and design and development guidelines.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 536: DESIGN AND DEVELOPMENT TOOLS**

In this application-based course, students will discuss trends and issues of e-learning content development and explore similarities and differences among e-learning authoring tools and methods. They will learn how to develop original content with a variety of authoring tools and software applications and to repurpose existing material with reusable learning objects (RLOs) and content repositories. Interface layout standards, accessibility and SCORM/AICC compliance, and collaborative environments are explored. Students will consider technical and development requirements for e-learning delivered through multiple learning channels including online and mobile platforms. Students will create a design document and instructional module in this course.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 540: RESEARCH IN INSTRUCTIONAL TECHNOLOGY**

In this practitioner-oriented course, students will critically analyze readings and examples of instructional technology and design literature related to K-12, higher education, military, or profit and nonprofit organizations. They will identify an instructional technology and design issue and find, review, analyze, and synthesize research related to the issue. They will conduct a literature review and draft the methods section of an applied research study. The course concludes with an examination of data analysis techniques and the preparation of an applied research proposal, which students can use as a guide to conduct further research or evaluation of instructional technology and design projects.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 542: MULTIMEDIA DEVELOPMENT AND IMPLEMENTATION**

This course provides an introduction to media and hypermedia production. It is intended for teachers, instructional designers, and trainers who would like to acquire fundamental knowledge and skills in designing and producing digital media. Students evaluate appropriate uses of digital media. The course introduces the tools of digital video production and sharing as students create online instructional materials using digital media.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 550: PROJECT MANAGEMENT AND IMPLEMENTATION IN EDUCATION AND TRAINING**

This course presents approaches to project management for education and training projects. Students explore concepts of project management and leadership, tools, procedures, and methodologies. They focus on creating, monitoring, and reporting project plans from the proposal to the implementation stages. They consider project constraints including time, cost, resource allocation, and scope. Concepts of change management are also explored and applied to implementation strategies used in education and training environments.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **IX 560: INSTRUCTIONAL TECHNOLOGIES INFRASTRUCTURE**

This course provides an introduction to computer networking typologies and establishes a basic understanding of the technology infrastructure required to incorporate technology into the K–12 environment. Students will learn the basics of computer networks and develop skills to design, install, maintain, and troubleshoot the technology. In addition, students will learn how to assess institutional technology needs and plan for future growth.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **IX 562: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS—K–12**

In this practitioner-oriented course, students will explore existing and emerging multimedia technologies used in K–12 classrooms. They will evaluate existing instructional resources available with classroom textbooks in open source content and learning object repositories. They will design and create an instructional lesson appropriate for the K–12 setting while adhering to copyright and fair use guidelines. Before submitting the final project, students will participate in peer-review evaluations and provide constructive feedback based on multimedia design research.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **IX 564: DESIGN OF LEARNING ENVIRONMENTS**

This course presents activities related to the design of a learning application. Students explore advantages and disadvantages of multiple learning environments and content delivery technologies. They will develop a plan for an individualized learning project that includes a template for design of a specific environment. Course topics include education and communication theory, course and content delivery methods, asynchronous and synchronous technologies, multimedia design, usability testing, and integration of multimedia objects within instructional programs and systems.

*6 Quarter Credit Hours*

*Prerequisite: None*

### **IX 570: DESIGN OF ONLINE INSTRUCTION IN K–12 ENVIRONMENTS**

In this application-based course, students will explore similarities and differences between Web-based learning and on-ground learning in K–12 classrooms. They will learn how to repurpose existing material and chunk content into online modules while organizing and managing reusable learning objects. They will design assessment items suitable for the online environment and learn about issues related to assessing students from a distance. They will create design documents and content for an online course. Students will participate in peer-review evaluations and provide constructive feedback based on principles of online instructional design.

*5 Quarter Credit Hours*

*Prerequisite: None*

## **Teaching Literacy**

### **LT 502: TEACHING READING ACROSS THE CURRICULUM (GRADES K–6)**

This course examines research-based methods, national standards, and best practice strategies for reading instruction in grades K–6. Topics include assessing and building upon students' prior knowledge, metacognitive strategies, reading as a constructive process, active reading behaviors, reading comprehension, guided reading, workshop models, and strategies for integrating reading and writing. Additionally, the course explores methods for assisting struggling readers including English language learners and children identified as having reading disabilities.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **LT 503: TEACHING WRITING ACROSS THE CURRICULUM (GRADES K–6)**

This course explores strategies for teaching writing skills through use of the writing workshop approach and under the guidelines of NCTE writing standards. Course assignments include practice with the mini lesson,

cooperative learning groups, peer reviews, student/teacher conferencing, journaling, and portfolios. In addition, the course explores evaluation rubrics for assessing student achievement.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **LT 504: READING DIAGNOSIS AND REMEDIATION**

This course will focus on the development and use of diagnostic instruments and practices that help teachers discern the nature of individual differences in literacy abilities, especially among readers and writers with special learning challenges. Methods of constructing individualized, corrective treatment plans and procedures for K–12 and adult learners will be discussed.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **LT 511: TEACHING WRITING ACROSS THE CURRICULUM (GRADES 6–12)**

The course focuses on training intermediate and secondary students across the curriculum in the writing process: prewriting, drafting, revising, editing, and publishing. The course examines national content area standards and research-based best practices for teaching a variety of writing genres including expository, narrative, persuasive, and descriptive prose. In addition, the course covers various informal and formal assessment methods that align with NCTE writing standards including self-reflection, peer review, and the use of specialized rubrics.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **LT 512: READING IN THE CONTENT AREAS (GRADES 6–12)**

This course is grounded in the theoretical bases of balanced literacy and constructivist learning. It focuses on building teacher competence in the processes of planning, implementing, and evaluating content-area literacy learning activities for intermediate and secondary students.

*4 Quarter Credit Hours*

*Prerequisite: None*

## **Teaching Mathematics**

### **MH 501: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND OPERATIONS (GRADES K–5)**

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in numbers and operations. Particular attention is paid to making connections between young students' knowledge of everyday real-world mathematics and the mathematics they learn in the classroom. The course emphasizes best practices for teaching problem solving and

strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include counting, whole number operations, estimation, and representations of whole numbers, fractions, and decimals.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 502: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (GRADES K–5)**

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures, explore geometry and measurement concepts, and foster a conceptual understanding of the subject matter. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include two- and three-dimensional geometric figures, spatial reasoning, coordinate geometry, and estimated and actual measurements.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 503: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA (GRADES K–5)**

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in algebra. The course examines best practices for helping students generalize algebraic concepts as they work with models, patterns, and computational problems. In addition, this course explores how manipulatives, charts, and other tools can be used to scaffold students as they explore algebraic content. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include patterns, number properties, variables, and equalities.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 511: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND OPERATIONS (GRADES 6–8)**

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in numbers and operations. Particular attention is paid to overcoming common obstacles to the understanding of operations with real numbers. The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include representing and performing

operations with fractions, decimals, percents, integers, and proportional reasoning.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 512: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (GRADES 6–8)**

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures and explore geometry and measurement concepts using technology and other manipulatives. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include properties of two- and three-dimensional geometric figures, spatial reasoning, similarity, congruence, and measurement.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 513: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA (GRADES 6–8)**

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in algebra. The course examines best practices for helping students in grades 6–8 explore and represent problem situations using tables, equations, and graphs. In addition, this course explores how graphing calculators and spreadsheets can help students develop algebraic thinking. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include the mathematical modeling of patterns, solving one-variable equations, and graphing linear equations.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 521: PRINCIPLES, PEDAGOGY, AND STANDARDS FOR HIGH SCHOOL MATHEMATICS (GRADES 9–12)**

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 including equity, curriculum, teaching, learning, assessment, and technology. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 522: MEASUREMENT, NUMBERS, AND OPERATIONS (GRADES 9–12)**

This course is an exploration of content and instructional strategies that help high school students develop mathematical proficiency in measurements, numbers, and operations. Teachers will examine ways to teach these concepts, which are foundational to students' understanding of algebra and advanced mathematics. Teachers will integrate technology tools into lessons and determine the best way to assess student progress. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **MH 523: ALGEBRA**

This course is a study of content and instructional strategies that help high school students develop algebraic concepts and functions. The course examines ways to engage learners in moving from the basics they learned in middle school into high school-level mathematical abstraction and structure. Students explore the integration of technology tools into lessons for computation, graphing, spreadsheets, and other functions and develop ways to support and assess student progress. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.

*4 Quarter Credit Hours*

*Prerequisite: None*

## Teaching Science

#### **SE 511: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE CLASS (GRADES K–6)**

This course provides an in-depth examination of inquiry-based science instruction for elementary 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. This includes 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. The course provides teachers with the opportunity to explore the principles and theoretical and practical knowledge upon which standards for science teaching are based.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **SE 512: PHYSICAL AND LIFE SCIENCE (GRADES K–6)**

This course will address specific teaching strategies, assessment tools, and the use of technology to teach concepts covered in elementary school physical and life science curricula. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of physical and life science. The course emphasizes congruence with national and state standards for science teaching.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **SE 513: EARTH AND SPACE SCIENCE (GRADES K–6)**

This course will address specific teaching strategies, assessment tools, and the use of technology to teach concepts covered in elementary school earth and space science curricula. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of earth and space science. The course emphasizes congruence with national and state standards for science teaching.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: None*

## **Teaching Special Needs**

### **SN 501: TEACHING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS**

This course explores the challenge of meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined including curriculum adaptations in the content areas, instructional strategies, and behavior management in the school setting.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **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.

*4 Quarter Credit Hours*

*Prerequisite: None*

### **SN 503: TEACHING STUDENTS WITH BEHAVIOR DISORDERS**

This course provides an overview of emotional and behavioral disorders that have an impact on academic achievement in educational settings. Emphasis is placed on the federal,

state, and local requirements for diagnosis and interventions in public and private educational environments, as well as alternative educational placements.

*4 Quarter Credit Hours*

*Prerequisite: None*

## **ENVIRONMENTAL POLICY AND MANAGEMENT**

### **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.

*5 Quarter Credit Hours*

*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 procedural law as well as significant environmental laws and approaches.

*5 Quarter Credit Hours*

*Prerequisite: EM 500*

### **EM 530: ENVIRONMENTAL RISK ASSESSMENT**

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.

*5 Quarter Credit Hours*

*Prerequisite: EM 500*

### **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.

*5 Quarter Credit Hours*

*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 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.

*5 Quarter Credit Hours*

*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 methods of analysis, performance measurements, and assessment of environmental policy and program evaluation.

*5 Quarter Credit Hours*

*Prerequisites: EM 500 and EM 520*

### **EM 698: APPLIED RESEARCH CAPSTONE PROJECT**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied

research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project and submit a written research report.

*5 Quarter Credit Hours*

*Prerequisites: LS 504 and approval of the Dean*

## **FOUNDATIONS**

### **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.

*0 Quarter Credit Hours*

*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.

*0 Quarter Credit Hours*

*Prerequisite: None*

## **HEALTH SCIENCES**

### **Health Care Administration**

#### **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.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **HA 515: LEADERSHIP IN HEALTH CARE**

This course explores organizational theory and behavior essential for successful leadership and management in the health care industry. Emphasis will be placed on communication techniques, self-analysis, and strategies for best practices in order to effectively implement key leadership and management concepts in dynamic health care environments. Key values that guide a leader's personal and professional behavior and influence overall effectiveness will be explored, as well as their impact on overall leadership styles.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **HA 520: HEALTH CARE FINANCE AND ECONOMICS**

This course provides an analysis and evaluation of productivity, market strategy, quality, and profitability of health care organizations. This course explores financial management as it relates to capital structure, investments, and financial decisions. Students explore the strategies health care providers and managers use to enhance access, promote managed care, and utilize technological advancements in order to support financially viable health care entities. Internal and external forces that impact health care are also analyzed.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **HA 525: HEALTH LAW**

This course provides analysis of law, the legal system, and current legal problems as they relate to the financing and delivery of health care services. This course covers interrelated legal topics pertinent to health care organizations including contracts, medical malpractice, legal and ethical obligations to provide health care, privileging, medical decision making, tax exemption, antitrust, fraud, and health information management. Students are encouraged to discuss how the law supports or hinders current efforts to improve health care delivery systems.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **HA 530: HUMAN RESOURCES FOR HEALTH CARE MANAGERS**

This course provides an analysis and evaluation of how human resource management is applied in different health care settings. The course focuses on the major elements of human resource management, as well as the ways in which it can be used in the strategic planning of the organization. Students investigate ongoing human resources practice and issues from a health care perspective such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, compensation, legal and regulatory issues, and strategic planning.

*4 Quarter Credit Hours*

*Prerequisite: None*

**HA 535: HEALTH CARE STATISTICS**

This course focuses on the analysis, interpretation, and presentation of health care statistical data. It includes an overview of measurement methods, descriptive statistics, confidence intervals and hypothesis testing, sample size and power calculations, analysis of variance and multiple comparisons, correlation and regression, multiple regression and statistical control of confounding, logistic regression, and survival analysis.

*4 Quarter Credit Hours*  
*Prerequisite: HA 520*

**HA 540: HEALTH CARE OPERATIONS AND QUALITY ASSESSMENT**

This course provides an interdisciplinary perspective on operations and quality management in health care, taking into account the disciplines of organizational behavior and health management research. Special attention is given to causal tools and approaches that are fundamental to total quality management and continuous quality improvement.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**HA 570: HEALTH CARE ETHICS**

This course provides an examination of both the theory and the principles of ethics within the health care industry. The course covers national standards for the protection of individual's health information as applied to health plans, health care clearinghouses, and health care providers. Students also learn other health industry regulations that protect employees, patients, and providers. The integration of ethics as the foundation for long-term as well as day-to-day operations of an entity is emphasized.

*4 Quarter Credit Hours*  
*Prerequisite: HA 525*

**HA 575: HEALTH CARE MARKETING**

This course provides an analysis and evaluation of the principles and concepts of marketing as they apply to health care organizations. The course covers essential elements of marketing as well as direct applications of marketing tools and strategies in the dynamic health care environment.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**HA 599: MASTER'S CAPSTONE IN HEALTH CARE ADMINISTRATION**

This course is designed to review all knowledge competencies of the Master of Health Care Administration program through completion of a comprehensive project. Students will also complete a practicum requirement, as applicable, during this course.

*4 Quarter Credit Hours*  
*Prerequisite: Completion of all courses in the program*

**Public Health****PU 505: HEALTH BEHAVIOR**

This course provides a conceptual grounding in theoretical approaches to health and health behavior, emphasizing the use of psychosocial theories and models of health behavior for effective public health practice and research. Students apply the theories and models of health behavior to real-world scenarios encountered in public health. The course focuses on the various factors that influence health behavior, the impact on health and disease of populations, and the implications for health programming.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**PU 515: APPLIED BIostatISTICS**

This applied biostatistics course encourages students to become consumers of statistical information regarding issues surrounding public health in order to make sound decisions.

Research methodologies, data collection, and analysis are also explored.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**PU 520: APPLIED EPIDEMIOLOGY**

This course introduces the epidemiologic methods, concepts, and issues that are critical for the assessment, analysis, and interpretation of health-related data. Students study advanced epidemiologic methods used in surveillance, outbreak investigation, screening, and epidemiologic measures, and apply these methods to diseases important to public health.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**PU 530: OCCUPATIONAL AND ENVIRONMENTAL HEALTH**

This course presents an overview of the basic concepts of environmental health sciences. The relationships between exposure to workplace contaminants and ergonomics and health are explored. Major areas of focus include industrial hygiene, toxicology studies, environmental microbiology, and clinical occupational medicine. Applicable risk assessment and prevention methods based on monitoring chemical and biologic agents and biomarkers are reviewed and discussed. Current environmental health regulations and the efficacy of enforcement (as public health prevention) by government agencies at the local, state, national, and international levels are also discussed.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**PU 535: PUBLIC HEALTH BIOLOGY**

The impact of biological processes in disease, as related to the mechanisms of causation, disease transmission, host risk factors, and host vulnerabilities, is presented. The pathophysiologic mechanisms are studied in order to plan control strategies and effective interventions to improve the health of the public.

