Building
FUTURES

KAPLAN UNIVERSITY

Kaplan University

Contact Information

KAPLAN UNIVERSITY CAMPUS
1801 East Kimberly Road, Suite 1
Davenport, IA 52807
Tel: 563.355.3500
Tel: 800.747.1035 (Toll Free)
Fax: 563.355.1320

ONLINE REGISTRAR'S OFFICE
550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Tel: 800.817.8272 (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)

ONLINE SUPPORT CENTERS
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 866.522.7747 (Toll Free)
Email: techsupport@kaplan.edu

550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Tel: 312.777.6100

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

When confirming accreditation, please note that Kaplan University is located in Iowa.

	FORT LAUDERDALE, FL (ONLINE)	CHICAGO, IL (ONLINE)	DAVENPORT, IA (ONSITE)	PHOENIX, AZ (ONLINE)
Academic Advising	X	X	X	
Admissions	X	X	X	X
Financial Aid	X		X	X
Online Registrar's Office		X		
Support Services	X		X	

Kaplan University Program Offerings

PROGRAM	ONLINE	CAMPUS
MASTER'S DEGREES		
Master of Arts in Teaching and Learning	X	
Master of Business Administration	X	
Master of Science in Criminal Justice	X	
Master of Education	X	
Newsweek Master of Business Administration	X	
BACHELOR'S DEGREES		
Advanced Start		
Advanced Start Bachelor of Science in Business	X	X
Advanced Start Bachelor of Science in Communication	X	X
Advanced Start Bachelor of Science in Criminal Justice	X	X
Advanced Start Bachelor of Science in Information Technology	X	X
Advanced Start Bachelor of Science in Legal Studies	X	X
Advanced Start Bachelor of Science in Management	X	X
Advanced Start Bachelor of Science in Paralegal Studies	X	X
Bachelor of Science		
Bachelor of Science in Business	X	X
Bachelor of Science in Communication	X	X
Bachelor of Science in Criminal Justice	X	X
Bachelor of Science in Information Technology	X	X
Bachelor of Science in Legal Studies	X	X
Bachelor of Science in Management	X	X
Bachelor of Science in Nursing	X	
Bachelor of Science in Paralegal Studies	X	X
ASSOCIATE'S DEGREES		
Associate of Science in Interdisciplinary Studies	X	X
Associate of Science in Nursing	X	
Associate of Applied Science in Business Administration/Accounting	X	X

PROGRAM	ONLINE	CAMPUS
Associate of Applied Science in Business Administration/Management	X	X
Associate of Applied Science in Computer Information Systems	X	X
Associate of Applied Science in Criminal Justice	X	X
Associate of Applied Science in Medical Assisting	X	X
Associate of Applied Science in Medical Office Management	X	X
Associate of Applied Science in Medical Transcription	X	X
Associate of Applied Science in Paralegal Studies	X	X
Associate of Applied Science in Travel Business Management		X
DIPLOMA PROGRAMS		
Accounting Assistant		X
Business Management		X
Computer Systems Technician		X
Medical Assistant		X
Travel Professional		X
CERTIFICATE PROGRAMS		
Corrections	X	X
Information Technology Pathway	X	X
Internet and Website Development	X	X
Introduction to Computer Programming Language	X	X
Iowa Teacher Intern	X	X
Legal Secretary	X	X
Nurse Assistant Preparation	X	X
Pathway to Paralegal Postbaccalaureate	X	X
Private Security	X	X
Professional Development for Teachers	X	X
Travel Associate		X

Kaplan University

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University Information

Mission, Purposes, Philosophy, and History

UNIVERSITY MISSION

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

UNIVERSITY PURPOSES

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

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

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

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

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

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

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

UNIVERSITY PHILOSOPHY

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

UNIVERSITY HISTORY

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

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

Accrediting Agencies, Approvals, and Memberships

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

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

- The Bachelor of Science in Nursing program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). Their address is:

  One DuPont Circle, NW, Suite 530
  Washington, DC 20036
  Tel: 202.887.6791

- The Master of Education is conditionally approved by the Iowa State Board of Education for the secondary teaching concentration area. Their address is:

  Iowa State Board of Education
  Grimes State Office Building
  400 East 14th Street
  Des Moines, IA 50319-0146
  Tel: 515.281.5296

- The Bachelor of Science in Nursing program has interim approval from the Iowa Board of Nursing. Their address is:

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

- The medical assisting programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). Their address is:

  1361 Park Street
  Clearwater, FL 33756
  Tel: 727.210.2350

- The Nurse Assistant Preparation Certificate program is approved by the Iowa Department of Inspections and Appeals. Their address is:

Iowa Department of Inspections and Appeals
Lucas State Office Building
321 East 12th Street
Des Moines, IA 50319-0083
Tel: 515.281.7102

- The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the following certificates:

Information Systems Security (INFOSEC) Professionals, NSTISSI-4011

Senior Systems Managers, CNSSI-4012

Students who successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331:Technology Infrastructure will receive these two certificates from CNSS. Their address is:

Committee on National Security Systems
CNSS Secretariat
National Security Agency
9800 Savage Road, Suite 6716
Fort George G. Meade, MD 20755-6716
Tel: 888.678.4772 (Toll Free)
Tel: 410.854.6805

- Kaplan University 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 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 licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission:

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

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

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

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

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

Academic Resource Center

ONSITE

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

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

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

Electronic Information Access

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

Online Library

Kaplan University offers students a full complement of library services through its relationship with UAH Salmon Library at the University of Alabama in Huntsville, Alabama. The UAH Salmon Library is a fully appointed university library with a collection of over 325,000 volumes along with collections of U.S. government documents, materials in microform and microfiche, and manuscript collections. The library currently receives over 20,000 serials and periodicals.

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

Availability of journals and texts is subject to change.

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

Online Platform

Kaplan University's online platform is located on the Internet at www.kaplan.edu. It is supported by a large farm of Web servers configured redundantly to assure uninterrupted, around-the-clock operation. Degree program and certificate courses are taught by qualified professors 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 professor 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 professor using KU•ACE. Unlike traditional classroom instruction, which often relies on improvisation driven by a desire to cover the material, Kaplan University online courses are fully developed and realized before the first lesson ever takes place. Every assignment and activity in a course has been planned, selected, and evaluated in light of the course's specific learning outcomes.

Onsite Facilities

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

KU on Campus Facilities

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

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

Statement of Assessment

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

Admissions Information

Acceptance to the University

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

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

Upon acceptance to nursing and health science programs, students will receive the School of Nursing and Health Science Student Handbook. This handbook outlines additional policies and procedures specific to the nursing and health science programs.

Admissions Requirements and Procedures

GENERAL UNDERGRADUATE AND GRADUATE ADMISSIONS REQUIREMENTS

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

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

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

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

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

5. Kaplan University is authorized under federal law to enroll non-immigrant alien students. International students who wish to be admitted to any Kaplan University credit program must be 18 years or older, and must complete admission requirements and provide evidence of adequate financial resources. To ensure that international students are prepared to complete college-level coursework, they must demonstrate a command of oral and written English skills. Onsite students must attain a TOEFL score of 477/153 or higher, online undergraduate students must attain a TOEFL score of 525/159 or higher, and graduate students must attain of TOEFL score of 550/213 or higher.

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

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

8. Documentation of any required health examinations, pathology tests, and immunizations must be presented within the first term and/or prior to clinical courses or externship experience. Nursing and health science programs may require additional documentation as necessary to comply with specific federal and/or state requirements for student nurse candidates and health science profession candidates.

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

10. Students in the Master of Arts in Teaching and Learning program can enroll in no more than three courses per term. Students in a Master of Business Administration program can enroll in no more than two courses per term. Students in the Master of Science in Criminal Justice program can enroll in no more than three courses per term without special permission from the Dean of the program.

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

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

UNDERGRADUATE

Online
An applicant to the University must:

a. Be a high school graduate, or

b. Possess a General Educational Development (GED) certificate, or

c. Possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by the student's home state, and be beyond the age of compulsory attendance in that state.

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

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

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

Kaplan University verifies the statements made in this attestation through a random sampling of students admitted to the University. If a student is selected for this verification, he or she will have 30 days in which to provide the University with proof of graduation from a recognized high school program, receipt of a GED certificate, or receipt of a Home Study certificate. Acceptable proof consists of the following documents: a copy of a transcript or diploma that confirms graduation from high school; an official college transcript indicating the date of high school graduation; a transcript of an associate's degree or better; a GED certificate or official notification that a GED certificate has been issued; a copy of a DD214 military record indicating high school graduation or equivalent; or, as available, a valid Home Study certificate or transcript confirming completion of a Home Study program. If Kaplan University is required to obtain this proof of graduation on your behalf, there will be a $10 fee charged to your account. Title IV financial aid cannot be used to pay this fee. If this fee is charged, it must be paid by the student using his or her own funds.

All graduates of foreign high schools must provide actual proof of graduation. If applicants who reside in the United States but attended school in foreign countries are unable to produce the required documents, evidence may include certification from other official sources.

Onsite

1. An applicant to the University must:

   a. Be a high school graduate, or

   b. Possess a General Educational Development (GED) certificate, or

   c. Possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by the student's home state, and be beyond the age of compulsory attendance in that state.

Evidence of high school graduation or equivalent must be presented to the University. Evidence will include a copy of an original high school diploma, a copy of a high school transcript indicating the date of high school graduation, a copy of a DD214 military record indicating high school graduation or equivalent, a GED certificate or official notification that a GED certificate has been issued, an official college transcript indicating the date of high school graduation, or a transcript of an associate's degree or better. If applicants who reside in the United States but attended school in foreign countries are unable to produce the required documents, evidence may include certification from other official sources.

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.

2. An applicant to the University must submit the registration fee stated on the Tuition and Fees Schedule.

Nursing and Health Science Programs

Bachelor of Science in Nursing

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

• Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, including the state in which the clinical practicum will be completed.

• Have a cumulative grade point average of 2.5 (out of 4.0) from all previous coursework or apply for admission through the alternative admissions procedures set forth below.

• Submit proof of student nurse professional liability insurance coverage in the amount of at least $1 million per incident/$3 million aggregate by the end of the first term. Failure to submit appropriate documentation evidencing proof of such insurance by the deadline may result in dismissal from the University.

• Meet at least one of the following requirements:

  1. Be an actively practicing registered nurse in at least one U.S. state or in the U.S. military at the time of enrollment.

  2. Have actively practiced as a registered nurse for at least 1,000 hours within 3 years prior to enrollment.

  3. Be a student nurse or recent graduate who will have earned an associate's degree or diploma in nursing and will become licensed in at least one U.S. state prior to beginning their first nursing course.

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.

Bachelor of Science in Nursing 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.

Bachelor of Science in Nursing Student Progression

The following is required prior to beginning NU 499:

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

Requirements for Graduates of Foreign Nursing Programs

Students who graduated from foreign nursing programs must be licensed to practice in at least one U.S. state 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 translation and 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 transcript translation and evaluation must be received by the Prior Learning Assessment Center by the last day of the first term of enrollment. The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at **www.naces.org/members.htm** or by another service approved by Kaplan University.

Associate of Science in Nursing

(Offered in select locations in 2007.)

In addition to the admissions requirements for all undergraduate students, Associate of Science in Nursing candidates must provide documentation of the following prior to beginning the first clinical course:

• Health assessment/physical examination completed within the 6 months prior to admission, including applicable immunization records and drug screening results.

• Other mandatory training certificates or records, including background checks, as required by applicable federal and/or state regulatory agencies.

Failure to submit appropriate documentation by the deadline may result in dismissal from the University.

Health Science Programs

In addition to the admissions requirements for all undergraduate students, Associate of Applied Science in Medical Assisting and Associate of Applied Science in Medical Office Management candidates must provide documentation of completion of Basic Life Support for Health Care Providers and First Aid training through American Heart Association, American Red Cross, or National Safety Council prior to beginning the first clinical experience.

Associate of Applied Science in Medical Transcription candidates are recommended to obtain the ability to type a minimum of 40 words per minute prior to beginning MR 109: Advanced Keyboarding.

Health science candidates must also provide documentation for the following prior to beginning an externship:

• Health assessment/physical examination completed within the 12 months prior to admission, including applicable immunization records and drug screening results.

• Other mandatory training certificates or records as required by applicable federal and/or state regulatory agencies.

• Applicable certification examination applied for and completed at student's expense.

Failure to submit appropriate and timely documentation of required information may result in dismissal from the program or delay in enrollment.

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.

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

GRADUATE

Master of Arts in Teaching and Learning (MATL)

The Master of Arts in Teaching and Learning program is for practicing K–12 teachers with a consistent group of learners. A valid U.S. teaching license, per the conditions of the issuing state, is preferred but not a requirement for admission.

The Master of Arts in Teaching and Learning program admits candidates with:

• An official transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate 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 recommended minimum GPA of 2.75 (out of 4.0) on bachelor's degree transcript, though all eligible candidates will be considered.

• A minimum 250-word personal statement that includes the following:

1. Your classroom experience and educational background, including whether you are a practicing K–12 educator or a practicing educator outside K–12, and if you are state certified to teach.

2. A description of the group of learners you will be working with as you complete the program (candidates in the program have job-embedded projects that require them to work with students).

Master of Education (MEd)

(This program is intended for professionals considering entering the field of teaching and is offered in selected states/regions throughout the country in 2007.)

The Master of Education program admits candidates with:

• An official transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate 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 recommended minimum GPA of 2.75 (out of 4.0) on bachelor's degree transcript, though all eligible candidates will be considered. Washington, DC, and Florida candidates must have a minimum CGPA of 2.5, (out of 4.0) on their bachelor's degree transcript.

• A minimum 250-word personal statement that reflects on the following question: As a professional educator, what is your commitment to ensuring that your students will be successful learners?

Prior to enrolling at the University, candidates will be required to:

• Provide proof of passing a background check.

• Submit passing scores on 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**. Washington, DC, candidates must submit passing scores for both Praxis I and Praxis II tests prior to enrolling. 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

• Submit all transcripts showing subject area content to the Admissions Department. Through a partnership with Graceland University, transcripts will be evaluated for content requirements. If candidates do not meet the content requirements in their certification area, they must take the recommended additional coursework at a college or university of their choice accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. The recommended additional coursework must be completed prior to the start of student teaching.

Candidates enrolled in the Master of Education program will be required to:

• Complete a minimum of 100 hours of fieldwork as teacher interns prior to student teaching. Kaplan University prefers candidates spend at least 8 hours per week in the field. Therefore, intern candidates must have flexible work schedules to ensure the minimum number of required hours is met.

• Provide proof of immunization, if required, prior to the start of student teaching.

• Submit passing scores on the Praxis II test to Kaplan University by Friday of the fifth week of the second term. Candidates may not be enrolled for the third term if passing scores are not submitted. For states that require their own exams, candidates must submit passing scores (as determined by their state) on subject area exam(s) by the middle of the second term (as defined, above). Washington, DC, candidates must show proof of passing the Praxis II prior to enrollment.

Iowa Teacher Intern Certificate
(Offered exclusively in the state of Iowa.)