*4 Quarter Credit Hours*  
*Prerequisite: None*

**PU 540: HEALTH POLICY AND ETHICS IN PUBLIC HEALTH**

Fundamental ethical issues in public health research, practice, and policy are the focus of this course. Analysis of the health policy formulation process and the ethical basis of public health policies and programs are included, as well as the impact of health policies on individual and population health.

*4 Quarter Credit Hours*  
*Prerequisite: None*



### **PU 545: DISASTER MANAGEMENT FOR PUBLIC HEALTH PROFESSIONALS**

This course examines incident preparedness and response from a variety of public health dimensions including: acute and chronic health care delivery, impact on vulnerable populations, delivery of basic human services, epidemiologic response, and effective collaborations in public health preparedness planning. Students learn how to prepare for and address disruptions of public health systems arising from disasters.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 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.

*4 Quarter Credit Hours*  
*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.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 620: HEALTH CARE SAFETY**

This course explains how to manage the unique safety requirements of health care organizations within the framework provided by OSHA regulations and voluntary accreditation organizations. Topics include infection control, bloodborne pathogens, patient safety, ergonomics, construction safety, respiratory protection, fire protection, and emergency response. Students apply these studies to real-life scenarios affecting a variety of health care institutions.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 630: HEALTH EDUCATION AND COMMUNICATION**

The role of health education and communication in the practice of public health is explored.

The principles of successful health education, its basis in health behavioral theories, and methods of health education are discussed. Students design a health education campaign using modern and traditional methods of communication to deliver culturally appropriate, effective health education of public health importance.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 640: CULTURAL DIVERSITY IN PUBLIC HEALTH**

This course provides an in-depth understanding of cultural forces that impact practice of public health. Cultural, sociopolitical, and behavioral factors that impact public health practice in culturally diverse populations are studied. In addition, students learn to evaluate the cultural competence in public health.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 645: DATA MANAGEMENT SYSTEMS IN EPIDEMIOLOGY**

This course familiarizes students with basic health data management concepts, principles, and methods. Students learn how to design a simple database for research in health sciences and conduct basic descriptive epidemiological analyses using a data management and analysis program.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 650: INFECTIOUS DISEASE EPIDEMIOLOGY**

Students are introduced to the scope and practice of infectious disease epidemiology. Topics include historical aspects, definitions and nomenclature, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Students explore the global aspects of infectious diseases in the modern world.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 655: CHRONIC DISEASE EPIDEMIOLOGY**

The role of public health in selected chronic diseases and the application of various epidemiologic methods to epidemiological studies on chronic diseases are studied. This course includes an overview of the burden of chronic diseases and interventions to prevent and control their burden. Students explore the impact of various risk factors for chronic diseases, prevention strategies, and outcomes.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 660: INTERNATIONAL EPIDEMIOLOGY AND GLOBAL HEALTH**

This course introduces students to recent trends in global health and current problems of health from an international perspective, and examines the influence of economic, population, and 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.

*4 Quarter Credit Hours*  
*Prerequisite: None*

### **PU 699: MASTER'S CAPSTONE IN PUBLIC HEALTH**

The capstone course is the culminating experience for the Master of Public Health. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in public health.

*4 Quarter Credit Hours*  
*Prerequisite: None*

## **HOMELAND SECURITY AND EMERGENCY MANAGEMENT**

### **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.

*5 Quarter Credit Hours*  
*Prerequisite: CJ 500*

### **HM 501: HOMELAND SECURITY POLICIES, PRINCIPLES, PROCEDURES, AND PLANS**

This course examines the political and organizational factors involved in developing the Department of Homeland Security and a critical analysis of the structure and administration of the Department. Students will examine homeland security legislation, acts, and Presidential Directives focusing on issues such as alternative strategies, gaining acceptance, assuring implementation, and coping with unanticipated consequences. Students will also have the opportunity to analyze materials such as the 9/11 Commission Report, the Homeland Security Act, and the USA Patriot Act, among others. Students will explore the evolution of homeland security as a concept, a legal framework, and a redirection of national policies and priorities. In addition, issues and problems of implementation will be critically examined. An overview of the history of the terrorist threat and U.S. responses and an introduction to fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and the National Incident Management System, is provided. 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.

*5 Quarter Credit Hours*  
*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?"

*5 Quarter Credit Hours*  
*Prerequisite: HM 500 or HM 501*

### **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.

*5 Quarter Credit Hours*  
*Prerequisite: HM 500 or HM 501*

### **HM 504: ALL-HAZARDS READINESS AND EMERGENCY MANAGEMENT FUNCTIONS**

This course explores significant hazards and threats to national security, domestic security, and community safety. The focus of this course is on the various types of threats that constitute the "all hazards" approach to homeland security. The course is primarily focused on the range and nature of these natural and manmade events, as opposed to the prevention or protection from such events.

*5 Quarter Credit Hours*  
*Prerequisite: HM 500 or HM 501*

### **HM 505: PLANNING FOR WMD AND MASS CASUALTY CRISES**

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.

*5 Quarter Credit Hours*  
*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 manmade and natural emergencies/disasters. Topics include government and private sector programs, new approaches, and mitigation of issues/events.

*5 Quarter Credit Hours*  
*Prerequisite: HM 500 or HM 501*

### **HM 515: PUBLIC-PRIVATE COLLABORATION IN EMERGENCY MANAGEMENT**

In this course, students will examine crisis management, disaster recovery planning, and business continuity. Topics include recovery of information and communication systems, the role of the private sector in mitigation and recovery, and public/private partnerships in community reconstruction and recovery.

*5 Quarter Credit Hours*  
*Prerequisite: PP 500*

### **HM 520: PROGRAM EVALUATION**

In this course, students will learn different types of program evaluation including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. The course will cover various types of program evaluation designs, including experimental, quasi-experimental, and

nonexperimental, and discuss the strengths and limitations of each.

*5 Quarter Credit Hours*  
*Prerequisite: CJ 502*

### **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.

*5 Quarter Credit Hours*  
*Prerequisite: HM 500 or HM 501*

### **HM 597: PORTFOLIO CAPSTONE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT**

This course is designed to help students prepare a presentational portfolio of the various assignments that they have completed throughout their Master of Science in Homeland Security and Emergency Management program at Kaplan University. With the assistance of past instructors' and the current capstone instructor's feedback, students will review their assignments, select appropriate artifacts, and self-reflect on those artifacts. No new information is presented in this course. The presentational portfolio will be evaluated by two outside experts (Kaplan University School of Criminal Justice graduate program faculty) who will review and assess the artifacts that students have selected for their portfolio. Each assessor will determine whether the portfolio artifacts demonstrate students' mastery of the program outcomes. Each outcome will be assessed on a "Pass" or "Fail" basis, and students must be successful on all of the program outcomes at a level of proficient or higher in order to successfully complete this course and graduate from the program.

*5 Quarter Credit Hours*  
*Prerequisite: Approval of the Dean*

### **HM 598: APPLIED RESEARCH IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic

ways to ask and answer questions. Students will conduct their own applied research project and submit a written research report.

*5 Quarter Credit Hours*

*Prerequisite: CJ 502 and approval of the Dean*

# INFORMATION SYSTEMS AND TECHNOLOGY

## **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.

*4 Quarter Credit Hours*

*Prerequisite: None*

## **IT 501: PRINCIPLES OF INFORMATION TECHNOLOGY**

This is an introductory course in programming logic and problem-solving skills. Students learn how to design the logic of a program. Topics include: the program development cycle, decision structures, repetition structures, arrays, object-oriented concepts, and data structures. An introduction to database management systems is also included in this course. Students create tables, forms, reports, and queries to solve business problems.

*4 Quarter Credit Hours*

*Prerequisite: None*

## **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).

*4 Quarter Credit Hours*

*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 process groups integrated with the nine project management knowledge areas. Approaches for information systems project management and examples relevant to information systems projects are used throughout the course.

*4 Quarter Credit Hours*

*Prerequisite: IT 500*

## **IT 512: SOFTWARE ENGINEERING**

This course explores the principles and practices of software engineering. Students will learn to design software using object-oriented modeling. Topics include the software development life cycle, software development methodologies, object design, and configuration management. Discussions will also cover concepts such as reuse, risk management, and quality engineering.

*4 Quarter Credit Hours*

*Prerequisite: IT 500*

## **IT 520: DATABASE MANAGEMENT SYSTEMS**

This course discusses the design, implementation, and operation of databases using a principal relational database management system (DBMS). The course covers many fundamental topics including: data modeling using entity-relationship diagrams; data storage, manipulation, and queries using structured query language (SQL); functional dependencies, normalization concepts, and algorithms; primary and index file organizations; and transaction processing. The course will also introduce students to advanced topics in database management.

*4 Quarter Credit Hours*

*Prerequisite: None*

## **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.

*4 Quarter Credit Hours*

*Prerequisite: IT 520*

## **IT 522: KNOWLEDGE-BASED MANAGEMENT SYSTEMS**

This course provides a detailed overview of knowledge-based systems techniques and applications. Topics include symbolic structures and semantics, knowledge representation models, search techniques related to problem solving, knowledge engineering, knowledge and domain classification models, configuration models, and diagnosis and troubleshooting methodologies.

*4 Quarter Credit Hours*

*Prerequisite: IT 521*

## **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.

*4 Quarter Credit Hours*

*Prerequisite: IT 521*

## **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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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 security 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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*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 owners. 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.

*4 Quarter Credit Hours*

*Prerequisite: IT 541*

#### **IT 543: CRYPTOGRAPHY CONCEPTS AND TECHNIQUES**

Never before has the use of cryptography been so wide spread 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.

*4 Quarter Credit Hours*

*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.

*4 Quarter Credit Hours*

*Prerequisite: IT 542*

#### **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.

*4 Quarter Credit Hours*

*Prerequisite: IT 540*

#### **IT 570: GRAPHICS AND MULTIMEDIA SYSTEMS**

This course provides a detailed overview of implementing graphics and multimedia into website designs. Students will create Web pages to address a variety of needs and target audiences. Students will learn to design a website for a variety of browsers. Web design principles, HTML tags, multimedia, and interactivity will be discussed. Advanced technologies, such as server-side scripting, will also be introduced.

*4 Quarter Credit Hours*

*Prerequisite: None*

#### **IT 571: DATA-DRIVEN WEB DEVELOPMENT**

This course provides a detailed overview of implementing PHP and MySQL to create database-driven websites. Students will combine these technologies to create dynamic content. Students will explore PHP expressions, conditions, functions, and arrays. MySQL database installation and management as well as database best practices will be explored.

*4 Quarter Credit Hours*

*Prerequisite: IT 570*

#### **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.

*4 Quarter Credit Hours*

*Prerequisite: IT 500*

#### **IT 599: 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.

*4 Quarter Credit Hours*

*Prerequisite: Last term or permission of the Program Chair and/or Dean of the School of Information Systems and Technology*

## **LEGAL STUDIES**

#### **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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: LS 501*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: LS 502*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Completed in the second to last term or permission of the Dean*

### **LS 506: UNDERSTANDING CIVIL RESPONSIBILITY**

This course explores the resolution of private disputes between citizens and institutions in society. 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.

*5 Quarter Credit Hours*

*Prerequisite: LS 503*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: LS 503*

### **LS 508: FAMILY AND THE LEGAL SYSTEM**

Students will study the role of the family in society, definitions of the family, organization of the family as an institution, and the interrelationships between family and family members. Students will also study basic concepts of marriage, divorce, custody, and support as well as issues affecting the elderly.

*5 Quarter Credit Hours*

*Prerequisite: LS 503*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: LS 503*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Successful completion of all core courses in the Master of Science in Legal Studies*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: LS 510*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: LS 510*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Successful completion of all core courses in the Master of Science in Legal Studies*

### **LS 516: RULES AND REGULATIONS GOVERNING HIGHER EDUCATION**

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.

*5 Quarter Credit Hours*

*Prerequisite: None; LS 515 strongly recommended*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: None; LS 515 strongly recommended*

### **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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **LS 605: ORGANIZATION AND FUNCTION OF STATE GOVERNMENT**

This course will explore the organization of state governments, the function of each primary area, and how they interact. Students will examine functional and dysfunctional government structures and analyze what works and why. In addition, they will examine innovative practices in large bureaucratic structures and best practices and the use of technology tools to improve functioning.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **LS 606: LEGISLATIVE PROCESS**

This course examines American legislative institutions at the local, state, and federal levels and the processes that are used to enact new legislation. Legislative bodies pass, on an annual basis, laws that regulate or affect all of our lives. This course will familiarize students with legislative materials. Cases will be used to explore the judicial role in the legislative process.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **LS 607: GUBERNATORIAL AND ADMINISTRATIVE PROCESS**

In this course, students will engage in the hands-on process of conceptualizing and developing a ruling from an administrative agency. The course will begin with an intensive study of the executive branch of government at the state level and the role of administrative agencies. The instructor and students will work together as if both were actually in roles in a state administrative agency. They will develop a policy issue, review it in light of the goals of the governor's agenda, the relationship to the legislature, and the existing state law, and at the end of the course produce an administrative ruling with supporting memoranda.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **LS 620: 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.

*5 Quarter Credit Hours*  
*Prerequisite: LS 504*

#### **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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **LS 622: PROFESSIONALS AND HEALTH CARE INSTITUTIONS**

In this course, students will study the contractual, legal, and procedural aspects of the relationship of professionals to health care institutions such as hospitals, nursing homes, surgical centers, and drop-in clinics, among others. The instructor and students will work through these relationships by simulating the role of a physician seeking hospital privileges, developing a contract between a health care provider and a managed care organization, and analyzing the roles of health care delivery personnel in a drop-in clinic. The students and instructor will be involved in the development of supporting documents associated with these roles.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **LS 698: APPLIED RESEARCH PROJECT**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project.

*5 Quarter Credit Hours*  
*Prerequisites: LS 504 and final term in the program*

#### **LS 698A: APPLIED RESEARCH PROJECT CONTINUATION COURSE**

Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project.

*0 Quarter Credit Hours*  
*Prerequisite: None*

## **NURSING**

#### **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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **MN 502: THEORETICAL FOUNDATIONS OF ADVANCED NURSING**

This course explores the evolution of nursing theory and its contribution to advanced nursing science. There is an emphasis on the historical and philosophical foundation of theory development and its impact on nursing practice. Conceptual models are explored relative to nursing administration, education, and practice.

*5 Quarter Credit Hours*  
*Prerequisite: None*

#### **MN 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.

*5 Quarter Credit Hours*  
*Prerequisite: None*

**MN 504: INQUIRY AND EVIDENCE-BASED PRACTICE**

This course focuses on using an evidence-based approach to provide high-quality health care, initiate change, and improve nursing practice by nurses in advanced roles. The focus is on assessing current and relevant research for delineating issues, translating research, developing competencies in analysis and evaluation of relevant research, practice innovations, and evidence-based practice. Qualitative and quantitative methods of inquiry are explored.

5 Quarter Credit Hours

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 2010 initiative, epidemiology, biostatistics, and cultural competence guide comparisons of groups and inference development. Strategies and benefits of health promotion interventions are emphasized.

5 Quarter Credit Hours

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 health care. Students examine selected concepts and principles of ethics and law within a framework of ethical decision making for advanced nursing roles.

5 Quarter Credit Hours

Prerequisite: 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.

5 Quarter Credit Hours

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.

5 Quarter Credit Hours

Prerequisite: All core courses

**MN 509: CURRICULUM DESIGN**

This course emphasizes the foundations of curriculum design and the application of these foundations to the development of courses, groups of courses, and programs. Integration of nursing philosophy, conceptual framework, objectives for programs, and competencies/standards are also included. This course provides content and learning experiences that enable students to understand all phases of the curriculum development process.

5 Quarter Credit Hours

Prerequisite: All core courses

**MN 510: INSTRUCTIONAL TECHNOLOGY INTEGRATION**

This course examines the use of selected technologies that are appropriate to the instruction and curriculum process. The course will provide an introduction to the applications of educational technologies including: educational hardware and software, multimedia, interactive media, and, appropriate Internet use in classroom, online, and distance settings. Ethical and legal issues related to technology and teaching will also be discussed.