Admission to the Iowa Teacher Intern Certificate program requires the following:

• 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 must be submitted by the end of the first term. Based on the outcome of the transcript evaluation, candidates may be required to take additional courses prior to their internship year. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate 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 submitted transcript verifying that the candidate meets the minimum state requirements for at least one of the Board of Educational Examiners' secondary (7–12) endorsement areas. Transcripts will be evaluated to ensure satisfactory coursework in mathematics, science, social studies, or English. All content area courses must be completed at a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education prior to the internship year.

• A grade point average of 2.5 (out of 4.0).

• A 250-word personal statement in which candidates reflect on the following question: As a professional educator, what is your commitment to ensuring that your students will be successful learners?

• Proof of passing the Praxis I test and submission of scores. Minimum acceptable Praxis I scores are established by the Dean and are as follows:

  • Reading: 173

  • Mathematics: 172

  • Writing: 172

• Appropriate documentation of postbaccalaureate work experience. Prospective intern candidates will be asked to submit a resume listing their work experience for the previous three or more years. This requirement may be waived at the discretion of the Dean and licensing official.

• Proof of passing a background check.

• An interview with and approval from the prospective local community school district in which the candidate intends to work during the internship year.

• A contract from a school district to work as a full-time teacher. If for any reason candidates do not secure a teaching contract, they will be automatically enrolled in the Kaplan University Master of Education program.

Candidates enrolled in the program will be required to:

• Submit passing scores on the Praxis II test to Kaplan University by Friday of the fifth week of the second term.

• Complete a minimum of 72 hours of fieldwork as teacher interns. Kaplan University prefers candidates spend at least eight hours per week in the field during the first two terms. Therefore, interns must have flexible work schedules to ensure the minimum number of required hours is met.

• Provide proof of immunization, if required.

• Apply for an initial teacher license from the state of Iowa (recommended).

Professional Development for Teachers (PDT)
The Professional Development for Teachers program has established the following guidelines for admission:

• Prior to enrollment, participants will be required to sign an attestation stating they have received 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.

• Applicants should have a minimum GPA of 2.75 (out of 4.0), though all eligible participants will be considered.

• The PDT program is for practicing educators with a valid U.S. teaching license, per the requirements of the issuing state, but a license is not a prerequisite for admission.

- At the time of enrollment, participants must be practicing K–12 teachers with a consistent group of learners. PDT courses are adapted for participants who will be taking these courses over their summer break. Job-embedded activities will be modified.

Master of Business Administration Programs
The Master of Business Administration programs admit candidates with:

- An official transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. 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.

- A cumulative grade point average of 2.5 or greater (3.0 for the *Newsweek* Master of Business Administration program) from the institution that conferred the degree. Candidates who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.

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

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

- Students admitted under the alternative admissions procedures may be required to complete as many as three prerequisite courses prior to admission into the Master of Science in Criminal Justice program.

- Students must declare their choice of thesis or nonthesis track by the end of their second term.

Alternative Admissions Procedures
With the exception of the *Newsweek* Master of Business Administration program, students with a grade point average between 2.0 and 2.5 from a regionally accredited institution or an institution 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. *Newsweek* Master of Business Administration program students are not eligible for alternative admissions.

The Dean will review the work history, transcripts, and resume of alternative admissions applicants and admit those for whom admission is deemed appropriate. Prior to being admitted through these procedures, Master of Science in Criminal Justice, Master of Business Administration, and Master of Arts in Teaching and Learning students

must successfully complete the course KU 500: Foundations of Graduate Learning. 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.

Master of Business Administration Programs
In addition, any student applying to the *Newsweek* Master of Business Administration program or via the alternative admission procedures must complete a one- to two-page essay and submit it for review by the Dean prior to enrolling in the program. The essay should explore the following questions:

- Explain how obtaining your MBA from Kaplan University will assist you in achieving your personal and professional life goals. In addressing this question, please describe both your short- and long-term career goals.

- How does Kaplan University fit with your background, personality, and learning style? Why is now the best time for you to pursue this degree?

- What do you see as the biggest obstacle to completing your MBA?

- What resources and support do you have that will help you be successful in this program? What additional resources would be useful to you?

- What are your educational strengths and weaknesses? Please explain which courses you enjoy most and which courses you find most difficult. In addition, how might a former professor describe your academic ability?

Mandatory Orientation and Foundation Courses
Students in the *Newsweek* Master of Business Administration program will be required to complete a mandatory online orientation course and a foundation course in graduate learning. Students must complete these courses no later than the first day of the term in order to start the degree program. Exposure to these courses will enhance a student's understanding of how to be a successful graduate student at Kaplan University.

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

www.naces.org/members.htm

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

Foreign applicants who possess a bachelor's degree from an institution in which English was not the primary language must submit official TOEFL scores of at least 550 (paper format) or 213 (online format). The Dean has final discretion to approve candidates into a program.

RETURNING STUDENTS

The Office for Returning Students services the needs of students who have withdrawn from Kaplan University or graduated from one of the University's programs. Student Readmissions Advisors (SRAs) are trained to help students through the reentry process and the student's transition back into school.

When a student drops, is withdrawn, or graduates, he or she is assigned to an SRA and contacted regarding the possibility of the student reentering at a later date. The reentry process involves coordinating the clearance of the student's account, acceptance of financial aid when applicable, completion of a new Enrollment Agreement, and registration through Academic Advising. The role of the SRA is both

facilitator and advisor, working with the student to ensure a successful return to the University and their completion of their academic goals.

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

Applicants for Stand-Alone Course Enrollment

ONSITE

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

1. Complete an informational interview to determine the probability of success.

2. Complete an Enrollment Agreement (which must be signed by a parent or guardian if the applicant is under 18 years of age.)

3. Pay tuition fees prior to commencement of class via credit card, check, or money order. The University must receive payment by check three weeks prior to the start of class.

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

Iowa Postsecondary Enrollment Act

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

Placement Assessment

ONLINE

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

Students identified by the placement exams as needing additional instruction in math and writing will be required to take the discipline-specific course, Introduction to Undergraduate Online Learning for the Profession, as their first course of sequence in the first term of study. The course, which does not require an additional fee, offers students tutoring in math and writing and personal support provided by a faculty member and course mentor. Students who have earned college credits or have demonstrated proficiency in writing and math on the required placement tests will have this course require-ment waived, and will begin their program with the next course of sequence. This waiver is not an award of credit; in place of the Introduction to Undergraduate Online Learning for the Profession course, students will select a 100/200-level elective course to meet the program requirements.

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 a Director of Compliance to assist those who have questions or concerns with respect to the University's compliance with these laws. The name, address, and telephone number of the Director of Compliance are available through the University.

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

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

Prior Learning Assessment

CREDIT BY EXAMINATION

Undergraduate

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

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

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

Graduate

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

EXPERIENTIAL LEARNING PORTFOLIOS

Undergraduate

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

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

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

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

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

Graduate

Graduate students are not eligible to submit Experiential Learning Portfolios.

TRANSFER OF CREDIT

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

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

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

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

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

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

General Guidelines for Undergraduate and Graduate Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Guidelines for the Bachelor of Science in Nursing Program
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 ADN or diploma/degree-granting institution. Each student's transcripts shall be evaluated in their entirety for possible transfer of prior academic credits.

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

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

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

3. Courses must have been completed prior to matriculation.

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

5. Students in the Graduate School of Education cannot apply transfer credits from courses that were used to attain another degree.

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

7. Students enrolled in the Master of Education program may not use transfer credit to replace ED 501, ED 541, ED 551, ED 561, ED 571, ED 586, ED 591, ED 596, or ED 597. These courses must be completed at Kaplan University.

8. Students enrolled in the Iowa Teacher Intern Certificate program may not use transfer credit for courses that involve graduation requirements, field supervision and support, and training for the E-Portfolio, including ED 501, ED 527, ED 528, and ED 529.

9. By the middle of their second term of study (Friday of the fifth week), Master of Education and Iowa Teacher Intern Certificate candidates must provide proof that they have passed the Praxis II test with the minimum score established by ETS. For those states that require their own exams, candidates must submit passing scores (as set by their state) on their subject area exam(s) by the middle of the second term (Friday of the fifth week). Washington, DC, candidates must show proof of passing scores prior to enrollment.

10. 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 600, CJ 601, and CJ 602 must be completed at Kaplan University.

11. Students enrolled in the Professional Development for Teachers program may not use transfer credit to replace or substitute for any course in the program, and may not transfer credit between Professional Development for Teachers degree plans.

12. Students enrolled in a Master of Business Administration program may not use transfer credit to replace GB 500/GN 500 or GB 599/GN 599. These courses must be completed at Kaplan University.

13. Students in the Graduate School of Education are prohibited from transferring credits between the Master of Arts in Teaching and Learning and the Master of Education programs.

14. Students in the Professional Development for Teachers program may transfer up to two credits toward ED 500: Introduction to the Master of Arts Program provided that they meet all admissions requirements. Students who elect to transfer credits toward ED 500 will be required to complete the Phase I portion of the E-Portfolio with a mentor by the end of the first term. This is a graduation requirement and Phase I is introduced in ED 500.

15. Students in the Professional Development for Teachers program may transfer up to four credits of specific, identified courses from the PDT program into the Master of Arts in Teaching and Learning program.

16. Students enrolled in the Professional Development for Teachers program may not transfer credits earned on a pass/fail basis into any other degree plan.

17. Graduate transfer credit will not be granted for life experience, credit by examination, non-credit extension courses, or thesis supervision.

18. Graduate transfer work completed more than five 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.

TRANSFER OF CREDIT BETWEEN KAPLAN HIGHER EDUCATION SCHOOLS

Course credits may be accepted for transfer among all Kaplan Higher Education schools upon the student's acceptance to the receiving Kaplan Higher Education school. The transfer of credit award will be based on:

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

2. Course descriptions, objectives, or outcomes;

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

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

Credit cannot be evaluated until an official transcript is submitted to the school evaluating the transfer credit.

A minimum of 25 percent of the credits must be completed at the school awarding the degree, diploma, or certificate.

Technology Requirements

STUDENT TECHNOLOGY REQUIREMENTS FOR ONLINE COURSES

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

• Ability to use email to correspond with faculty, staff, and students

• Ability to access, create, and save documents in Microsoft Office 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 following minimum requirements:

Hardware
• A PC capable of running Windows 2000 or XP, or Mac OS X

• 256 MB RAM or greater

• 3.0 GB of free hard-drive space

• 1024x768 monitor with a 16-bit or greater video card (24-bit preferred)

• DVD-ROM drive or CD-ROM drive

• DSL or cable modem preferred (minimum of 56.6 Kbps modem)

• Sound card with speakers and microphone (for selected courses)

Software
• Microsoft Windows Operating System (2000, XP, or better) or Mac OS X

• Microsoft Office 2000 or greater*

• A current antivirus application

• Internet Explorer 5.5 or greater, Firefox 1.x, Netscape Communicator 6.2 or greater, or Safari 1.2 or greater (In all cases, the most recent version is preferred.)

• Adobe Reader 7.0 or greater (free download)

• Adobe Flash Player 7.0 or greater (free download)

• Sun Java 1.4 or greater (free download)

• AOL Instant Messenger (free download)

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

Internet/Email
• An Internet service provider (ISP)

• An email address and account will be issued to all Kaplan University students for use within their courses

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

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

Student Information and Services

Academic Freedoms and Student Responsibilities

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

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

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

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

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

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

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

7. Students have the right and responsibility to participate in course and professor 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; professors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.

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

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

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

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

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

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

Career Services

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

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

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

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

Conduct

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

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

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

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

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

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

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

7. Improper use of email and Internet access. Please see the Electronic Communications Policy for additional information.

8. Failure to comply with federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials, such as computer programs, music, movies, photographs, or written materials.

ADDITIONAL CODE OF CONDUCT FOR ONSITE STUDENTS

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

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

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

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

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

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

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

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

THE HONOR CODE

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

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

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

1. Any application for admission or supporting documentation;

2. Any final or midterm examination;

3. Any quiz;

4. Any essay, research paper, or other assignment for a course that a student is expected to complete on his or her own;

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

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

• Altering academic or clinical records.

• Falsifying information for any assignments.

• Partly or wholly completing an assignment(s) partially or wholly completed by another student.

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

DISCIPLINARY ACTIONS, SUSPENSIONS, AND DISMISSALS

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

Any violation of University policies or regulations may result in one or more of the following disciplinary actions:
• Verbal warning from professor or advisor

• Written warning

• Suspension

• Dismissal

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

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

Crime Awareness and Campus Security

ONSITE

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

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

Directory Information Public Notice

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

Drug and Alcohol Abuse Awareness and Prevention

ONSITE

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

Electronic Communications Policy

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

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

ONSITE

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

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

Downloading, distributing, or sending pornographic or obscene materials is prohibited. This includes viewing or bookmarking any such websites, or opening or forwarding any such email, fax, or voicemail messages. Any communications by students via email, instant messenger, voicemail, or fax that may constitute verbal abuse, slander, or defamation or may be considered offensive, harassing, vulgar, obscene, or threatening is prohibited. Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status. Any individual with a complaint about such communications should refer to the Policy of Nondiscrimination section in this Catalog.

Students may not use the University computer system in a manner that infringes the copyright of others. Copyright law protects the exclusive rights in images, music, text, audiovisual materials, software, and photographs. The distribution, display, performance, or reproduction of any copyright-protected material through the University computer system without the permission of the copyright owner is strictly prohibited. In addition, the University licenses software to support its educational processes. Students are not permitted to copy, remove, alter, or install software.

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. These media and equipment are intended to be used for business and educational purposes only, and any other use by students may result in discipline up to and including termination.

Family Educational Rights and Privacy Act (FERPA)

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

• Student records are maintained for a minimum of five years from the student's last day of attendance, with academic transcripts maintained indefinitely. Students have the right to inspect their academic, financial, or general records during normal school hours with an appointment. The only exception is the confidential student guidance notes maintained by the University.

• Students have the right to request amendment of education records that they believe are inaccurate, misleading, or a violation of privacy. Requests must be submitted in writing to the Registrar and specify why the record is inaccurate, misleading, or a violation of privacy. If the University decides not to amend the record, it will notify the student of the decision and whether the student has a right to a hearing regarding the request for amendment.

• The University may not release or disclose academic, personal, or financial information to outsiders (employers, agencies, or individuals) without first securing a written release from the parent or eligible student, unless permitted by the Act.

• Students may not have access to financial data separately submitted by their parents or guardians.

• Once the student becomes an eligible student, the rights accorded to, and consent required of, parents under this Act transfer from the parents to the student.

Guidance Services

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

Personal Appearance

ONSITE

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

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

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

Personal Property

The University assumes no responsibility for loss or damage to a student's personal property or vehicle.

Problem Resolution, Student Complaints, and Grievance Procedures

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

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

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

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

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

THE REVIEW COMMITTEE

The Review Committee has the responsibility for reaching a decision that is in the best interests of both the student and the University. The Committee is comprised of senior managers from all departments in the University. Students must follow steps 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, addressed to the Kaplan University Director of Compliance. Complaints are to be filed within 180 days of the most recent incident in question, unless the student can show good cause for a later filing. The complaint must include sufficient information to permit fact-finding and investigation. The Director of Compliance will contact the student if additional background is needed.