3 Quarter Credit Hours

Prerequisite: All core courses

**MN 511: ASSESSMENT AND EVALUATION**

This course explores the principles and practices involving evaluation methods integral to nursing education. Concepts related to assessment, measurement, and evaluation in nursing are developed and analyzed. The process of analysis and modification of educational programs is emphasized to promote compliance with relevant standards, criteria for evaluation, and accountability.

5 Quarter Credit Hours

Prerequisite: All core courses

**MN 512: 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.

5 Quarter Credit Hours

Prerequisite: All core courses

**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.

5 Quarter Credit Hours

Prerequisite: All core courses

**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.

5 Quarter Credit Hours

Prerequisite: All core courses

**MN 515: INFORMATION AND HEALTH CARE TECHNOLOGIES**

This course focuses on the use of information technology in health care settings. Students will investigate how data information, applications, and implementation are integrated to provide the basis for managing health care information. Students will also explore factors that affect adoption of technologies and the application of the Health Insurance Portability and Accountability Act (HIPAA) to electronic health records.

3 Quarter Credit Hours

Prerequisite: All core courses

**MN 519: NURSE EDUCATOR PRACTICUM**

This course is the first of two practicum courses. This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the clinical coordinator. The student will also begin an evidence-based project proposal that is to be completed in MN 600.

5 Quarter Credit Hours

Prerequisites: All core and specialization courses, or permission of the Dean

**MN 520: NURSE ADMINISTRATOR PRACTICUM**

This course is the first of two practicum courses. This course will provide the student with a mentored learning experience in the content

area and site selected by the student and approved by the clinical coordinator. The student will also begin an evidence-based project proposal that is to be completed in MN 600.

*5 Quarter Credit Hours*

*Prerequisites: All core and specialization courses, or permission of the Dean*

### **MN 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.

*5 Quarter Credit Hours*

*Prerequisite: Completion of all core courses*

### **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.

*5 Quarter Credit Hours*

*Prerequisites: MN 530 and completion of all core courses*

### **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.

*3 Quarter Credit Hours*

*Prerequisites: MN 530, MN 531, and completion of all core courses*

### **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.

*5 Quarter Credit Hours*

*Prerequisites: MN 530, MN 531, MN 532, and completion of all core courses*

### **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.

*5 Quarter Credit Hours*

*Prerequisite: Completion of all core and specialization courses, or permission of the Dean*

### **MN 600: EVIDENCE-BASED PROJECT PROPOSAL**

This course is the second of two practicum courses. This course will continue to provide the student with a mentored learning experience in their content area. The student will also complete and present an evidence-based project proposal at the end of the course.

*5 Quarter Credit Hours*

*Prerequisite: All core and specialization courses; the specialization residency requirement may be taken concurrently*

## **PSYCHOLOGY**

### **PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY**

This course provides a foundation for the graduate student in psychology. Students will review psychology as a science and a profession. Students will use critical and analytical thinking, reading, and writing skills as they evaluate the major concepts, theoretical perspectives, conflicts, and applications of psychology today.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY**

This course explores professional codes of ethics and standards related to research and the practice of psychology. Emphasis will be placed on application of the American Psychological Association Code of Ethics and standards in

the field. Students will analyze and evaluate ethical and legal decision-making practices and operations within professional organizations. Cultural and social factors and the implications for scholar-practitioners are also explored.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 503: APPLIED STATISTICS FOR PSYCHOLOGY RESEARCH**

This course provides students a foundational understanding of statistical methods and principles of measurement and assessment, along with applications to psychological research. Topics include distribution, probability, and hypothesis testing. Students will examine and perform commonly used statistical tests and learn how to make decisions regarding the appropriateness of specific statistical tests to analyze data.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 504: ADVANCED RESEARCH METHODS**

This course provides an in-depth look at the conceptual underpinnings and methodologies of psychological research. Students will explore qualitative and quantitative research methods, learn about data analysis, and apply concepts to design hypothetical research studies. Topics include the scientific method, issues in experimental psychology, evaluation of internal and external validity, ethical considerations, and responsibilities in writing and reporting research findings. Students will also learn how to become critical evaluators of research.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 505: TESTING, MEASUREMENT, AND ASSESSMENT**

This course examines the theoretical and conceptual framework of psychological testing, measurement, and assessment. Students learn about psychological test construction and psychometrics, and survey specific assessments and tools related to intelligence, education, personality, and clinical situations. Students also explore the uses and limitations of psychological testing and assessment, as well as ethical issues involved in the administration and interpretation of psychological testing and assessment results.

*5 Quarter Credit Hours*

*Prerequisite: PS 504*

### **PS 506: LIFE SPAN DEVELOPMENT**

This course examines human development through the life span from birth to adulthood, concluding with issues surrounding death and dying. The student will use case studies to examine biological, social, and cognitive changes at each stage of life and their relevance to clinical, educational, and social



problems. Students also evaluate the major psychosocial issues and conflicts that arise, and identify individual and social needs at each stage of development.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 510: QUALITATIVE ANALYSIS**

This course provides an overview of some of the major concepts and issues in qualitative research as it applies to the field of psychology. Learners will examine various methodological issues, data collection methods, interpretation and coding strategies, and conceptual and ethical issues involved in qualitative research. Learners are assisted in thinking critically about these conceptual issues, as well as the validity and reliability of these research methodologies.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 511: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING**

This course provides an overview of dependency counseling strategies using a biopsychological approach to help identify, change, and maintain dependency-free behaviors. Students will use their understanding of the biopsychological model in order to explore how addiction begins and intensifies as a complicated interaction between chemical and behavioral changes occurs during addiction. Students will practice identifying diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and proposing appropriate interventions through evaluating and writing case studies.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 512: RESEARCH DESIGN IN APPLIED BEHAVIOR ANALYSIS**

This course will introduce students to the different mixed-method approaches to research used within the field of Applied Behavior Analysis. Students will learn how to use this knowledge to select an appropriate research method when given a real-world situation. Students will also be introduced to the practical, legal, ethical, and sociocultural issues that are unique to research design within the field of Applied Behavior Analysis.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*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.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 522: BEHAVIORAL MEASURES AND INTERPRETATION OF DATA**

This course will provide students with a foundational knowledge of measurement and analysis in Applied Behavior Analysis. Students will learn how to identify and measure target behaviors, as well as evaluate the accuracy of the data presented within current research studies and real-life examples. Finally, students will learn how to communicate the results of a research study in a clear, efficient, and parsimonious manner.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 525: FOUNDATIONS OF PSYCHOPATHOLOGY**

This course explores major concepts, issues, and the theory of psychopathology, as behavior that is considered normal and that is considered pathological are reviewed. Topics include emotional, personality, psychotic, and development disorders; current research methodologies; and ethical/legal issues in clinical practice. Students will be introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-RT) system, which is used as a format for classification of disorders and choice of treatments for both child and adult mental disorders. Assessment strategies and limitations of diagnostic systems will also be examined.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 526: ADVANCED ADDICTION COUNSELING**

This course provides an in-depth examination of dependency and addiction dynamics. Students will use their knowledge of counseling theories common to dependency counseling, such as cognitive behavioral therapy, to evaluate case studies, diagnose dependency, and propose appropriate treatments. Ethical dilemmas that occasionally arise in the counselor/client relationship will be analyzed and discussed. Additionally, students will evaluate case studies that contain ethical, legal, and sociocultural issues using the code of ethics of addiction counseling.

*5 Quarter Credit Hours*

*Prerequisite: None*

#### **PS 527: IMPLEMENTING BEHAVIORAL CHANGE**

This course covers the fundamentals of implementing and maintaining a behavior change program in Applied Behavior Analysis. Students will gain skills and practice in the

design of effective behavior change programs through the use of real-life case studies. The different factors involved in maintaining behavioral changes in real-world settings will be explored.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 530: COGNITIVE PSYCHOLOGY**

This course surveys the major concepts and issues in cognitive psychology. Topics include the scientific study of mind and mental functions including attention, memory, perception, problem solving, language, imagery and categorization, and human consciousness. Students will interpret available empirical research and use critical thinking to apply that research.

*5 Quarter Credit Hours*

*Prerequisite: PS 520*

### **PS 531: CO-OCCURRING DISORDERS AND TREATMENTS**

This course will prepare students to work with clients diagnosed with an addiction and mental health disorder. Students will survey some of the special problems related to having addiction and various types of mental health disorders. Different treatment models will be discussed and students will practice using their knowledge of co-occurring theory to analyze research and case studies.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 532: CLINICAL APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS**

This course provides an overview of the various theoretical models of behavior change, along with more current research on evidence-based best practices in Applied Behavior Analysis. Students will incorporate the practical, ethical, legal, socioemotional, and cultural needs of a client into an effective behavior change plan.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PS 600: COMPREHENSIVE EXAM**

This course is required for nonthesis-track students and is comprised of an exam that assesses the student's mastery of the core curriculum courses, specialization courses, and overall competency of program outcomes.

*5 Quarter Credit Hours*

*Prerequisite: Successful completion of all comprehensive exam-track courses*

### **PS 601: MASTER'S RESEARCH AND THESIS I**

This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student's chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field

of psychology or who intend to pursue a postgraduate doctoral degree.

*5 Quarter Credit Hours*

*Prerequisite: Successful completion of all thesis-track courses except PS 602*

### **PS 601A: MASTER'S RESEARCH AND THESIS I**

This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student's chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.

*0 Quarter Credit Hours*

*Prerequisite: None*

### **PS 602: MASTER'S RESEARCH AND THESIS II**

The goal of this course is the completion of the Master of Science in Psychology thesis. Students complete their research, submit the completed thesis to their committee members for review, and orally present their statement of the problem, research design and methods, findings, conclusions, and recommendations during a scheduled thesis defense hearing. The thesis shall be prepared according to APA guidelines and according to Kaplan University guidelines. The final, approved product shall be submitted to appropriate personnel for binding and acquisition. If appropriate, the thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.

*5 Quarter Credit Hours*

*Prerequisite: PS 601*

### **PS 602A: MASTER'S RESEARCH AND THESIS II**

The goal of this course is the completion of the Master of Science in Psychology thesis. Students complete their research, submit the completed thesis to their committee members for review, and orally present their statement of the problem, research design and methods, findings, conclusions, and recommendations during a scheduled thesis defense hearing. The thesis shall be prepared according to APA guidelines and according to Kaplan University guidelines. The final, approved product shall be submitted to appropriate personnel for binding and acquisition. If appropriate, the thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.

*0 Quarter Credit Hours*

*Prerequisite: None*

# **PUBLIC ADMINISTRATION**

### **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.

*5 Quarter Credit Hours*

*Prerequisite: None*

### **PP 510: LEADERSHIP IN THE PUBLIC SECTOR**

Students will study leadership within the public sector and the application of ethical and leadership principles to decision making, actions, and interactions within public administration. Topics covered may include: organizational behavior, interest-based negotiation, leading networks, mediation, and leadership style.

*5 Quarter Credit Hours*

*Prerequisite or corequisite: PP 500 or enrollment in the Master of Science in Homeland Security and Emergency Management or Master of Science in Environmental Policy 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.

*5 Quarter Credit Hours*

*Prerequisite or corequisite: 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.

*5 Quarter Credit Hours*

*Prerequisite or corequisite: 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.

*5 Quarter Credit Hours*

*Prerequisite: PP 510*

**PP 610: BALANCING THE BUDGET—  
BUDGETARY PROCESS**

Students will study the fundamental concepts and practices of budgeting and financial management. The budget process and preparation, cost analysis, and budget reform will be covered in detail. Crisis management and balancing the budget are also addressed.

*5 Quarter Credit Hours*

*Prerequisite: PP 510*

**PP 620: PUBLIC POLICY AND  
HEALTH ADMINISTRATION**

This course examines important and current health care policies facing health care administration in the United States. Students will identify the strategic questions facing delivery and financing of health services including policy, funding, management, and delivery.

*5 Quarter Credit Hours*

*Prerequisite: PP 510; PP 520*

*highly recommended*

**PP 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.

*5 Quarter Credit Hours*

*Prerequisite: PP 510*

**PP 640: POLITICAL AND ECONOMIC FORCES**

Students will explore the interaction of political and economic forces that impact public administrators in governmental and nonprofit sectors. The course will cover fundamental concepts such as marginal analysis, optimization and suboptimization, and ceteris paribus reasoning. Students will use economic reasoning to better explain this interaction between political entities and economic forces including governments' behavioral effects on markets, the role of competition in the provision of public goods, resource allocation, and market failure and government failure.

*5 Quarter Credit Hours*

*Prerequisite: PP 510*

**PP 650: PUBLIC POLICY ANALYSIS**

The course focuses on the analysis of public policy and approaches to problem solving. Students will study methods of analysis, performance measurements and assessment of public policy, and program evaluation.

*5 Quarter Credit Hours*


*Prerequisite: PP 510*

**PP 698: APPLIED RESEARCH PROJECT**

Students experience the art and science of research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Candidates will conduct their own research project.

*5 Quarter Credit Hours*

*Prerequisite: LS 504; final term of the program*



*The level of student support that I received through Kaplan University...was great...  
The quality of education I obtained through Kaplan University is just top notch.  
I really enjoyed the program, the style, the curriculum.*

– Margheritte Apodaca, School of Business and Management Graduate

# CONCORD LAW SCHOOL



## 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.

# 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 Doctor<sup>SM</sup> (Executive JD<sup>SM</sup>/EJD<sup>SM</sup>), 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.

## 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](http://www.calbar.ca.gov). Specific information can be found in the Admissions section. For online registration, visit [calbar.xap.com](http://calbar.xap.com).

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 Student Services link under the FAQs tab.

## 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 reenrollment 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 for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

## 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 or employed at all.

### JD PROGRAM

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 working 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.

### EJD PROGRAM

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 three “tracks” in the specialty areas of health law, law and technology, and criminal justice.

### LLM PROGRAM

The LLM (Master of Laws) program is designed for practitioners with experience in a particular field of law who wish to increase their understanding of that field through additional practice-oriented education, or for practitioners looking to move into a specialty field.

#### Small Business Practice LLM

The Small Business Practice LLM is designed for practicing attorneys and recent law school graduates who want an in-depth, practical knowledge of the legal issues unique to small business, an increasingly important segment of the economy. These issues include, but are not limited to, taxation and succession planning, leasing commercial real estate, regulation and finance, protecting and selling intellectual property, and a wide-range of employment law issues. Students in the Concord Small Business Practice LLM will cover each of these subsets of law and others in a curriculum structured for and carefully tuned to small business, unlike many traditional law school courses.

The Small Business Practice LLM is a 24-unit program. Courses are held in 15-week trimesters. The program could be completed in a minimum of 6 trimesters (2 years), and students may not exceed 4 years of study.

Admission to the LLM program is limited to those students who have obtained a JD or equivalent degree from a law school in the United States. Applicants who have earned a first (basic) law degree from a law school outside the United States must be approved by the Concord LLM Program Director. An applicant whose native language is not English must demonstrate language proficiency by a TOEFL score of 550/213/80 or higher.

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs.

## The 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. JD students may obtain a concentration in health law by focusing their electives (12 units) in the health law area.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
REQUIRED	Contracts	Civil Procedure	Corporations	Community Property
	Torts	Constitutional Law	Evidence	Wills and Trusts
	Criminal Law	Real Property	Professional Responsibility	Remedies
	Legal Writing and Test Taking	Criminal Procedure	Legal Analysis and Writing	Capstone
			Legal Research	
ELECTIVES	No Electives	No Electives	2–4 units	6–8 units

## 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. Students in the EJD general program are required to complete 38 units in specific core classes indicated below and an additional 34 units of electives to graduate.

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 the taking of another course, either previously or concurrently. For example, a student taking Bioethics should have previously taken Health Law.

### Health Law

Students who elect the health law track combine a core of required courses with a wide range of health law electives. In the second year, students begin the specialization with the foundation-building Health Law course. This track is designed for individuals with a background in the health care profession who seek to enhance their current position or 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.