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

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

In the event that the Committee cannot resolve the complaint, the Director of Compliance 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 student 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 Board for further details. Their address is:

1400 West Washington, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
Website: http://azppse.state.az.us

Student Activities

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

Student Health Services

ONSITE

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

Student Housing

ONSITE

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

Student Interaction

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

Tutoring

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

TUTORING OPTIONS FOR ONSITE COURSES

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

TUTORING OPTIONS FOR ONLINE STUDENTS

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

Academic Information

Academic Calendar

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

Attendance/Tardiness Policy

ONLINE

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

The specific requirements for attendance are the following:

1. Any first-term student, or any student seeking reentry, who does not log into classes within the first seven days of the term will be withdrawn from their classes and their enrollment will be cancelled.

2. Students who have 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.

3. Students dismissed due to nonattendance must apply for readmission by following reentry procedures.

4. Students may appeal to their school's Dean of Students or the Dean's designee if they feel an error has been made in their attendance calculation.

Master of Business Administration Programs

The specific requirements for attendance in a Master of Business Administration program are the following:

1. Students are required to attend class by logging in to the course site at least two separate calendar days per week for each course. 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.

2. A student failing to attend classes for 14 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from the program.

3. Students dismissed due to nonattendance must apply for readmission by following reentry procedures.

4. Students may appeal to the Dean if they feel an error has been made in their attendance calculation.

5. Students must be either registered and enrolled or on an official leave of absence every term until their degrees are awarded. Failure to register or be on an official leave of absence for any term constitutes withdrawal from Kaplan University and students must reapply to continue their studies.

ONSITE

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

The specific requirements for attendance in onsite classes are:

1. Students who are absent from the University for 21 consecutive calendar days (excluding scheduled breaks) will be dismissed from the program. If students start a course late, time missed becomes part of the 21 consecutive calendar days.

2. Students dismissed due to lack of attendance may be readmitted only at the discretion of the Campus President, and no sooner than the beginning of the next grading period.

3. Students may appeal to the Campus President if they feel an error has been made in their attendance calculation.

4. The Associate of Science in Nursing and health science degree programs include classes that require mandatory student attendance and participation in clinical and laboratory sessions. 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.

Certification, State Board, and National Board Exams

Certification, state board, or national board licensing examinations are the individual student's responsibility. The University makes every attempt to provide accurate information on test dates and fees for examinations. Some examinations may include a work experience requirement. No student is automatically certified in any way upon program completion.

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

Although certain programs at Kaplan University are designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

EDUCATION PROGRAMS

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

INFORMATION SYSTEMS AND TECHNOLOGY PROGRAMS

Students 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.

ASSOCIATE OF SCIENCE IN NURSING

The Associate of Science in Nursing (ASN) program is designed to prepare students to become academically and clinically qualified to provide outstanding patient care. The program is structured to provide appropriate academic preparation for students who wish to pursue certification as nurse assistants or licensure as practical nurses prior to completing the ASN program. Upon successful completion of the first clinical nursing course (NU 101: Nursing Fundamentals) students may be eligible to take the nursing assistant examination in the state where they seek certification. After successful completion of NU 130: Medical-Surgical Nursing II and successful completion of all required preparatory and prerequisite courses, students may be eligible to take the national licensure examination for practical (vocational) nurses (NCLEX-PN) in the state where they seek licensure. Upon successful completion of the entire program of study for the Associate of Science in Nursing, students will be eligible to take the national licensure examination for registered nurses (NCLEX-RN).

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.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING

The Associate of Applied Science in Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). It 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 will 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. Kaplan University is seeking accreditation from the American Association of Medical

Transcription (AAMT). After completion of the program and following eligibility requirements set by the AAMT, students will be eligible to take the Certified 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 clinical and administrative skills necessary 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 will be eligible to take the Certified Medical Administrative Specialist examination, given by the American Medical Technologists.

COMMITTEE ON NATIONAL SECURITY SYSTEMS CERTIFICATES

Students who 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 certificates from the Committee on National Security Systems (CNSS):

• Information Systems Security (INFOSEC) Professionals, NSTISSI-4011 Certificate

• Senior Systems Managers, CNSSI-4012 Certificate

These certificates will be awarded by CNSS and will not be part of the student's academic record at Kaplan University.

Changes in Programs or Policies

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

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

Definition of a Unit of Credit

ONSITE COURSES

The University measures its programs in quarter credit hours.

One quarter credit hour equals:

• A minimum of 10 lecture clock hours.

• A minimum of 20 laboratory clock hours.

• A minimum of 30 externship clock hours.

A clock hour is a minimum of 50 minutes of instruction within a 60-minute period of time in which lectures, demonstrations, laboratories, and similar class activities are conducted.

Definition of an Academic Year

UNDERGRADUATE

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

Master of Science in Criminal Justice, Master of Education, and Master of Arts in Teaching and Learning
The University defines an academic year as a period of time in which a full-time student is expected to complete 24 credit hours in 33 weeks.

Non-Standard Graduate Programs
Given the accelerated pace of non-standard 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.

Dropping or Adding Courses

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

DROPPING COURSES

- Students may drop a course prior to or during the first week of classes. Dropping a course during this period could affect the student's financial aid.

- Students dropping a course beyond the first week of classes will incur 100 percent financial responsibility for the course.

ADDING COURSES

Online
Students may add a course through the end of the first week of classes based upon the availability of scheduling by the University. Please see the Attendance/Tardiness section of this Catalog for late start information. All schedule changes must be requested through the student's Academic Advisor. Graduate students wishing to add a course after the start of a term must receive approval from the Dean of their program.

Onsite
Students may add a course through the first week based upon the availability of scheduling by the University. Please see the Attendance/Tardiness section of this Catalog for late start information. All schedule changes for onsite students must be requested through Academic Services and reviewed by Financial Aid.

Externship or Clinical

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

Graduation Requirements

UNDERGRADUATE

To graduate from a non-nursing or health science program, students must:

1. Complete with a passing grade all requirements for their program of study within the maximum time frame permitted and attain a minimum CGPA of 2.0,

2. Return all property belonging to the University,

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

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

5. Submit an Application for Graduation.

Upon completion of the requirements listed above, candidates are eligible to participate in graduation exercises.

If satisfactory financial arrangements are not made, the graduation credential will be withheld.

Bachelor of Science in Nursing
To graduate from the Bachelor of Science in Nursing program, students must:

1. Complete with a passing grade all requirements for the program of study within the maximum time frame permitted and attain a minimum CGPA of 2.5,

2. Have no less than a "C" in any of the major or core requirements for the program,

3. Return all property belonging to the University,

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

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

6. Submit an Application for Graduation.

Upon completion of the requirements listed above, candidates are eligible to participate in graduation exercises.

If satisfactory financial arrangements are not made, the graduation credential will be withheld.

Associate of Science in Nursing and Health Science Programs
To graduate from the Associate of Science in Nursing and health science programs, students must:

1. Complete with a passing grade all requirements for the program of study, within the maximum time frame permitted, and attain a minimum CGPA of 2.5,

2. 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,

3. Have no less than a "C" in any of the major or core requirements for the program,

4. Comply with all applicable policies and requirements related to the clinical educational experiences,

5. Return all property belonging to the University,

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

7. Submit an Application for Graduation.

Upon completion of the requirements listed above, candidates are eligible to participate in graduation exercises.

If satisfactory financial arrangements are not made, the graduation credential will be withheld.

GRADUATE

To graduate, students must:

1. Complete all requirements of the graduate program with the University,

2. Have a minimum CGPA of 3.0,

3. Have completed the degree program no later than 7 years after completing the first class,

4. Meet all requirements listed in the University Catalog at the time of admission, or at the time of changing curriculum,

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

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

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

8. Submit an Application for Graduation.

Master of Arts in Teaching and Learning

In addition, all Master of Arts in Teaching and Learning candidates must successfully complete the E-Portfolio.

Master of Education

Master of Education candidates must successfully complete the student teaching requirements and the E-Portfolio prior to graduation.

Iowa Teacher Intern Certificate

Iowa Teacher Intern Certificate candidates must successfully complete the internship requirements and the E-Portfolio prior to graduation.

Master of Science in Criminal Justice

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

Thesis-track students will be required to develop and submit, in writing, a formal proposal for research in criminal justice to their chosen thesis committee, made up of a chairperson and two 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.

Hours of Operation

ONSITE CLASSES:
MON–FRI: 8:00 am to 10:00 pm

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

ONLINE HOURS OF OPERATION:
Contact Support Services at 866.522.7747 (Toll Free).

Leave of Absence

The Dean of Students or the Dean's designee may grant, on a limited basis, an administrative leave of absence to students when the University is unable to schedule the student into the required externship, clinical, or required classes. Requests must be approved by the Campus President (onsite) or the Dean of Students or Dean's designee (online) and the Financial Aid Officer.

ONLINE

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

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

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

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

4. Undergraduate students are only allowed one leave of absence within a 12-month period. Students enrolled in a graduate program may exceed a single academic term of leave, but 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. In addition, Master of Business Administration students without a specialization and those pursuing a specialization are allowed a maximum of six and eight terms of official leave of absence, respectively, during their degree programs.

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

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

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

8. Students who fail to return to class at the end of drop/add week of the term following the leave of absence will be dropped from the program.

ONSITE

Onsite students may request a leave of absence from Kaplan University under the following conditions:

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

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

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

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

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

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

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

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

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

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

Makeup Standards

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

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

Program Transfers

UNDERGRADUATE

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

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

GRADUATE

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

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

Refresher Courses for Graduates

ONSITE

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

Graduate
Graduate students are not eligible for graduate refresher courses.

Suspension and Dismissal

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

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

2. Fails to maintain satisfactory academic progress,

3. Fails to meet attendance standards, OR

4. Fails to meet financial obligations to the University.

Time on suspension will be counted as an absence from school and cannot exceed the allowable absences stated in the Attendance/Tardiness Policy.

Transcripts and Certifications

DIPLOMAS

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

TRANSCRIPTS

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

CERTIFICATIONS OF ENROLLMENT

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

Transfer of Credit to Other Schools

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

Withdrawal From the University

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

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

2. Discuss payment options with representatives of the Financial Aid Office and Business Office. The Business Office can answer any questions regarding financial obligations to the University, and the Financial Aid Office can answer any questions regarding any student loan repayment responsibilities. Refer to the Refund Policy in this Catalog for specific calculation information.

3. 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 courses. Letter grades are used for transcripts only. Students should be aware that grades are based in part on participation in class discussions on the class 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		Challenge/CLEP Credits
EC		Experiential Credit
I		Incomplete
P		Pass
R		Repeat
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal
WF		Withdrawal Failing
WP		Withdrawal Passing

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

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

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

I…Incomplete. This grade will not affect a student's CGPA until a final grade is assigned. Students receiving an incomplete in a course must complete the course requirements by a deadline determined by program policy not to exceed one grading period. If students do not complete the required 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.

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

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

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

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

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

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

GRADUATE

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

GRADES	POINTS	DEFINITION
A	4.0	Superior
B	3.0	Above Average
C	2.0	Average
F	0.0	Failure
AU		Audit
I		Incomplete
P		Pass
R		Repeat
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal
WF		Withdrawal Failing
WP		Withdrawal Passing

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

I…Incomplete. This grade will not affect a student's CGPA until a final grade is assigned. Students receiving an incomplete in a course must complete the course requirements by the end of the following grading period. Under extenuating circumstances, and with the approval of the Dean of the student's program, an extension of one additional academic term may be given for the incomplete grade to be reconciled. 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.

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

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

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

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

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

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

Academic Progress Standards

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

UNDERGRADUATE

Maximum Time Frame

All students must complete their program in a period not exceeding 1.5 times the normal length of the program as measured in credit hours attempted. For example, if a program requires successful completion of 60 credit hours the student may not attempt more than 90 credit hours (1.5 x 60). To graduate, non-nursing and health science students must successfully complete 100 percent of the required courses and obtain a minimum CGPA of 2.0 within the 1.5 maximum time frame. Nursing and health science students must complete, with a passing grade, all requirements for the program of study within the maximum time frame permitted and attain a minimum CGPA of 2.5. Nursing and health science students must also have no less than a "C" in any required major or core course. Associate's-level nursing and health science students must also achieve a minimum of "S" (satisfactory) for the clinical components of nursing and health science courses.

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

Required Evaluation Schedule

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

EVALUATION POINT	NON-NURSING/ NON-HEALTH SCIENCE MINIMUM CGPA	NURSING/ HEALTH SCIENCE MINIMUM CGPA	SUCCESSFUL COMPLETION OF HOURS ATTEMPTED
25% of Program Attempted*	1.0	2.5	55%
50% of Program Attempted*	1.5	2.5	60%
100% of Program Attempted*	1.75	2.5	67%

EVALUATION POINT SCIENCE	NON-NURSING/ NON-HEALTH SCIENCE MINIMUM CGPA	NURSING/ HEALTH SCIENCE MINIMUM CGPA	SUCCESSFUL COMPLETION OF PROGRAM REQUIREMENTS
150% of Program Attempted	2.0	2.5	100%

*See Academic Probation in this section

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

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

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

Communication Programs
In addition to meeting Kaplan University requirements for all undergraduate students, in order to progress through the Bachelor of Science in Communication program and the Advanced Start Bachelor of Science in Communication program:

• Bachelor of science students must achieve a minimum grade of "C" or better in both CM 107: Effective Writing I for Arts and Sciences Majors and CM 220: Effective Writing II.

• If required to take the course, advanced start students must achieve a minimum grade of "C" or better in CM 220: Effective Writing II.

Nursing and Health Science Programs
Systematic progression through the nursing and health science programs is dependent upon:

• 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.

• Nursing and health science students must also achieve a minimum of "S" (satisfactory) for the clinical components of nursing courses.

• Students in nursing programs will be withdrawn from their program if unable to successfully complete a major or core course on the second attempt.

GRADUATE

Students in graduate programs must maintain a GPA of 3.0 or higher to graduate. The Registrar will calculate 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 seven years after completing the first class.

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

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

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

Master of Business Administration Programs
Advancement to Candidacy
Students in the Master of Business Administration programs are advanced to candidacy status after successfully completing four courses with a minimum CGPA of 3.0. Prerequisite courses for programs (if any) and credits transferred to Kaplan University do not count toward the four courses required for advancement. Students cannot have any incomplete grades at the time of advancement to candidacy. After advancement to candidacy, students must maintain a minimum cumulative grade point average of 3.0 for courses completed at Kaplan University. In addition, students must successfully complete at least 75 percent of the graduate credit hours submitted for a degree with an "A" or "B" grade. A student receiving an "F" grade must repeat the course and obtain a "C" grade or better in order to meet the degree requirement. Failure to earn a passing grade in the repeated course will result in the student's dismissal from the program. Failing a course and then failing a subsequent required repeat may interrupt the student's enrollment and may negatively impact financial aid eligibility and academic progress. Retaking a course(s) may result in additional charges.