### 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 a combination of eight units of selected upper-division technology electives through Kaplan University and/or patent law elective courses.

### Criminal Justice

This track is designed for individuals with a background in criminal justice 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 Criminal Procedure and Evidence plus eight units of selected upper-division criminal justice electives through an agreement with Kaplan University.

	EJD	EJD HEALTH LAW	EJD LAW AND TECHNOLOGY	EJD CRIMINAL JUSTICE
<b>FIRST YEAR</b>	<ul style="list-style-type: none"> <li>• Contracts</li> <li>• Torts</li> <li>• Criminal Law</li> <li>• Legal Writing and Test Taking</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts</li> <li>• Torts</li> <li>• Criminal Law</li> <li>• Legal Writing and Test Taking</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts</li> <li>• Torts</li> <li>• Criminal Law</li> <li>• Legal Writing and Test Taking</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts</li> <li>• Torts</li> <li>• Criminal Law</li> <li>• Legal Writing and Test Taking</li> </ul>
<b>SECOND YEAR</b>	<ul style="list-style-type: none"> <li>• Constitutional Law</li> <li>• 18 units of electives</li> </ul>	<ul style="list-style-type: none"> <li>• Constitutional Law</li> <li>• Health Law</li> <li>• 14 units of electives*</li> </ul>	<ul style="list-style-type: none"> <li>• Constitutional Law</li> <li>• Civil Procedure</li> <li>• Real Property</li> <li>• Either Cyberlaw or Intellectual Property</li> </ul>	<ul style="list-style-type: none"> <li>• Constitutional Law</li> <li>• Criminal Procedure</li> <li>• 14 units of electives*</li> </ul>
<b>THIRD YEAR</b>	<ul style="list-style-type: none"> <li>• Legal Analysis and Writing</li> <li>• Legal Research</li> <li>• Cross Profession Ethics</li> <li>• 16 units of electives</li> </ul>	<ul style="list-style-type: none"> <li>• Legal Analysis and Writing</li> <li>• Legal Research</li> <li>• Cross Profession Ethics</li> <li>• 16 units of electives*</li> </ul> <p>*Of the 30 units of elective courses, at least 8 units must be in advanced health law elective courses.</p>	<ul style="list-style-type: none"> <li>• Legal Analysis and Writing</li> <li>• Legal Research</li> <li>• Cross Profession Ethics</li> <li>• Either Cyberlaw or Intellectual Property</li> <li>• 12 units of electives*</li> </ul> <p>*Of the 12 units of elective courses, at least 8 units must be in patent law courses, Kaplan University technology courses, or a combination of the two.</p>	<ul style="list-style-type: none"> <li>• Legal Analysis and Writing</li> <li>• Legal Research</li> <li>• Cross Profession Ethics</li> <li>• Evidence</li> <li>• 10 units of electives*</li> </ul> <p>*Of the 24 units of elective courses, at least 8 units must be in Kaplan University criminal justice courses.</p>

### SMALL BUSINESS PRACTICE LLM

The Small Business Practice LLM is a 24-unit, 2-year program. Students enrolled in the Small Business Practice LLM are required to complete the specific core classes indicated below.

FIRST YEAR		
Employee Management and Benefits I Leasing Commercial Real Estate	Employee Management and Benefits II Structure and Governance of Small Firms and Other Closely Held Business Organizations	Electronic Contracting, Business on the Web, and E-Commerce Protecting and Selling Intellectual Property
SECOND YEAR		
Regulation and Finance in Starting and Growing a Small Business Taxation and Succession Planning	Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms Law Practice Management	Business Torts Franchise, Distributorship, and Relationship Law

### Program Outcomes

**Technology:** Apply technology to provide client services to operate and market small businesses ethically, efficiently, and effectively.

**Risk Management:** Analyze legal risks in small business settings to better anticipate new circumstances affecting these risks and to more quickly and opportunistically avoid them.

**Marketing and Office Management:** Evaluate the challenges of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics.

**Organizational Forms and Finance:** Demonstrate an understanding of the unique situational and strategic business concerns and special situations inherent in sole proprietorships and other closely-held business forms.

**Human Relations:** Develop skills to deal with the close client interactions inherent in representing small business.



# Admissions

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). LLM students may begin their program on one of three start dates during the year: January, May, or August.

## 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. 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 grade point average (CGPA) 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 by the School's Admissions Committee.

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 a TOEFL score of 550/213/80 or higher or at least 2 years of college-level study completed 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](http://www.calbar.ca.gov).

## EJD Program

The requirements are the same as the JD program with the exception that the undergraduate institution attended need not be approved by the State Bar of California.

## LLM Program

Admission to the LLM program is limited to those students who have obtained a JD or equivalent degree from a law school in the United States. Applicants who have earned a first (basic) law degree from a law school outside the United States must be approved by the Concord LLM Program Director. In addition, applicants must be in good standing with each state bar in which they are a member.

Applicants who have completed their JD or equivalent degree of study outside the United States must have their study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by a TOEFL score of 550/213/80 or higher.

All courses offered are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the School's interview and application process.

## Application for Readmission

### JD AND EJD PROGRAMS

Former students who wish to return to Concord in either the JD or EJD 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 September of the same year.

Students who withdraw from their program after the first 4 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 2010 may apply for readmission and enroll in a term that begins as early as June 2012.

### LLM PROGRAM

Students who withdraw or are dismissed from Concord's LLM program for nonattendance, failing to progress in their studies, financial reasons, or other nonacademic reasons, or for academic or student disciplinary reasons, must receive approval from the Concord LLM Program Director to apply for readmission.

## Transfer Credit for Prior Law Studies

Students enrolled in the JD or EJD program must complete at least one-half of the program requirements at Concord to qualify for the degree. Students in the JD program must complete at least 2 years of study at Concord and students in the EJD program must complete at least 36 units at Concord. Students in the LLM program must complete all of the degree requirements at Concord. No credit is offered for experiential learning (work experience).

## JD PROGRAM

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.

## EJD PROGRAM

Transfer credit will be considered for courses taken at institutions described above for the JD program. 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 at the discretion and determination of the Associate Dean of the EJD program.

## LLM PROGRAM

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs.

## 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.

## Equipment, Internet Connection, and Technological Competency

The computer equipment utilized to access Concord's online program must meet the minimum requirements below. Elective courses may have additional requirements. Note that the computer and software requirements may evolve during a student's course of studies, in particular as third-party vendors discontinue support for older versions of a product.

## HARDWARE/OS MINIMUMS

- A PC running Windows XP, Vista, or Windows 7 (please note release candidate versions are not supported) with the operating system's minimum requirements for processor, memory, and hard drive (see the Microsoft website for minimum requirements)
- 1 GB RAM or more (recommended)
- Sound card and speakers
- 1024 x 768 monitor with a 16-bit or greater video card (24-bit preferred)

## SOFTWARE

- Internet Explorer 6.0 or a more recent version or Firefox 3.5 or a more recent version
- Adobe Flash Player 10.0 or a more recent version (downloaded from the Internet)
- Verisign Digital Certificate
- MS Word 97 or a more recent version or a word processor that can create files with the following extensions: .doc (MS Word 97 through MS Word 2003), .docx (MS Word 2007), or a standard .rtf (rich text format)
- RealPlayer 8.0 or a more recent version (downloaded from the Internet)
- Adobe Reader 9.0 or a more recent version (downloaded from the Internet)
- A current antivirus application with up-to-date virus definitions and a current antispyware program

## INTERNET CONNECTION

- A dedicated, reliable connection to the Internet consisting of at least a 128 Kbps modem or faster; a broadband connection is preferred
- An email address for the exclusive use of the student that will accept all emails, including attachments, from the domain name concord.kaplan.edu (Note: Students are presumed to receive the messages sent to designated email addresses. It is the responsibility of the student to ensure that messages from Concord Law School are not blocked and that the mailbox is not too full to receive messages.)

## TECHNOLOGICAL COMPETENCY

- Ability to use email to correspond with faculty, staff, and students
- Ability to access, create, and save documents in MS Word or other program in standard .doc, .docx, or .rtf (rich text format) files (this includes the ability to cut-and-paste, edit documents, and search for files)
- Ability to browse the Web
- Ability to run antivirus and antispyware applications to ensure that files are virus free
- Ability to open .pdf files

NOTE: Some courses and programs may have additional software and hardware requirements.

# 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, listservs, 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 audio streamed from professor to student and text-based responses are sent from student to professor. 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 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 Dean of Students supervises 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 the Law Advisor. Together, the student and Advisor develop a study plan to assist the student in overcoming scheduling, academic, or other problems that may have been creating barriers to satisfactory performance. 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. It also includes access to the UAH Salmon Library at the University of Alabama in Huntsville, Alabama, used by Kaplan University, which provides online access to several excellent business, periodical, and law-related databases.

The School provides JD and EJD students with access to Westlaw, an electronic legal library, after they have been enrolled for a month. LLM students receive Westlaw access when they start classes. In addition to the Concord Librarian's tutorial, Westlaw offers live research training and materials to 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 in obtaining up-to-date information about entering the legal field after graduation or obtaining legal experience while enrolled at the School. Although the School site has links to resources that allow any student to investigate the career opportunities open to those with a legal education, they are primarily for third- and fourth-year students. As students progress through the Concord program, they may contact the Career Services Director for individual assistance with their career development.

Concord does not guarantee that graduates will be placed in any particular job or employed at all.

Concord's JD program is designed to meet the requirements of the State Bar of California to allow Concord's JD graduates to sit for the California Bar Exam, if all additional requirements are met. Students interested in sitting for the Bar Exam in other jurisdictions should consult those admission-to-practice rules. Although the JD program is designed to prepare students to sit for the Bar Exam, Concord cannot guarantee students will pass the exam.

## 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 on 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 and the State Bar of California. Transcripts will not be released without the prior written consent of the student in accordance with FERPA.

# School Policies

## Attendance Policy

Concord's learning management system captures when students complete academically related activities such as when they log in to the school site (student homepage), how long they stay logged in during a session, and when they click through assignments in their course modules. 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.
3. Students dismissed for nonattendance may apply for readmission under Concord's application for readmission policies and procedures.
4. Students may appeal to the Associate Dean by filing a petition for extended enrollment if they feel an error has been made in their attendance calculation. All appeals must occur within 30 days of any administrative action.

## Academic Year and Enrollment Status

The academic year for JD students is 51 weeks. The academic year for EJD and LLM students is 52 weeks, which may be extended for EJD students 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.

### JD AND EJD PROGRAMS

The reference to "term" is for the 51-week term for JD students and the 52-week term for EJD students.

- Full-time = 22 credit hours per term
- Three-quarter-time = 16 credit hours per term
- Half-time = 11 credit hours per term

### LLM PROGRAM

The reference to "term" is for the 15-week term for LLM students.

- Full-time = 8 credit hours per term
- Three-quarter-time = 6 credit hours per term
- Half-time = 4 credit hours per term

## Add/Drop Policy for Courses

Required courses in the JD and EJD programs are not subject to the Add/Drop policy. Students in the JD program are responsible for ensuring that they are carrying sufficient units for a "qualifying year of law study" as required by the State Bar of California. Students in

the EJD program are responsible for ensuring that they are carrying sufficient units to complete the program within the 6-year time limit.

### JD PROGRAM

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.

### EJD PROGRAM

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.

### LLM PROGRAM

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

### JD PROGRAM

#### 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.

Students who do not maintain an appropriate pace, or who do not log into their courses in a timely manner after a term begins, are subject to probation and possible dismissal. Further, any grade lower than "C-" is considered a failing grade and the hours of credit earned will be reduced. Any student who earns a grade of "D" (including "D+" or "D-") earns credit for only one-half of the total number of hours possible for that course. Any student who achieves a grade of "F" earns no credit for that course.

#### First-Year Requirements

JD students in the first academic year must pass every course with a "C-" or above 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. Should the student fail any individual course (receive a grade below a "C-") in the first year, 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 above 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 achieved a "D" 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 as long as they meet the criteria established by the EJD program for transfer. 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

First-year students who achieve passing grades in all their courses but end the term with a grade point average (GPA) below 2.0 are placed on academic probation. Students must then attain a cumulative GPA of 2.0 at the end of their second year to progress on to their third year of studies.

If an upper-division student's CGPA 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 the CGPA.

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:

- Any course in which the student achieved a grade of "C-" or lower in the failing year must be repeated under the Retaken Work policy.
- Any course in which the student achieved 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.

### 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 grade point average (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 any term falls below 1.5 is subject to dismissal from the School.

### LLM PROGRAM

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 CGPA for an academic year falls below 2.0 is subject to dismissal from the School.

## Satisfactory Academic Progress

### JD PROGRAM

Satisfactory academic progress is defined as follows for students in the JD program without prior law studies, or with prior law studies and an exemption from the FYLSE:

1. The student is 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;
2. Achieves a GPA of at least 2.0 in the first year and maintains a CGPA of at least 2.0 in all upper-division years;
3. Completed the previous year of study with at least 22 units of credit; and
4. Has passed the FYLSE before starting the third year.

Satisfactory academic progress is defined as follows for students in the JD program with prior law studies who are required to take and pass the FYLSE, and established eligibility for the FYLSE before matriculating to Concord:

1. The student is 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;
2. Achieves a GPA of at least 2.0 in the first year and maintains a CGPA of at least 2.0 in all upper-division years;
3. Completed the previous year of study with at least 22 units of credit; and
4. Has passed the FYLSE before starting the second year.

## EJD PROGRAM

Satisfactory academic progress is defined as follows for students in the EJD program:

1. The student is 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,
2. Achieves a GPA of at least 1.7 in the first term and maintains a CGPA of at least 1.7 in all upper-division terms, and
3. Completed the previous year of study with at least 22 units of credit.

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.

## LLM PROGRAM

Satisfactory academic progress is defined as follows for students in the LLM program:

1. The student is at, or no more than four modules behind, the ideal module pace as set forth in the ideal module table on the School site,
2. Achieves a GPA of at least 2.0 in the first term and maintains a CGPA of at least 2.0 by the end of an academic year, and
3. Completes at least 6 units during an academic year.

## Reinstatement/Extended Enrollment Status

A student who is terminated because of either failure to comply with the Attendance policy or who has been found in violation of the Satisfactory Academic Progress policy, as set forth above, may appeal the decision by submitting a written appeal. A JD or EJD student should submit his or her appeal to the Associate Dean at [associatedean@concord.kaplan.edu](mailto:associatedean@concord.kaplan.edu); a LLM student should submit it to the Concord LLM Program Director. Appeals must:

1. Be submitted within 30 business days of notification of the termination or failure to comply, and
2. Explain the circumstances surrounding the failure to comply with School policies and provide appropriate supporting documentation.

The student will be notified within 10 business days of the Associate Dean's decision. If a student is reinstated, it will be on an extended enrollment status. Students on extended enrollment status are not eligible for financial aid.

A student who has been reinstated on extended enrollment status who becomes compliant with the Satisfactory Academic Progress policy may petition the Associate Dean to be placed back on regular status.

## Grading and Examination

### GRADING SCALE

Concord grades all 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.

LETTER GRADE	NUMBER GRADE	GRADE POINT VALUE	DEFINITION
A	83 and Above	4.0	Superior
A-	80–82	3.7	Superior
B+	78–79	3.3	Excellent
B	73–77	3.0	Excellent
B-	70–72	2.7	Excellent
C+	68, 69	2.3	Proficient
C	63–67	2.0	Proficient
C-	60–62	1.7	Proficient
D+	58, 59	1.3	Below Standard Proficiency
D	53–57	1.0	Below Standard Proficiency
D-	50–52	0.7	Below Standard Proficiency
F	Below 50	0.0	Unsatisfactory
AU			Audit
IP			Class in Progress
NG			No Grade
P			Pass
W			Withdrawal

Any JD student who achieves a grade of “D” (including a “D+” or “D-”) earns credit for only one-half of the total number of hours possible for that course. Any student who achieves 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 the GPA.

## EXAMS

### JD Program

Exams are administered in a variety of forms, including:

- **Modular quizzes:** Administered asynchronously on the School site. For the first 10 modules of the first-year subjects, the quizzes are totally “open book” and untimed. Students work on improving the speed of responses and work under “closed-book” conditions for quizzes in the remainder of the first-year subjects. All other quizzes in all courses (except where otherwise noted in the specific course syllabus or grading policy) are to be taken under timed conditions (2 minutes per quiz question) and under closed-book conditions.
- **Essay writing assignments:** Administered asynchronously on the School site. For the writing assignments in the first-year subjects, the assignments are open book. Student should strive to complete the first six essay assignments in the first year within 1.5 hours and the last three first-year essay assignments within 1 hour. Concord

will monitor the time each student takes to download an essay and then submit a response. For requirements of upper-division essays, review the course syllabus and grading policy.

- 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.

## EJD PROGRAM

In the EJD program, modular quizzes are administered as open-book exams, asynchronously on the School site. The essay writing assignments and final exams are administered under the policies stated above.

## LLM PROGRAM

In the LLM program, the format of the assessments is unique to each course. Courses may require modular quizzes and writing assignments, which typically are administered asynchronously on the School site. In addition, courses may require final projects or exams, which may be administered through the School site at fixed dates and times with specific deadlines for completion.

All assessments are administered under the Concord Honor Code. Assessment administration requirements are specific to each course. Additional information may be found under the Grading Policy for each course on the Concord site.

## FINAL EXAM QUALIFICATION POLICY

### JD Program

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 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 untaken 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 class 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.

### EJD Program

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 untaken or incomplete on the date of the final examination.

### LLM Program

A student who has advanced to module 13 in any 15-module course may take the final examination for that course.

## Retaken Work Policy

### JD AND EJD PROGRAMS

Each JD student must successfully complete (achieve a grade of “C-” or better) all core curriculum courses within 48 to 52 consecutive study weeks to be eligible to continue to the next year of study or graduation. Any failure of a core course will necessitate the repetition of the entire year of study. Upon successful completion of all courses in the year in which the failed course occurs, the GPA will reflect only the grades from the successful year, but no higher than a “C” in all courses retaken. If a noncore course is failed, the course may be repeated once. Both attempts will remain on the transcript and count toward the student’s GPA.

EJD students may repeat a failed course once. Both attempts will remain on the transcript and count toward the student’s GPA. Concord does not specially indicate retaken courses on the School transcript.

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, essay assignments, papers, and quizzes taken will reflect the student’s actual level of achievement during the term, but 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.

### LLM PROGRAM

LLM students may repeat a failed course once. Both attempts will remain on a student’s transcript and count toward his or her GPA.



## 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.

## Transfer Credit for Outside Law School Courses

### JD PROGRAM

Third- and fourth-year Concord students 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](mailto: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 Credit for Outside Law School or Graduate Program Courses

### EJD PROGRAM

In addition to the approved Kaplan University courses, second- and third-term Concord students 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](mailto: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.

### LLM PROGRAM

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs.

## Transfer 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.

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.

## Probation for Failure to Progress in Studies

### JD PROGRAM

JD students must maintain a module pace in their required courses that will result in the completion of each academic term in 48 to 52 weeks, as required by the State Bar of California.

### Module Alert System

#### Three Modules Behind

Student progress is strictly monitored by the Law Advisor on a weekly basis. Students who fall three or more modules behind in their required courses (as noted on the student homepage and syllabus) are notified of their status by an automatic “module alert” that appears when they enter the site. Students should also expect an email message from their Law Advisor.

#### Four Modules Behind

Students who fall an average of four modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning notice if probation appears imminent. If a student's progress does not improve after receiving the warning notice and counseling from his or her Law Advisor, the student will be placed on probation after he or she falls five modules behind.

#### Five Modules Behind—Probation for Failure to Progress

Students who fall an average of five modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be placed on probation for failure to progress. A notice of probation appears automatically when they enter the site. Since probation may negatively affect students who receive federal funding, every care should be taken to avoid this serious consequence.

Students who fail to respond to the notice of probation put themselves in jeopardy of dismissal from the program.

#### Seven Modules Behind

Students who fall an average of seven modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning that dismissal is imminent. If no progress is made, students will be dismissed after falling behind eight modules. This is the final warning to students.

#### Eight Modules Behind

Students who fall an average of eight modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be dismissed from Concord. Students will receive an automatic notification of dismissal when they enter the site. A dismissal may negatively affect students who receive federal funding or student loans.

### EJD PROGRAM

#### Minimum Progress Policy

In addition to the requirements of the Attendance and Satisfactory Academic Progress policies, EJD students must make minimum progress in the curriculum at all times. Minimum progress means that students must note as complete at least one module in every course every 30 days. This minimum progress is designed to ensure that students remain engaged in their studies and applies to both students who are ahead of the ideal module pace in their studies and students who may be behind the ideal module pace.

If minimum progress, as defined above, is not achieved, the student must respond to the Law Advisor's request to develop a study plan to bring the student back to the ideal module pace. If a student fails to cooperate in the development of a study plan within 7 days of the Law Advisor's request, and minimal progress is not made during this time, the student may be subject to dismissal.

#### Module Alert System

Under the flexible pacing model, EJD students must maintain a module pace in their required courses that will result in the satisfactory completion of each academic term in either 52 or 78 weeks.

#### Three Modules Behind

Student progress is strictly monitored by the Law Advisor on a weekly basis. Students who fall three or more modules behind in their required courses (as noted on the student homepage and syllabus) are notified of their status by an automatic "module alert" that appears when they enter the site. Students should also expect an email message from their Law Advisor.

#### Four Modules Behind

Students who fall an average of four modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning notice if probation appears imminent. If a student's progress does not improve after receiving the warning notice and counseling from his or her Law Advisor, the student will be placed on probation after he or she falls five modules behind.

#### Five Modules Behind—Probation for Failure to Progress

Students who fall an average of five modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be placed on probation for failure to progress. A notice of probation appears automatically when they enter the site. Since probation may negatively affect students who receive federal funding, every care should be taken to avoid this serious consequence.

Students who fail to respond to the notice of probation put themselves in jeopardy of dismissal from the program.

#### Seven Modules Behind

Students who fall an average of seven modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning that dismissal is imminent. If no progress is made, students will be dismissed after falling behind eight modules. This is the final warning to students.

#### Eight Modules Behind

Students who fall an average of eight modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be dismissed from Concord. Students will receive an automatic notification of dismissal when they enter the site. A dismissal may negatively affect students who receive federal funding or student loans.

### LLM PROGRAM

In addition to the requirements stated in the Attendance and Satisfactory Academic Progress policies, LLM students must make minimum progress in the curriculum at all times. Minimum progress is defined as the completion of at least one module in every course every 21 days.

If minimum progress, as defined above, is not achieved, students may be advised to develop a study plan to bring them back to the ideal module pace. Failure to cooperate in the development of a study plan may result in dismissal from the program.

### Time Limit to Complete Coursework

Students are required to complete the JD program within 5 years after passing the FYLSE, or, for prior law students offered advanced standing, within 4 years after commencing studies at Concord.

EJD students are required to complete the program within 6 years of starting their studies at Concord, and LLM students are required to complete the program within 4 years.

Deferrals and leaves of absence granted do not extend this time limit.

## Graduation Requirements

### JD AND EJD PROGRAMS

Students in the JD program must successfully pass all required courses and complete at least 92 units within the timeline 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 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.

Both JD and EJD students must be in good financial standing to graduate and must have successfully completed all academic requirements to participate in the graduation ceremony.

### **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.

### **LLM PROGRAM**

Students in the LLM program must successfully pass all required courses, complete 24 units within 4 years of commencing study, and maintain a cumulative GPA of 2.0 to graduate. In addition, students must be in good financial standing and must have successfully completed all academic requirements to participate in the graduation ceremony.

## **Deferment, Leave of Absence, 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. An upper-division student who starts in January may request a deferral to July, which is the start of the next term.

### **LEAVE OF ABSENCE**

Concord Law School may grant, on a limited basis, an administrative leave of absence in the event the School is unable to schedule students within 30 days of the next upper-division term. A leave of absence is not available to students who choose to defer to a future upper-division term start date.

The following policies apply:

1. A request for a leave of absence must be submitted in writing and include the reason for the student's request.
2. The total number of days on leave cannot exceed a total of 180 days in any 12-month period.
3. Students must return from a leave of absence when the next upper-division term becomes available.
4. Students will not be eligible for any financial aid while on leave.

5. Students who have received Title IV loans and fail to return from a leave of absence will have their grace period begin retroactively from the date the leave began, and may have their grace period reduced or eliminated.
6. Students who fail to return from a leave of absence on the scheduled date will be dropped from the program.
7. Students making tuition payments to the School are obligated to continue to do so during a leave of absence.

Please note that a leave of absence could affect students' future financial aid eligibility and the availability of class scheduling.

Students whose circumstances do not permit them to successfully complete the term should withdraw and apply to be readmitted when they are ready to return to the School.

Students in the EJD program may select the slower 78-week pace.

A break in studies or extension of the term may impact the student's eligibility for financial aid.

### **WITHDRAWAL POLICY**

#### **JD and EJD Programs**

Students who withdraw from Concord must make a request to the School containing the reasons the student is no longer able to complete the program. The request may be 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 "W"s for course grades on the transcript. Withdrawals made within a week of the first scheduled final exam (JD students) and the end of term (EJD students) will result in grades of "F" for those courses where a student did not sit for final exams or submit final course papers.

The effective withdrawal date for a student shall be when any of the following occur:

1. The date the student notifies Concord of withdrawal or the date of withdrawal, whichever is earlier,
2. The last date of attendance in the case of students who do not complete academically related activities within the first 7 days of the term start date,
3. The last date of attendance for students who fail to complete academically related activities for 21 consecutive calendar days,
4. The date when Concord terminates the student's enrollment, or
5. The date the student is scheduled to return from a leave of absence and fails to do so.

All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual participation (log in) is used in calculating any refund amount.

#### **LLM Program**

Students who wish withdraw from the LLM program or cancel their studies are encouraged to contact the Concord LLM Program Director by email or phone to discuss their options. Withdrawal and cancellation requests must be made as stated above in the Withdrawal Policy.

## Dismissed Students

Students who are dismissed from Concord may apply for readmission and enroll in a term that begins a minimum of 12 months from the date of their dismissal. Please see Application for Readmission in the Admissions section.

## Student Conduct

Concord requires students to conduct themselves in accordance with the professional standards and conduct expectant of attorneys and future attorneys. Students failing to meet these standards or who are disruptive to the School and learning environment may be subject to disciplinary action, including dismissal from the School.

Concord has taken precautions to discourage dishonesty and preserve the academic integrity of its programs. Concord has installed protections into its website to prevent students from using the curriculum inappropriately or submitting assignments or examinations fraudulently. Any student found to be involved in the submission of fraudulent assignments or material on the website or otherwise in furtherance of his or her degree will be subject to discipline, including possible expulsion from the School.

In addition, any evidence of unethical or fraudulent use of the site by a student in the JD program that is confirmed after thorough investigation by Concord will be forwarded to the Committee of Bar Examiners of the State Bar of California and may affect the student's future application for admission to the Bar. In the case of such conduct by a student in the LLM program, any such information may be forwarded to the ethics committee of the appropriate jurisdiction.

## The 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 even 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 grades 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 to 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 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 to 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, audiotapes, and videos. There are also 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 or 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.

## 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) abide by certain rules governing use of that virtual environment, and (2) use the Concord Law School (“Concord”) secure School website (“Concord Site”) in a responsible, ethical, and legal manner. While it is not possible to enumerate every type of conduct that may violate these principles, the following rules form a framework for proper use of the Concord Site.

### 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 in particular 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, 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, 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 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.

## **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 at 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 Offices 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 to do 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](http://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](http://www.concord2.kaplan.edu). Information submitted to this School Site is not shared with the [concordlawschool.edu](http://concordlawschool.edu), [info.concordlawschool.edu](http://info.concordlawschool.edu), [kaplan.edu](http://kaplan.edu), or [kaplanuniversity.edu](http://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](http://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 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 and students may opt out of providing this information and it therefore 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 this is 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 at 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 on 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 it 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; telephone 310.689.3200; or via email to [associatedean@concord.kaplan.edu](mailto:associatedean@concord.kaplan.edu).

### 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](mailto: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, 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.

## 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 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 EJD 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 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.

## Report/Complaint Procedures

### 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 wishing 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](mailto: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, and 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 such misconduct was the sanction imposed or consequent action taken.
5. All General Report/Complaint forms, findings of fact, and final decisions of the Associate Dean and/or committee shall be maintained at the administrative offices for a period of no less than 5 years.

### REVIEW BY THE DEAN

A student requesting a Review by the Dean pursuant to paragraph four of the School's General Report/Complaint Procedures shall submit an email to administration using the link through the student's personal homepage, with the first line of the message being "Request for Review by the Dean." The request must clearly identify the proceeding and decision the student is requesting to have reviewed, provide a summary of supporting facts, and provide a list of supporting evidence (e.g., email messages, copies of bulletin board postings, letters, names of potential witnesses), if any, the student has in his or her possession, and/or directions where supporting evidence may be found.

The Dean will conduct a timely review of the matter. This review will be on the written record and shall give appropriate regard to the outcome of the prior proceedings on the matter. The Dean may affirm those proceedings or, in exceptional circumstances and for good cause shown, may overrule the prior outcome and enter a different result.

## GRIEVANCE POLICY

Students may address grievances or complaints not covered under any other specific school code or policy to the Associate Dean by requesting a reporting form as set forth in the School's General Report/Complaint Procedures.

For Arizona residents only: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board 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)

For Wisconsin residents only: Any questions or concerns about this institution that have not been satisfactorily answered or resolved by the institution 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](mailto:EABmail@eab.state.wi.us)

## 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);
- The Family Educational Rights and Privacy Act of 1974 and the implementing regulations 34 CFR Part 99;
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap);
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90; and
- The Americans with Disabilities Act of 1990 and the implementing regulations in 29 CFR Part 1630 (1992).

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 modifications 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](mailto:associatedean@concord.kaplan.edu)

## Tuition and Fees

A \$100 nonrefundable application fee is required to be considered for admission to the JD and EJD programs. Annual tuition for terms starting between June 1, 2009, and May 31, 2010, is \$9,600. Effective June 1, 2010, the annual tuition is \$9,984. For renewing students there is a \$100 registration fee. Any units taken above 24 units annually are charged at the rate of \$400 per unit for terms starting between June 1, 2009, and May 31, 2010. Effective June 1, 2010, the per-unit rate is \$416. Tuition increases will typically occur at the beginning of June.

Some upper-division electives offered in partnership with other law schools require a one-time program fee in addition to the Concord tuition rate or alternatively the tuition rate of the partner school.

Tuition for the LLM program is charged per unit of credit. Effective June 1, 2010, the per-unit rate is \$900, for a total program cost of \$21,600.

Access to the Internet curriculum begins at a prescribed time when all tuition and orientation obligations are met. The above tuition and fees do not include the student's own cost of textbooks, computer equipment, Personal Digital Certificate, an online provider to access the curriculum, and certain student services fees. These costs are estimated to be:

- Textbooks: \$600 per year
- Computer equipment: \$1,000
- Online provider: \$29.95 per month
- Personal Digital Certificate: \$19.95 per year
- MS Word or other .doc/.docx compatible word processing program (market price)

## MISCELLANEOUS FEES

Returned check fee	\$10
Official transcripts (unofficial transcripts are available through the student homepage)/good standing letter	No charge for the first copy; subsequent copies are \$5 each
Deferment request—within 2 weeks after acceptance	\$75
Deferment request—more than 2 weeks after acceptance but before start of term	\$150
Deferment request—after start of term	\$250
Petition for special treatment	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
Degree audit/diploma order	\$100
Graduation ceremony tickets	\$135 to participate in the ceremony; this fee includes up to four tickets
Late registration fee	\$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

## Financial Aid Services

Prior to enrolling at Concord, applicants are encouraged to explore all options available to them for financing their education including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by the School's Financial Aid Office to help students understand their options before entering into a contractual agreement.