Required Evaluation Schedule
Master of Business Administration students who do not meet satisfactory academic progress requirements in any given term will be placed on academic probation. Student dismissals are processed four times each year at the end of each evenly numbered term (terms two, four, six, and eight).

ACADEMIC PROBATION

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

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

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

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

Students qualified to receive veterans benefits will be eligible for such benefits unless their cumulative grade point average falls below 2.0 for two consecutive terms. Students whose cumulative grade point average falls below 2.0 for two consecutive terms will be decertified from the veterans benefits program.

Nursing and Health Science Programs
Immediate Probation
Any student who receives a grade of "D" or below and/or whose CGPA has fallen below 2.5 will be placed on immediate probation. The student will be given one term to raise the CGPA to the required status.

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

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

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

ACADEMIC PROGRESS APPEAL PROCEDURES

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

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

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

Extended Enrollment Student

ONSITE

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

Graduate
Graduate students are not eligible for extended enrollment.

Honors and Awards

UNDERGRADUATE

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

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

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

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

Summa Cum Laude: Students graduating with a 3.80–4.00 cumulative grade point average.

GRADUATE

Term Completion Honors
Following the completion of each quarter, graduate students who earn certain grade point averages are recognized for their achievements by becoming part of the Dean's List or President's List. To be eligible for the Dean's List, a student must be enrolled in at least 8 credit hours for that quarter and attain a 3.75–3.97 GPA. To be eligible for the President's List, a student must be enrolled in at least 8 credit hours for that quarter and attain a 3.98–4.0 GPA.

Degree Completion Honors
Students earning a master's degree are eligible to receive academic honors according to the following criteria:

Magna Cum Laude: Students graduating with a 3.75–3.97 cumulative grade point average.

Summa Cum Laude: Students graduating with a 3.98–4.0 cumulative grade point average.

Pass/Fail Option

ONLINE STUDENTS

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 must elect to take a course pass/fail by the Tuesday of the fifth week of the term. Students enrolled in the Bachelor of Science in Communication program may not choose the pass/fail option for CM 107: Effective Writing I for Arts and Sciences Majors. 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.

Professors 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, professors 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.

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

Graduate Courses
Professional Development for Teachers (PDT)
Participants enrolled in the Professional Development for Teachers program may elect to take courses on a pass/fail basis. Participants must elect to take a course pass/fail by the Tuesday of the second week of the term. Participants who must submit grades to employers, funding agencies, or other academic programs, or who anticipate transferring to another institution, should consult the appropriate offices before electing the pass/fail option. Participants enrolled in the PDT program may not transfer credits earned on a pass/fail basis into any other degree or certificate program at Kaplan University. Professors are expected to evaluate participant performance without regard to grading status and give participants appropriate feedback regarding their performance throughout the term. A grade of "P" will be recorded on the official grade roster for those participants

who have elected the pass/fail option and whose performance would otherwise be rated as "A," "B," or "C." For participants who fail the course, professors will assign a grade of "F." A grade of "P" will not be calculated into a participant's CGPA. A grade of "F" will be calculated into a participant's CGPA.

Deadlines for filing pass/fail requests will be adhered to without exception. All participants should consider this criteria carefully before exercising the pass/fail option.

Plagiarism Policy

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

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

• Any form of cheating on examinations.

• Altering academic or clinical records.

• Falsifying information for any assignments.

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

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

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

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

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

A 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 professor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

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

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

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

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

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

Procedures for processing plagiarism offenses are as follows:

ONLINE STUDENTS

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

ONSITE STUDENTS

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

DISPUTE OF PLAGIARISM CHARGES

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

Reinstatement Procedures

UNDERGRADUATE

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

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

GRADUATE

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

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

Repeated Courses

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

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

Failing a course and subsequent required repeats may interrupt the student's enrollment and may negatively impact financial aid eligibility and academic progress. Repeats may result in additional charges. Nursing and health science students required to retake courses will be required to pay all associated tuition and fees.

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

Financial Information

Enrollment Status

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

UNDERGRADUATE

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

GRADUATE

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

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

Financial Aid Services

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

Loans *(available to all students, depending on eligibility)*
• Subsidized Federal Stafford Loan

• Unsubsidized Federal Stafford Loan

• Federal PLUS Loan

• CitiAssist Alternative Loan (restricted to tuition only)

• Sallie Mae Alternative Loan Programs (SLM Financial)

Federal Grants *(undergraduate only)*
• Federal Pell Grant Program

• Federal Supplemental Educational Opportunity Grant Program

State Grants *(undergraduate only)*
• Iowa Tuition Grant (Iowa residents)

• Iowa Grant (Iowa residents)

• Rhode Island State Grant (Rhode Island residents)

• Vermont State Grant (Vermont residents)

Work 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)

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

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

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

Refund Policy

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

CANCELLATION OF ENROLLMENT AGREEMENT

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

NOTICE TO STUDENTS

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

The amount of federal financial aid that you have earned is computed by (1) determining the percentage of the payment period for which federal financial aid was awarded and completed and (2) multiplying such percentage by the total amount of federal financial aid that was, or could have been, disbursed on your behalf for the payment period as of the date you withdrew. After the 60 percent point in the payment

period, you will have earned 100 percent of the federal financial aid funds already disbursed to you. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy and may result in your owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to your withdrawal. If you plan to withdraw from the University, please contact the Financial Aid Office or Business Office to determine the amount of funds, if any, that must be returned on your behalf.

WITHDRAWAL AFTER COMMENCEMENT OF CLASSES

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

1. The date the student notifies the University of withdrawal or the date of withdrawal, whichever is earlier,

2. The beginning date of any term in which a student fails to start classes,

3. The first business day following any 21 consecutive calendar days of absences,

4. The date when the University terminates the student's enrollment, OR

5. The date that the student is scheduled to return from a leave of absence and fails to do so.

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

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

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

*Less $100 Administrative Fee

If you complete the program in less time than the published course duration, the tuition you agree to pay shall be fully earned by the University upon the date of completion, and you will not be entitled to any refund due to earlier completion.

The University will charge for all books not returned by students in usable condition, as determined by the University, within 14 days of withdrawal or completion of the course or program of study. Federal financial aid funds may not be used to cover the cost of the application fee or the cost of the books.

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

ONSITE STUDENTS

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

Scholarships

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

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

Tuition and Fees

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

PROGRAMS

Core Curriculum

Mission Statement

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

Core Curriculum Categories and Courses

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

Course Number	Course Name

COMMUNICATION
CM 110:	Nonverbal Communications
CM 124:	Principles of Public Speaking*
CM 202:	Mass Communications
CM 205:	Introduction to Intercultural Communication
CM 206:	Interpersonal Communications
CM 210:	Spanish I*
CM 211:	Spanish II*
CM 240:	Technical Writing
CM 310:	Communication and Conflict
CM 410:	Organizational Communication
SS 120:	American Film and Society—1930s Through 1960s
SS 220:	American Film and Society—1970s to Present

COMPOSITION AND WRITING
CM 102:	Effective Writing I
CM 103:	Effective Writing I for Criminal Justice Majors
CM 104:	Effective Writing I for Legal Studies Majors
CM 105:	Effective Writing I for Business Majors
CM 106:	Effective Writing I for IT Majors
CM 107:	Effective Writing I for Arts and Sciences Majors
CM 108:	Effective Writing I for the Nursing Professional
CM 109:	Effective Writing I for the Health Care Professional
CM 220:	Effective Writing II

DIVERSITY AND CULTURE
DC 101:	Diversity and Culture*
CJ 246:	Human Relations in a Diverse Society†
CJ 295:	World Conflict†
CM 110:	Nonverbal Communications
CM 205:	Introduction to Intercultural Communication
CM 210:	Spanish I*
CM 211:	Spanish II*
SS 120:	American Film and Society—1930s Through 1960s
SS 220:	American Film and Society—1970s to Present
SS 260:	Gender and Society
SS 270:	Social Problems
SS 360:	American Women