Concord is approved for the following loans and programs:

**Loans** (available to all students, subject to eligibility requirements)

- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

**Other Agencies or Programs**

- Promise Jobs
- Veterans Administration Benefits
- Workforce Development Center
- 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 University does not require that any loans be obtained from any particular lender or source.

## 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. To determine the percentage of the payment period for which federal financial aid was awarded and completed, the percentage of the payment period or term completed, which is the number of days completed up to the withdrawal date, is divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, the student will have earned 100 percent of the federal financial aid funds already disbursed to him/her. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the 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 institution. If a student earned more aid than was disbursed to them, the institution would owe the student a postwithdrawal disbursement, which must be paid within 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 Grant
9. Other Title IV assistance
10. Other state funds (unless otherwise mandated by the state)
11. Private and institutional aid
12. Student

## 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](mailto:administration@concord.kaplan.edu), by mailing a certified, written notice of cancellation to Attn: Director of Student Services, Concord Law School, 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024, by telephoning 310.689.3200, or in person at the Concord Administrative Offices in Los Angeles. If students cancel prior to or on the first day of commencing instruction, they will receive a full refund of tuition paid. All refunds will be made within 30 days of cancellation.

If the student has obtained a loan to pay for tuition, it is the student's responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. Students are advised that some financial refunds are due directly to the lender.

### JD CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid, up to the time 60 percent of the academic 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 anytime 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 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 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 anytime 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.

### EJD CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid up to the time 60 percent of the academic term has been completed (60 percent of the academic term is defined as completion of 60 percent of the 24 units per year of which the program is comprised, or 14.4 units).

Thus, for example, a student who withdraws from, or is dismissed by, the School anytime after commencing the program, but prior to completing 60 percent of the program, will receive a prorated refund calculated as follows: if the student paid the EJD tuition of \$9,600 and completed 15 modules in each of the first-year courses, the refund would be \$4,800 calculated as follows: 15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. \$9,600 paid x 12 units paid for but not completed divided by 24 units equals \$4,800. If a student withdraws from or is dismissed by the School anytime after completing 60 percent of the program, there will be no refund.

If the student paid the EJD tuition of \$9,984 and completed 15 modules in each of the first-year courses, the refund would be \$4,992 calculated as follows: 15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. \$9,984 paid x 12 units paid for but not completed divided by 24 units equals \$4,992. If a student withdraws from or is dismissed by the School anytime after completing 60 percent of the program, there will be no refund.

A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.

### LLM CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid up until the end of the ninth week of study in a given term. Thus, a student who withdraws from or is dismissed by the school anytime after beginning or commencing instruction on the Internet, but prior to the end of the ninth week in a given term, will receive a prorated refund as follows:

CANCELLATION REQUEST RECEIVED	REFUND PERCENTAGE
During the First Week	100%
During the Second Week	80%
During the Third Week	70%
During the Fourth Week	60%
During the Fifth Week	50%
During the Sixth Week	40%
During the Seventh Week	30%
During the Eighth Week	20%
During the Ninth Week	10%
During the Tenth Week	0%

# CONCORD LAW SCHOOL COURSE DESCRIPTIONS



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, 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.

### 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.

*Required: JD and EJD*  
2 units

### 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.

*Required: JD and EJD*  
8 units

### 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.

*Required: JD and EJD*  
8 units

### 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.

*Required: JD and EJD*  
6 units

### 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.

*Required: JD and EJD second term*  
6 units

### 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.

*Required: JD and EJD—Law and Technology Track*  
8 units

### 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.

*Required: JD*  
6 units

### 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.

*Required: JD and EJD—Law and Technology Track*  
6 units

### 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.

*Required: JD and EJD—Criminal Justice Track*  
4 units

### 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.

*Required: JD*  
4 units

### 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.

*Required: JD and EJD—Criminal Justice Track*  
6 units

### 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.

*Required: JD*  
4 units

### 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.

*Required: JD only*  
4 units

### 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.

*Required: EJD third term only*  
4 units

**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 instructor.

*Required: JD and EJD third term*  
2 units

**CL 7875: LEGAL RESEARCH**

See Electronic Legal Research.

**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.

*Required: JD only*  
4 units

**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.

*Required: EJD third term; available as a JD elective*  
2 units

**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.

*Required: JD*  
4 units

**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.

*Required: JD only*  
2 units

**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.

4 units

**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.

2 units  
*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 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.

4 Units

*Prerequisite or corequisite: CL 7500*

**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 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.

2 units

**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 doing projects on federal agencies that they are interested in and by addressing situations that are based on agency actions.

4 units

**CL 8120: CONFLICT OF LAWS**

This course examines the problems that arise in choosing the law to be applied to transactions, relationships, or occurrences having contacts

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.

*4 units*

*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.

*2 units*

#### **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.

*2 units*

#### **CL 8150: EDUCATION LAW**

Education Law provides students with an overview of key topics in the field by examining the constitutional principles, statutes, agency regulations, and judicial decisions that have shaped public and private education. The course will help students understand how these various sources of law affect schools and the students and staff in schools. Topics include: foundational principles; school funding; employment issues; school liability; instruction and curricular issues; privacy rights and Right-to-Know laws; student and teacher rights in areas such as the First Amendment, discipline, discrimination, and religion; search, seizure, and interrogation; special education; No Child Left Behind; and cutting-edge topics such as electronic speech, discipline for off-campus behavior, cyberbullying, strip

searches, and education reform. The course uses a problem-based approach that allows students to apply what they learn by discussing and addressing real-world situations through various problems, activities, and assessments. Students will also go outside of the classroom materials to gather information about how education law works in practice and in their own states.

*4 units*

#### **CL 8350: INTERNATIONAL TRADE**

The World Trade Organization and the General Agreement on Tariffs and Trade restrain nations from adversely impacting trade with self-serving restrictions. The course will address, among other things, tariff and nontariff barriers, discrimination, regionalism, antidumping, countervailing duties, and safeguards. The course will also consider other facets of globalization such as economic policy, most-favored-nation status, and the relationship between trade and other regulatory areas or social values, including environmental protection, health and safety standards, human rights, and intellectual property protection.

*2 units*

#### **CL 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.

*4 units*

#### **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.

*Required: EJD—Law and Technology Track*

*4 units*

#### **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.

*Required: EJD—Law and Technology Track*

*4 units*

#### **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.

*2 units*

#### **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).

*2 units*

*Prerequisites or corequisites: CL 8600 or CL 8650, and CL 7200*

#### **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.

*2 units*

*Prerequisite or corequisite: CL 8650 or CL 8600*

#### **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.

*2 units*

*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.  
*Required: EJD—Health Law Track*  
4 units

#### **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.  
2 units  
*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.  
4 units  
*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 learn in a “real-world” way by doing projects on the FDA and on litigation involving medical devices and pharmaceuticals and by drafting pleadings and a judicial decision to address hypothetical situations.  
2 units

#### **CL 8740: 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 risk management in health care environments, from initiation of care through completion of care.  
2 units  
*Prerequisite: CL 8700*

#### **CL 8750: 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 death, 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.  
4 Units  
*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.  
2 units  
*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.  
*EJD only, CGPA requirement*  
4 units

#### **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.  
*JD only, CGPA requirement*  
4 units

#### **CL 8820: ORAL ARGUMENT TRAINING AND PRACTICE**

This course covers effective oral argument and how to implement presentational skills in the context of how to argue a case before an appellate court. The skills, however, apply equally to (1) students who will argue a motion before a trial court and (2) students who never

intend to practice law but, on occasion, need to speak before a group of people. Students will analyze and apply legal principles and policy to a complicated fact pattern and improve their skills in organization and logical thinking. While there are written assignments, success in the course turns on two oral arguments, one on each side of the case. Students will work with partners and on teams. The overarching goal of this course is “collaborative learning,” and students will research, analyze, and plan arguments in “law firm” teams. This is an opportunity to work in cooperative groups toward a final collective goal.

*JD Only*

2 units

*Prerequisites: 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 those platforms. Students first will be introduced to different traditional offline dispute resolution processes. Students then will use and critically evaluate different audio, video, and text-based technologies that can assist in resolving disputes; become familiar with several existing dispute resolution software programs that are available commercially; study and discuss current literature concerning technology mediated dispute resolution; and be expected to use video and audio technology to make a presentation to the entire class. Each student is expected to attend select live class sessions. Every student must have, or have ready access to, a Web camera (webcam) as well as a sufficiently fast Internet connection to allow the student to participate in a direct negotiation via webcam. Students are also required to participate in dispute resolution simulations using email and instant messaging.

2 units

#### **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.

2-4 units

### **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.

*2 units*

### **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.

*2 units*

*Prerequisite: CL 8910*

## **LLM COURSES**

### **Small Business Practice**

#### **CL 9110: LEASING COMMERCIAL REAL ESTATE**

This course covers the law of commercial real estate leasing from the perspectives of tenant, landlord, and lender, and is largely organized around common, fundamental pieces of the 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.

*2 units*

#### **CL 9115: EMPLOYEE MANAGEMENT AND BENEFITS I**

This course is the first in a set of courses covering issues of employee management and benefits. These courses address the most

common source of litigation for small business: disputes about the management of employees. In addition, the courses address matters affecting employee benefits, which are integrally related to these issues of management. These interconnected issues are typically handled conjunctively by small business owners and their lawyers. For this reason, the two courses organize employee management and employee benefits around common dimensions and themes of the small business workplace, rather than artificially segregating the topics in two, independent courses.

*2 units*

#### **CL 9120: STRUCTURE AND GOVERNANCE OF SMALL FIRMS AND OTHER CLOSELY HELD BUSINESS ORGANIZATIONS**

The course focuses on the operation of closely held businesses and the problems that such businesses commonly encounter in their typical organizational forms. Thoroughly covered, too, are basic agency principles that are the building blocks for many of the legal doctrines associated with these business forms. Students study the problems and solutions inherent to closely held enterprises, where owners often expect to run their businesses in ways that differ dramatically from the operation of publicly held enterprises.

*2 units*

#### **CL 9125: EMPLOYEE MANAGEMENT AND BENEFITS II**

This course is the second in a set of courses covering issues of employee management and benefits. These courses address the most common source of litigation for small business: disputes about the management of employees. In addition, the courses address matters affecting employee benefits, which are integrally related to these issues of management. These interconnected issues are typically handled conjunctively by small business owners and their lawyers. For this reason, the two courses organize employee management and employee benefits around common dimensions and themes of the small business workplace, rather than artificially segregating the topics in two, independent courses.

*2 units*

#### **CL 9130: ELECTRONIC CONTRACTING, BUSINESS ON THE WEB, AND E-COMMERCE**

This course explores the law governing electronic contracting, other business technology, and e-commerce, including related issues of security and privacy. Students cover the growing bodies of domestic and international law that govern Internet selling, electronic data exchange, electronic payments, digital signatures, and Internet sales, which define the future of contracting and commerce for all small business.

*2 units*

### **CL 9135: PROTECTING AND SELLING INTELLECTUAL PROPERTY**

This course explores various aspects of intellectual property rights and technology transfer as they apply to small business. The course provides students with the background necessary to effectively advise clients on technology transfer issues and with a more sophisticated understanding of intellectual property licensing issues, strategies, and customary business practices in commercializing technology.

*2 units*

### **CL 9140: BUSINESS TORTS**

This course focuses on torts arising out of competition between businesses. Also covered are high-risk areas of liability, including important bases of tort and tort-like business liability to consumers such as premises and products liability claims and consumer liability for false and deceptive trade practices under state and "baby" FTC laws that give individual consumers the right to sue. Finally, students examine criminal liability imposed on business owners and managers for tort-like, business-related conduct.

*2 units*

### **CL 9145: REGULATION AND FINANCE IN STARTING AND GROWING A SMALL BUSINESS**

This course examines traditional and creative approaches to capital formation and start-up financing, as well as life-cycle financing that ties sources of equity and other funding to the stages of small business development, including personal equity, individual retirement assets, equity and debt investment by friends and relatives, and commercial loans, as well as venture capital and other more complex funding sources. Also covered are government programs, including the SBA, tax breaks, and other public subsidies, aimed at encouraging the growth and development of small businesses.

*2 units*

### **CL 9150: LAW PRACTICE MANAGEMENT**

The course explores the ways and means of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics. Special attention will be given to the use of emerging technologies for the solo and small firm practitioner in compliance with ethical obligations.

*2 units*

### **CL 9155: CREDITOR AND BANKRUPTCY RIGHTS OF SOLE PROPRIETORS AND SMALL FIRMS**

This course examines the special rights of small businesses as creditors under state law and their rights as debtors under provisions of the Bankruptcy Code dealing specially with small business.

*2 units*

### CL 9160: FRANCHISE, DISTRIBUTORSHIP, AND RELATIONSHIP LAW

This course covers the two primary forms of franchising (product/trade name franchising and business format franchising) and two categories of governing laws: (1) statutory regulation of the franchise relationship and sales of franchises; and (2) statutory and common law frequently applied to the franchise relationship including areas of trademark, anti-trust, consumer protection, and contract law. Also covered are various laws governing the relationship between franchisors and franchisees; federal and state disclosure and registration requirements involved with the sale of franchise units; federal and state laws that focus on franchise relationships in specific industries; and the application of anti-trust and vicarious liability laws on franchise businesses.

2 units

### CL 9165: TAXATION AND SUCCESSION PLANNING

This course covers the tax consequences of forming, operating, and transitioning small business, with a focus on the legal forms most often used including partnerships and LLCs. Topics include organization and operation of small business, distribution of assets, and succession. Students explore the effect tax law has on business and economic decisions such as choice of legal entity, forms of compensation, and modes of distributing assets to enterprise owners. Significant time is devoted to everyday small business issues concerning hardware depreciation, excess inventory, and writing off business-related debt; personal tax issues of small business owners and their families; the mechanics of documentation and record keeping; and tax issues affecting home-based businesses and their owners.

2 units

## COURSES IN PARTNERSHIP WITH OTHER LAW SCHOOLS

### 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 videotape presentations. Students must have access or arrange access to videotaping equipment (VHS) to tape their own performances. In addition to Concord tuition per unit, students will be required to pay a \$500 program fee.

*JD only*  
3 units

### 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.)

*JD only*  
3 units  
*Prerequisite: Advocacy—Theories, Tactics, and Techniques*

### NEW YORK LAW SCHOOL COURSES

Concord JD and EJD students may register for selected online courses offered through New York Law School. In the past, they have included Mental Disability Law and the Americans With Disability Act (ADA). Course offering information will be provided at the time of registration or through school announcements, as appropriate, as courses are available.

3 or 4 units

## 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](mailto:ejd_associatedean@concord.kaplan.edu).

Additional courses may be available to EJD students as they are introduced by Kaplan University.

## Criminal Justice Electives

### 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.

4 units

### 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.

4 units

### 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.

4 units

### 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.

*4 units*

#### **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.

*4 units*

#### **CJ 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES**

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. Particular emphasis is given to issues of organized crime, narcotics trafficking, money laundering, trafficking in human beings, and contemporary strategies for the containment of the aforementioned activities.

*4 units*

#### **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.

*4 units*

#### **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.

*4 units*

### **Technology Electives**

#### **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.

*4 units*

#### **MT 300: MANAGEMENT OF INFORMATION SYSTEMS**

This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. Students learn the procedures and controls used in maintaining communication channels.

*4 units*

#### **MT 310: ETHICS AND THE LEGAL ENVIRONMENT**

Students apply ethical theories to business situations and evaluate the effects various decisions have on stakeholders. Topics include the foundations of moral development and ethical decision making; business ethics; corporate social responsibility and stakeholder management; and the responsibilities of business to employees, the environment, community, customers, and shareholders.

*4 units*

#### **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.

*4 units*

# CONCORD LAW SCHOOL ADMINISTRATORS AND FACULTY MEMBERS



## 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, 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 of Faculty 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:** Colorado and Illinois

### STEPHEN BURNETT Associate Dean and Professor of Law

Dean 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, Dean 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

### CASSANDRA COLCHAGOFF Associate Dean and Professor of Law

Dean Colchagoff is the associate dean responsible for administrative and academic affairs. Before coming to Concord, she was in litigation practice in Tulsa, Oklahoma. Dean Colchagoff earned her JD degree with highest honors from the University of Tulsa College of Law, receiving the Order of the Curule Chair, the highest academic honor. She was articles editor on the *Tulsa Law Journal* and published "A New Era for Science and the Law: The Face of Scientific Evidence in Federal Courts After *Daubert v. Merrill Dow Pharm.*," 29 *Tulsa Law Journal*, 735 (1994).

**Education:** BA, University of Toledo; JD, University of Tulsa College of Law  
**Course:** Civil Procedure  
**State Bar Membership:** Oklahoma

### 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

### BRIDGETTE DE GYARFAS Assistant Dean of Students and Professor of Law

In addition to teaching at Concord, Dean de Gyarfas is a sole practitioner specializing in the practice of general litigation and bankruptcy law. She is a graduate of Southwestern University School of Law, where she was the managing editor of the *Law Review*.

#### **Publications:**

- "License to Lose," Los Angeles Lawyer (September 1997)
- "Right of Publicity v. Fiction-Based Art: Which Deserves More Protection?," Loyola of Los Angeles Entertainment Law Journal, 381 (1995)

#### **Service Awards:**

- June 2005, Concord Faculty Award
- February 2005, SBA Outstanding Teacher Award

**Education:** BS, Arizona State University; JD, Southwestern University School of Law  
**Course:** Legal Analysis and Writing  
**State Bar Memberships:** California and District of Columbia

**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

**CRAIG GOLD**  
**Associate Dean of Technology and Professor of Law**

Professor Gold is a graduate of the University of Arizona College of Law, where he was the

managing editor of the *Arizona Journal of International and Comparative Law*. Before joining Concord, he was the cofounder and CEO of a successful Web development company. He is an expert in online learning, having developed a number of Internet-based programs, particularly legal research and education programs, for practitioners and law students. His work has assisted thousands of law students and lawyers in passing the bar examination or meeting their continuing legal education requirements.

**Education:** BS, Arizona State University; JD, University of Arizona College of Law  
**Courses:** Cyberlaw and Legal Research  
**State Bar Membership:** California

**LINDA HIEMER**  
**Associate Dean of the Legal Skills Program, Director of Legal Analysis and Writing, and Professor of Law**

Professor Hiemer is a full-time faculty member with Concord. Prior to joining the faculty, Professor Hiemer was in private practice with a focus on business law including mergers and acquisitions, venture capital, securities, and commercial litigation.

**Education:** BA, Lafayette College, Phi Beta Kappa; JD, Dickinson School of Law, Appellate Moot Court Board member, Science and Policy Award recipient  
**Course:** Legal Analysis and Writing  
**State Bar Memberships:** Alaska and Idaho

**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," 34 *Your School and the Law*, 34 (2004).
- New Hampshire Special Education Law Manual: A Guide for Parents, Educators, Advocates and Attorneys, NHedLaw, LLC (2003).
- "Reexamining Rowley: A New Focus in Special Education Law," 2 *BYU Education and Law Journal*, 561 (2003).
- "Bragdon v. Abbott: Analysis and Implications for People Living with HIV/AIDS and Other Disabilities," 40 *New Hampshire Bar Journal*, 1 (1999).
- "HB 117: The State's Plan to Fund Educational Adequacy is Too Little Too Late," 2 *New Hampshire Law Bulletin*, 3 (June 1999).
- "Suing Under the Americans With Disabilities Act or Seeking Disability Benefits: A Hobson's Choice for People With Disabilities," 6 *Journal of Individual Employment Rights*, 1 (1997-98)
- "Opening Up Attorney Disciplinary Proceedings: Here Comes the Sun. It's all Right?" 37 *New Hampshire Bar Journal*, 10 (1996)

**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; Intellectual Property  
**State Bar Memberships:** Florida and Georgia

**SHEREE RABE**  
Assistant Dean of Students

Dean Rabe has represented clients on development, employment, and contracts issues. She worked as a senior assistant city attorney for the city of Georgetown, Texas. Dean Rabe also has a variety of teaching experiences. She was published in the *Entertainment & Sports Law Journal* for the State Bar of Texas and in the *American Journal of Criminal Law*.

**Education:** BS, magna cum laude, Texas Woman's University; JD, University of Texas School of Law, Moot Court semifinalist; MS in Corporate Training (27 credits earned toward degree), Texas Woman's University  
**State Bar Membership:** Texas

**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 workers' 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 Virginia; JD, Tulane Law School  
**Courses:** Legal Research, Evidence, and Criminal Procedure  
**State Bar Membership:** Massachusetts

**STACEY 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 Southern California; JD, Thomas Jefferson School of Law  
**State Bar Membership:** California

**MARTHA SIEGEL**  
Associate Dean, Dean of Students, Director of Academic Support, and Professor of Law

Dean Siegel has an extensive background in developing legal writing curriculum including as the former director of the Writing Assistance and Academic Support Program and the Legal Practice Skills Program at Suffolk University Law School. Dean Siegel is the former director of the Legal Writing Program and current director of the Academic Support Program at Concord.

**Education:** BA, University of Wisconsin; JD, Harvard Law School; MAT and EdD, Harvard University  
**State Bar Membership:** Massachusetts

**DONNA SKIBBE**  
Director of Development

Ms. Skibbe has extensive experience in developing legal education programs including in operations, marketing, and student services.

**Education:** BA, University of Wisconsin

**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

**CAROLE ALBRIGHT**  
Professor of Law

Professor Albright's practice area focused on family law litigation, in which she represented hundreds of clients in negotiations and mediations and at trial. Prior to joining the Law School staff, she was chair of the paralegal department at Guilford Technical Community College, where she supervised all full-time and adjunct professors, developed curriculum, including the first online courses for the department, and taught numerous legal courses, including Family Law, Criminal Law, Wills and Estates, and Criminal Procedure. She also teaches Legal Research and Writing III at Wake Forest University School of Law.

**Education:** BA, Washington College; JD, Wake Forest University  
**Courses:** *First Year Curriculum—Contracts, Criminal Law, and Torts; Civil Procedure*  
**State Bar Membership:** North Carolina

**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

**DANIEL B. BOGART**  
Visiting Professor of Law, Small Business Practice LLM

Professor Bogart is the Donley and Marjorie 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 text books, 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*, the *American Bankruptcy Law Journal*, and the *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  
**Course:** *Leasing Commercial Real Estate*  
**State Bar Membership:** Georgia

**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:** Nevada and Georgia

**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

**ANGELA CAPUTO-GRISWOLD**  
Professor of Law

Professor Griswold has taught Legal Analysis and Writing since 1999, first at fixed-facility law schools in Massachusetts and Maine and more recently at Concord Law School. She is an active member of the Legal Writing Institute and the New England Legal Writing Consortium. Before beginning her teaching career, Professor Griswold was a civil litigation attorney in Massachusetts.

**Education:** BA, Boston College; JD, Suffolk University School of Law  
**Course:** *Legal Analysis and Writing*  
**State Bar Memberships:** Maine and Massachusetts

**JOHN CIROLI**  
Professor of Law

Professor Cirola 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 Cirola 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 Cirola was in-house counsel for a technology company and practiced in the areas of immigration, employment, contracts, government, and international law. Professor Cirola 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:**

- “The Agunah Divorce Problem in Jewish Society: Exploring the Possibility of an International Law Solution,” 17 *Wisconsin International Law Journal*, 109-144 (1999)
- “The Many Effects of Rape: The Victim, Her Family, and Suggestions for Family Therapy,” 23 *Family Therapy*, 95-116 (1996).
- *Father Involvement: Policies and Programs: Report to the Governor’s Commission on Families and Children*, Madison, WI: Office of the Lieutenant Governor (1995).

**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

### **JENNIFER DAVIS Professor of Law**

Prior to joining Concord, Professor Davis taught legal skills as a professor at Franklin Pierce Law Center and Suffolk University Law School. In addition, she served as technical editor for the *Suffolk Transnational Law Review*. Prior to teaching, Professor Davis served as an assistant district attorney in the Suffolk County District Attorney’s Office, Appellate Division, in Massachusetts.

**Education:** BA, University of Massachusetts, summa cum laude, Phi Beta Kappa; JD, Suffolk University, magna cum laude  
**Course:** Legal Analysis and Writing

**State Bar Memberships:** Maine and Massachusetts

### **DEENA DEGENOVA Professor of Law**

**Education:** JD, Pace University School of Law  
**Course:** Criminal Procedure

**State Bar Membership:** Florida

### **RODNEY S. DOWELL**

#### **Professor of Law, Small Business Practice LLM**

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](http://masslomap.blogspot.com) and Professor Dowell’s microblog is available at [twitter.com/rodneydowell](http://twitter.com/rodneydowell).

In addition to his work with LOMAP, Professor Dowell is a frequent lecturer on law practice management issues including presentations on law office technology, starting a new law office, improving client selection, terminating client relationships, law office finance, data security, and time management. This year 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, this year Professor Dowell is the co-chair of the Massachusetts Bar Association’s Law Practice Management Section and an active participant in the American Bar Association’s 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

**State Bar Memberships:** Colorado and Massachusetts

### **SCOTT EASH Professor of Law**

Professor Eash is a senior staff research attorney at the U.S. Court of Appeals, Ninth Circuit. He previously was a law clerk to the chief judge of the Louisiana Second Circuit Court of Appeal. He is a graduate of the University of Miami School of Law, where he was on the *Business Law Journal* and *Yearbook of International Law*. Professor Eash also received a Master of Laws in Admiralty from Tulane University Law School, where he was also a member of the *Tulane Maritime Law Journal*.

**Education:** BA, Rutgers University; JD, University of Miami School of Law; MS, Pacific Graduate School of Psychology; LLM, Tulane University Law School

**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts; Civil Procedure

**State Bar Membership:** Massachusetts

### **DAVID EPSTEIN**

#### **Visiting Professor of Law, Small Business Practice LLM**

Professor Epstein divides his time between practicing law and teaching law. He is currently of 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

**Course:** Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms

**State Bar Memberships:** Arizona, Georgia, and Texas

### **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

### **JON M. GARON**

#### **Visiting Professor of Law, Small Business Practice LLM**

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:**

- The Independent Filmmaker’s Law and Business Guide to Financing, Shooting, and Distributing Independent and Digital Films (*A Cappella Books*, 2d Ed. 2009)
- Own It—The Law and Business Guide to Launching a New Business through Innovation, Exclusivity and Relevance (*Carolina Academic Press*, 2007)
- Entertainment Law and Practice (*Carolina Academic Press*, 2005; supplement, 2007)
- Theater Law: Cases and Materials (*Carolina Academic Press*, 2004; co-author)

**Education:** BA, University of Minnesota;

JD, Columbia University School of Law

**Course:** Protecting and Selling Intellectual Property

**State Bar Memberships:** California, Minnesota, and New Hampshire

**ANDREW GUZMAN**  
**Visiting Professor of Law**

In addition to his work with Concord, Dr. Guzman is professor of law, director of graduate programs, and associate dean for international and executive education at the University of California, Berkeley Law School (Boalt Hall).

**Education:** BSc, University of Toronto; JD and PhD, Harvard University  
**Course:** International Trade

**SCOTT HAYWARD**  
**Professor of Law**

Professor Hayward is a graduate of Southwestern University School of Law, where he was a member of the Board of Governors for the Moot Court Honors Program. As a member of this program, he earned awards for brief writing in competitions covering administrative law and evidence. Since 1995, Professor Hayward has been a deputy attorney general for the State of California in the appeals, writs, and trials section of the Criminal Law Division. In that capacity, in addition to handling numerous cases in the California Court of Appeal for the Second District, he has argued in front of the California Supreme Court and the United States Court of Appeals for the Ninth Circuit.

**Education:** BA, University of California, Riverside; JD, Southwestern University School of Law  
**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts; Constitutional Law and Criminal Procedure  
**State Bar Membership:** California

**RICHARD HERMANN**  
**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](http://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.

**Education:** BA, Yale University; MA, New School University; JD, Cornell Law School  
**Course:** Legal Career Management  
**State Bar Memberships:** District of Columbia and New York

**MARY JENSEN**  
**Professor of Law**

In addition to teaching at Concord, Professor Jensen has served as an adjunct professor of legal writing with Brigham Young University. Also, she maintains an active law practice where she specializes primarily in adoptions, estate planning, and business organizations.

**Education:** BA, JD, and MLS, Brigham Young University  
**Course:** Legal Analysis and Writing  
**State Bar Membership:** Utah

**ANDREA L. JOHNSON**  
**Professor of Law**

In addition to her work with Concord, Professor Johnson is a tenured professor at California Western School of Law, where she teaches Business Organization, Telecommunications, Business Planning, and Administrative Law, and directs the CWSL Center for Intellectual Property, Technology, and Telecommunications. Professor Johnson previously worked in business management and economic development in Washington, DC, where she also served as the assistant corporation counsel, and in corporate litigation for a Wall Street firm. Her recent articles on telecommunications have been published in journals such as *Journal of Law and Education*, *Law and Technology Journal*, and *Rutgers Law Journal*.

**Education:** BA, Howard University; JD, Harvard Law School  
**Course:** Business Planning and Skills Training

**MARC JONES**  
**Professor of Law**

Professor Jones lives in Indiana and is a solo practitioner specializing in criminal defense work. Previously, he served in the active-duty Air Force for 10 years in the JAG Corp, where he was a criminal litigator. Although most experience was as a criminal defense attorney, he served both as a prosecuting attorney and a defense attorney. He has worked at both the trial and appellate levels.

**Education:** BA, Northeastern Illinois University; JD, Howard University; LLM, George Washington University  
**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure and Evidence  
**State Bar Memberships:** Illinois and Indiana

**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 the *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; 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](http://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, 2d 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

#### JONATHAN MCGOVERN

##### Professor of Law

**Education:** BA, Saint Joseph's University; JD, Widener University School of Law

**Courses:** *Civil Procedure and Corporations*

**State Bar Membership:** Pennsylvania

#### 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 and Professor of Law, 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

#### STEVE H. NICKLES

##### Professor of Law

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

**Course:** *Debtor-Creditor Law*

#### 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; MSSJ, Defense Intelligence College

**Courses:** *First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure, Civil Procedure, and Constitutional Law*

**State Bar Membership:** Colorado

#### EUGENE QUINN

##### Professor of Law

Professor Quinn is a patent attorney and is president of IPWatchdog, Inc., a consulting and educational firm focused on intellectual property and antitrust issues. He has taught or lectured at Syracuse University College of Law, Temple University School of Law, the University of Toledo College of Law, Franklin Pierce Law Center, and Whittier Law School, in addition to his work with Concord. He is a monthly columnist for *Patent World*, a patent law monthly magazine with worldwide distribution, and a periodic guest columnist for *Copyright World*, a sister publication to *Patent World*. He is also a frequent lecturer on

patent law for the patent bar exam. In addition to his State Bar membership, Professor Quinn is admitted to practice before the United States Patent Office and the United States Court of Appeals for the Federal Circuit.

**Education:** BSEE, Rutgers University; JD and LLM in Intellectual Property, Franklin Pierce Law Center

**Courses:** *Patent Law Fundamentals, Patent Claim Drafting, Patent Litigation, and Patent Application Drafting*

**State Bar Membership:** New Hampshire

#### ANNA RICHARDSON SMITH

##### Professor of Law, Small Business Practice LLM

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

#### VANESSA ROLLINS

##### Professor of Law

Professor Rollins began her law career as an associate with Workman, Nydegger & Seeley in Salt Lake City, Utah, where she focused on patent and trademark prosecution. She later joined the firms of Finnegan, Henderson, Farabow, Garrett & Dunner in Palo Alto, California, and Parsons Behle & Latimer in Salt Lake City, Utah, where she concentrated her practice in the areas of patent litigation, trademark oppositions, and domain name disputes. She has taught courses in intellectual property law, copyright law, trademark and unfair competition law, patent law, and contract law, and coached several moot court teams for the state of Michigan competition and the annual intellectual property-focused Giles Rich Moot Court Competition. In addition, Professor Rollins has been an assistant professor of law at Ave Maria School of Law, an adjunct professor of law at Michigan State University School of Law, and most recently she was a visiting professor of law at Wayne State University School of Law. Her publications include:

“Illustrative Fair Use: Braun versus the Bunny,” 13 *Marquette I.P. L. Rev.* 285 (2009); and “If It Walks Like Duck, and Quacks Like a Duck, Shouldn’t It Be a Duck? How a ‘Functional’ Approach Ameliorates the Discontinuity Between the ‘Primary Significance’ Tests for Genericness and Secondary Meaning,” 37 *N.M. L. Rev.* 147 (2007). Professor Rollins worked as a molecular biologist before entering the legal profession.

**Education:** BS, *University of Utah; JD, University of Notre Dame School of Law*  
**Course:** *Intellectual Property*  
**State Bar Memberships:** *California and Utah*

**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*  
**Courses:** *First Year Curriculum—Contracts, Criminal Law, and Torts; Civil Procedure*  
**State Bar Memberships:** *District of Columbia and New Jersey*

**JOHN STOCKTON**  
**Professor of Law**

Professor Stockton has extensive experience in transactional work, primarily in corporate finance, leasing and project finance, and

commercial real estate. He was senior vice president and general counsel for a commercial finance corporation and is currently in private practice.

**Education:** AB, *Princeton University; JD, Columbia University School of Law*  
**Course:** *Corporations and Business Organizations*  
**State Bar Memberships:** *Connecticut and New York*

**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:**

- “Foreign Use of a Mark May Establish Trademark Priority in the U.S.,” 13:5 *The Intellectual Property Strategist*, 3-6 (2007).
- “Fair Use: Lawful Use of Another’s Trademark,” *World Trademark Yearbook*, 457-463 (2006).

**Education:** BS, *York University; JD, Cardozo School of Law*  
**Course:** *Patent Application Drafting*  
**State Bar Membership:** *New York*

**JENNIFER SWEZEY**  
**Professor of Law**

Prior to joining the faculty at Concord, Professor Swezey served as director and assistant professor of academic success at Barry University and as an assistant dean of academic services with Florida Coastal School of Law. Additionally, she teaches legal research and writing at Vanderbilt University.

**Education:** BA, *Ursinus College; JD, Rutgers University; MA, University of Nottingham*  
**Course:** *Legal Analysis and Writing*  
**State Bar Memberships:** *New Jersey and Pennsylvania*

**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

**SUSAN VOLLMER**  
**Professor of Law**

Professor Vollmer is in private practice concentrating in real estate, estate planning, and corporate law. She has been involved in public interest law including as a law clerk for the Greater Dayton Volunteer Lawyers Project and at the University of Dayton Law School.

**Education:** BA, Ball State University; JD, University of Dayton School of Law  
**Courses:** First Year Curriculum—Contracts, Criminal Law, and Torts; Real Property  
**State Bar Membership:** Indiana

**HOWARD P. WALTHALL, SR.**  
**Visiting Professor of Law, Small Business Practice LLM**

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  
**Course:** Structure and Governance of Small Firms and Other Closely Held Business Organizations  
**State Bar Membership:** Alabama

**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 Tippens, 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

**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

## 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 Procedure, 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.**  
**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

# POLICIES FOR NONDEGREE- SEEKING STUDENTS



This section details the available Kaplan University Credits (KUC) programs, which are designed to provide individual course offerings to prospective students. In addition, this section outlines the University policies that are applicable to KUC students and defines KUC program-specific policies. KUC students must meet all general admissions policies as well as any additional admissions requirements as outlined in each KUC program overview.

KUC programs include Community College Connection, Future Scholars—General Population, Future Scholars—High School (to be offered at a later date), and Kaplan College Preparatory School Dual Credit.

## Admissions Information

While enrolled at Kaplan University, KUC students will be held to all University policies as outlined in the Kaplan University Catalog and Addenda, unless expressly stated otherwise in this section.

### GENERAL POLICIES

Listed below are general requirements and procedures that Kaplan University has established for all students seeking admission to KUC programs.

1. All applicants to the University must complete an Enrollment Agreement and any other required documents and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if the applicant is under 18 years of age.
2. All courses are conducted in English. Students must be able to speak, read, and write English fluently.
3. All applicants must complete financial arrangements prior to starting class.
4. Refer to each KUC program section in this section for additional admissions requirements.

## Student Services

### TUTORING SERVICES

KUC students have access to all tutoring services available to degree-seeking students. Occasionally, this could mean there is no tutoring available. KUC students will not be permitted to serve in the capacity of peer tutor.

### CAREER SERVICES

KUC students are not eligible for career and alumni services.

### STUDENT INTERACTION

KUC students are not permitted to participate in any University-sponsored clubs or organizations.

### CONDUCT

#### **Future Scholars—High School Dual Enrollment**

If a KUC student is suspended or expelled from high school, he or she will immediately be dismissed from the program and not permitted to return without reapplying. A KUC student who is suspended or expelled must wait 1 year from the date of the disciplinary action to reapply to the University.

## Academic Information

### COURSE ENROLLMENT

With the exception of the Community College Connection program, KUC students may not enroll in more than one Kaplan University course per term. Courses within programs that have explicit entrance requirements not met by a KUC student may not be taken (e.g., nursing, medical assisting, etc.) Refer to the specific program section for a listing of courses available to KUC students.

KUC students will not be registered into dedicated sections, and interaction with the adult student population is to be expected in classrooms and elsewhere within the University platform.

All course prerequisite, sequencing, and other considerations apply to course registration for KUC courses. In situations where seat availability is limited, preference will be given to degree-seeking students. However, if a KUC student is already registered for a course he or she will not be required to cede his or her seat.

KUC students may not enroll in self-paced/flexible-exit, independent study, internship/externship, practicum, or lab courses unless the course itself is explicitly stated as part of the original agreement between Kaplan University and any sponsoring school system. These exceptions will require the approval of the Dean and/or the Vice President of the school offering the course.

## Academic Standards

KUC students will be assessed according to the Kaplan University undergraduate grading scale. A student who fails a course will be dismissed from the University and not permitted to return without reapplying. The student must wait 1 year from the date of dismissal before being permitted to reapply. Upon approved return to Kaplan University, the student may retake the failed course once.

Every term, KUC students may be required to submit documentation, including their GPA from their primary institute of learning for high school students, to prove they are maintaining KUC programs' academic standards.

### LEAVE OF ABSENCE

KUC students are not permitted to take a leave of absence, but rather are required to terminate their enrollment and reapply at a later date.

### ENROLLMENT VERIFICATIONS

If needed, verification of enrollment in coursework at Kaplan University can be provided, but it will be clear in this verification that the student is enrolled in Kaplan University coursework but is not enrolled in a Kaplan University degree-seeking program.

### MATRICULATION INTO KAPLAN UNIVERSITY

High school students taking courses through a KUC program will be able to enroll full-time at Kaplan University upon completion of their high school credential.

Students who choose this option are encouraged to consult with the Prior Learning Assessment Center and the Kaplan University Admissions Department to ensure that any courses taken as a KUC student will be applied to the field of study chosen. Not all courses taken through the KUC program will be applicable toward a Kaplan University degree.



High school students who wish to enroll in a degree-seeking program at Kaplan University may have as their first available start date the term following their high school graduation. Occasionally, however, circumstances, including the arrangement of financial aid, etc., will mandate that the student begin in a later term.

KUC students may transfer into a Kaplan University program up to 45 quarter credit hours taken as a KUC student. Those students nearing this mark should contact a Kaplan University Admissions Advisor to be counseled on the advantages of moving to full-time enrollment with Kaplan University. Students will not be permitted to attempt more than 45 credits at Kaplan University in KUC status.

#### TRANSFER OF CREDITS TO OTHER SCHOOLS

Students who wish to continue their education at other schools must not assume that credits earned at the University will be accepted by the receiving institution. It is the responsibility of students who plan to transfer to other schools to acquaint themselves with the requirements of the selected school and the requirements of that state's licensing, certification board, and accrediting body. Institutions of higher education vary in nature and number of credits they will accept toward any program. It is at the sole discretion of that receiving institution to accept credits earned at Kaplan University. This is standard transfer-of-credit procedure. The University cannot guarantee the transferability of any credits to other institutions.

### Financial Information

KUC students are not eligible for federal financial aid, nor for any Kaplan University-awarded monies.

Students who wish to enroll in courses in addition to the original contractual arrangement must complete a new Enrollment Agreement, will be invoiced before the beginning of a term, and must pay in full before they are allowed to start the term.

Students with a ledger card balance will not be permitted to register or attend the term for which a balance has accrued, nor any subsequent terms.

Students paying independently who withdraw from courses will be subject to the tuition refund schedule in place at the time of withdrawal.

### Community College Connection

#### ADMISSIONS REQUIREMENTS

KUC students who wish to enroll into the Community College Connection program must meet all admissions requirements set forth for Kaplan University degree-seeking students, as outlined in the University Catalog or Addendum unless noted below:

1. Students who hold an associate's or higher degree are not eligible for the Community College Connection program.
2. Students must be currently enrolled at a California community college.
3. Students must provide a completed Single Course Form signed by a representative from the community college for each Kaplan University course in which the student enrolls.
4. Students may enroll in up to two courses per term.

5. If the chosen course has prerequisite requirements, unofficial transcripts must be provided to the Kaplan University Prior Learning Assessment Center (PLAC) for review at the time of admission.

Students applying to the Community College Connection program are not required to complete academic readiness assessments prior to starting courses.

#### COURSES

Students may enroll in all 100- and 200-level Kaplan University courses, with the exception of School of Nursing courses, available at the time of enrollment.

### Future Scholars—General Population

#### ADMISSIONS REQUIREMENTS

KUC students who wish to enroll into the Future Scholars (KUFS)—General Population must meet all admissions requirements set forth for Kaplan University degree-seeking students, as outlined in the University Catalog or Addendum unless noted below.

Students applying to the KUFS—General Population program are not required to complete academic readiness assessments prior to starting courses.

This program will have a limited number of enrollments accepted. Contact an Admissions Advisor for details.

#### COURSES

See Appendix A for a listing of courses in which KUFS—General Population students may enroll.

### Kaplan College Preparatory School Dual Credit

#### ADMISSIONS REQUIREMENTS

KUC students who wish to enroll into the Kaplan College Preparatory School Dual Credit program must meet all admissions requirements set forth for Kaplan University degree-seeking students, as outlined in the University Catalog or Addendum unless noted below.

Students wishing to enroll into the Kaplan College Preparatory School Dual Credit program must be juniors or seniors at Kaplan College Preparatory School, be referred by Kaplan College Preparatory School, and maintain a minimum 3.0 CGPA in their Kaplan College Preparatory School program.

Students applying to the Kaplan College Preparatory School Dual Credit program are not required to complete academic readiness assessments prior to starting courses.

#### COURSES

See Appendix B for a listing of courses in which Kaplan College Preparatory School Dual Credit students may enroll.

## Appendix A: KUFS— General Population Courses

### ARTS AND HEALTH SCIENCES

- CM 115: Communication—Concepts and Skills
- CS 115: College Success Strategies for Interdisciplinary Studies, Educational Paraprofessional, and Early Childhood Professionals
- HS 101: Medical Law and Bioethics
- PS 115: Contemporary Issues in Psychology

### BUSINESS

- CS 113: Academic Strategies for the Business Professional
- MT 140: Introduction to Management

### CRIMINAL JUSTICE

- CJ 100: Eight Skills of the Effective Criminal Justice Student
- CJ 101: Introduction to the Criminal Justice System
- CJ 246: Human Relations in a Diverse Society

### INFORMATION SYSTEMS AND TECHNOLOGY

- CS 114: Academic Strategies for the IT Professional
- IT 117: Introduction to Website Development
- IT 190: Foundations in Information Technology

### LEGAL STUDIES

- LS 100: Eight Skills of the Effective Legal Studies Student
- LS 102: Introduction to Law
- PA 101: The Paralegal Professional

## Appendix B: Kaplan College Preparatory School Dual Credit Courses

### BUSINESS

- AC 114: Accounting I
- BU 204: Macroeconomics
- BU 224: Microeconomics

### HEALTH SCIENCES

- HS 120: Anatomy and Physiology I
- HS 130: Anatomy and Physiology II

### HUMANITIES

- HU 201: Voices of Western Culture—Art and Ideas
- HU 245: Ethics
- HU 280: Bioethics

### INFORMATION TECHNOLOGY

- IT 193: Foundations of Programming Using Visual Basic

### MATHEMATICS

- MM 207: Statistics

### SOCIAL SCIENCE

- SS 230: Making History—The Founding Fathers
- SS 235: Twentieth Century African American Leadership
- SS 260: Gender and Society

# KAPLAN UNIVERSITY ACADEMIC LEADERSHIP AND ADMINISTRATION



# SENIOR ADMINISTRATORS

**JEFFREY CONLON**  
President and CEO, Kaplan Higher Education  
MBA, Northwestern University  
BA, Brown University

**GREGORY MARINO**  
President, Kaplan University Group  
MBA and BS, University of Maryland  
University College  
MCSE

**WADE DYKE**  
President  
PhD and BS, University of Oxford  
BBA, University of Wisconsin—Madison

**JANICE BLOCK**  
Executive Vice President, Chief Compliance  
Officer, and General Counsel, Kaplan Higher  
Education  
JD, Columbia University School of Law  
MS, Northwestern University  
BA, Princeton University

**RONALD BLUMENTHAL**  
Senior Vice President, Administration  
MSW, Washington University  
BA, University of Missouri

**MICHAEL J. DEMAKOS**  
Chief Information Officer  
MBA, State University of New York  
BA, Siena College

**LISA GEFEN SICILIAN**  
Chief Administrative Officer,  
Kaplan Higher Education  
JD, Emory University School of Law  
BA, Goucher College

**LIONEL LENZ**  
Chief Financial Officer,  
Kaplan Higher Education  
MSM, Northwestern University  
BBA, St. Norbert College  
CPA

**PETER SMITH**  
Senior Vice President for Academic Strategy  
and Development  
EdD and MAT, Harvard Graduate School  
of Education  
BA, Princeton University

# ACADEMIC LEADERSHIP

## ARTS AND SCIENCES

**CONNIE BOSSE**  
Vice President of Arts, Education, and Health  
MBA and BS, Boston University

**SARA SANDER**  
Dean, College of Arts and Sciences  
MA and BA, University of Arkansas at Fayetteville

## BUSINESS AND MANAGEMENT

**BETTY VANDENBOSCH**  
Vice President, Business and Technology  
PhD, MBA, and BS, University of Western  
Ontario

**THOMAS C. BOYD**  
Dean, School of Business and Management  
PhD, University of North Carolina at Chapel Hill

## CONCORD LAW SCHOOL

**CHRISTOPHER CAYWOOD**  
President, Kaplan Legal Education  
JD, AM, and AB, University of Michigan  
MBA, University of Chicago

**BARRY CURRIER**  
Dean Emeritus, Concord Law School  
JD, University of Southern California  
BA, University of California at Los Angeles

## CRIMINAL JUSTICE

**CHRISTOPHER CAYWOOD**  
President, Kaplan Legal Education  
JD, AM, and AB, University of Michigan  
MBA, University of Chicago

**FRANK DIMARINO**  
Dean, School of Criminal Justice  
LLM, George Washington University School  
of Law  
JD, Case Western Reserve University School  
of Law  
AB, Georgetown University

## EDUCATION

**CONNIE BOSSE**  
Vice President of Arts, Education, and Health  
MBA and BS, Boston University

**DREW ROSS**  
Dean, School of Graduate Education  
PhD and MSc, Oxford University  
MS, University of Chicago  
BA, Bard College

## GENERAL EDUCATION

**KARA H. VANDAM**  
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*“I have always been interested in helping people, and becoming a lawyer has allowed me to help people to a far greater extent. I also feel that my experience at Concord has helped my children to see the value of education and that one is never too old to go back to school.”*

– Susan Mulligan, Juris Doctor, Concord Law School Graduate

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