ETHICS
HU 245:	Ethics
HU 280:	Bioethics
MT 310:	Ethics and the Legal Environment‡
MT 471:	The Legal and Ethical Environment of Health Care‡
PA 253:	Legal Ethics§

Course Number	Course Name

HISTORY
CJ 105:	History of Criminal Justice†
SS 230:	Making History—The Founding Fathers
SS 236:	People, Power, and Politics—An Introduction to American Government
SS 340:	American Business History
SS 360:	American Women

HUMANITIES
HU 105:	History of Ideas in Civilization
HU 201:	Voices of Western Culture—Art and Ideas
HU 310:	Culture, Society, and Advanced Technology
HU 345:	Critical Thinking
SS 360:	American Women

MATHEMATICS
MM 201:	College Algebra
MM 207:	Statistics
MM 250:	Introductory Discrete Mathematics
MM 305:	Quantitative Methods
MM 309:	Discrete Mathematics

PROFESSIONAL STUDIES
CS 110:	Human Dynamics*
CS 111:	Academic Strategies for the Criminal Justice Professional
CS 112:	Academic Strategies for the Paralegal Professional
CS 113:	Academic Strategies for the Business Professional
CS 114:	Academic Strategies for the IT Professional
CS 115:	Academic Strategies
CS 118:	Academic Strategies for the Nursing Professional
CS 119:	Academic Strategies for the Health Care Professional
CS 210:	Career Development Strategies
CS 410:	Advanced Career Development Strategies
IT 101:	Introduction to Information Technology
IT 133:	Software Applications

SCIENCE
SC 115:	Principles of Nutrition
SC 155:	Chemistry in Context
SC 202:	Foundations of Science
SC 225:	Environmental Science
SC 240:	Astronomy*

SOCIAL SCIENCE
CM 110:	Nonverbal Communications
CM 205:	Introduction to Intercultural Communication
HU 310:	Culture, Society, and Advanced Technology
SS 114:	Child Development and Learning
SS 120:	American Film and Society—1930s Through 1960s
SS 124:	Introduction to Psychology
SS 144:	Sociology
SS 204:	Macroeconomics‡
SS 220:	American Film and Society—1970s to Present
SS 224:	Microeconomics‡
SS 230:	Making History—The Founding Fathers
SS 260:	Gender and Society
SS 270:	Social Problems
SS 350:	Developmental Psychology
SS 360:	American Women
SS 430:	Sociology of Work
SS 440:	Abnormal Psychology

*Taught onsite only.
†This course fulfills the core curriculum requirement in this category for criminal justice program students only.
‡This course fulfills the core curriculum requirement in this category for business program students only.
§This course fulfills the core curriculum requirement in this category for paralegal program students only.

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.

Bachelor of Science in Communication

The Bachelor of Science in Communication degree program provides students with the skills needed to become effective communicators in today's competitive, global workplace. The interdisciplinary approach combines both theory and application, enabling students 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 prepare students for careers in technical writing, public administration, advertising, public relations, human resources, law, criminal justice, politics, ministry, social services, opinion and market research, fundraising, civil service, international business, management, marketing, and publishing. Two emphasis area options are available for the communication studies major: technical writing and organizational communication.

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

7. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

8. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

9. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions and solve everyday problems.

10. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

Completing a set of communication content courses in this degree will prepare the student to:

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.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 107:	Effective Writing I for Arts and Sciences Majors*	5
CM 115:	Communicating in the 21st Century	5
CM 220:	Effective Writing II	5
CM 310:	Communication and Conflict	6
CS 115:	Academic Strategies†	5
CS 410:	Advanced Career Development Strategies	2
IT 133:	Software Applications	5
MM 201:	College Algebra (or higher)	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	Science 100/200-level	5
Elective:	History 300/400-level	6
Elective:	Social Science/Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS		
Electives:	100/200-level	10
Elective:	300/400-level	6
MAJOR REQUIREMENTS		
BU 100:	Introduction to Business	5
IT 245:	Website Development	5
IT 315:	Writing for the Web	6
CM 202:	Mass Communications	5
CM 206:	Interpersonal Communication	5
CM 240:	Technical Writing	5
CM 250:	Fundamentals of Grammar and Editing	5
CM 270:	Writing for Multimedia	5
CM 315:	Group Dynamics and Team Building	6
CM 410:	Organizational Communication	6
CM 415:	Effective and Appropriate Communication in the Workplace	6
CM 460:	Rhetorical Analysis of Non-Fiction Writing	6
CM 499:	Bachelor's Capstone in Communication	4
Electives:	300/400-level Emphasis Area Courses	30
TOTAL PROGRAM REQUIREMENTS		**180**

EMPHASIS AREAS

Option I: Technical Writing

CM 320:	Interviewing Skills for the Technical Writer	6
CM 340:	Advanced Technical Writing	6
CM 345:	Proposal and Grant Writing	6
CM 445:	Writing for the Professions	6
CM 450:	Professional Communication in Technical Writing	6

Option II: Organizational Communication

CM 312:	Communication and Organizational Change	6
CM 318:	Advocacy and Opposition in the Modern Workplace	6
CM 350:	Topics in Advertising and Public Relations	6
CM 420:	Interpersonal Relationships and Organizational Communication	6
CM 430:	Theories and Application in Organization Settings	6

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

Advanced Start Bachelor of Science in Communication

Kaplan University offers the Advanced Start Bachelor of Science in Communication degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: technical writing and organizational communication.

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
CM 240: Technical Writing	
CM 250: Fundamentals of Grammar and Editing	
100/200-level: Communication Course	
100/200-level: Communication Course	
200-level: Mathematics Course	
CORE REQUIREMENTS	
CM 310: Communication and Conflict	6
CS 410: Advanced Career Development Strategies	2
Elective: History 300/400-level	6
Elective: Social Science/Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	12
MAJOR REQUIREMENTS	
IT 315: Writing for the Web	6
CM 315: Group Dynamics and Team Building	6
CM 410: Organizational Communication	6
CM 415: Effective and Appropriate Communication in the Workplace	6
CM 460: Rhetorical Analysis of Non-Fiction Writing	6
CM 499: Bachelor's Capstone in Communication	4
Electives: 300/400-level Emphasis Area Electives	24
TOTAL PROGRAM REQUIREMENTS	180

Associate of Science in Interdisciplinary Studies

The objective of the Associate of Science in Interdisciplinary Studies (ASIS) degree program is to prepare students for career advancement in a variety of fields with the knowledge, communication skills, critical thinking, and technical competencies required in the modern workplace. The Associate of Science in Interdisciplinary Studies provides a degree-completion program and accommodates both the student whose needs are satisfied by an AS degree and the student who may wish to pursue study beyond the associate's degree level. The Associate of Science in Interdisciplinary Studies degree allows students to transfer in courses from a regionally or nationally accredited institution of higher education or to design a program of study for degree completion. While the open concentration area can be a combination of courses from a variety of disciplines, the degree rests solidly on a general-education foundation. Students plan their degree design in accordance with their employment or higher education objectives. Upon successful completion of the program, graduates will be awarded an associate of science degree. Graduates of this program may find career opportunities in a variety of fields based on their area of concentration.

The Associate of Science in Interdisciplinary Studies with an Educational Paraprofessional Emphasis is designed to prepare students with the necessary 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, and classroom and behavioral management as well as teaching strategies in math, reading, and writing. Special Education and Second Language Learners are also current educational topics that are covered in depth. Students will 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. Candidates are also encouraged to confirm any additional state or local requirements for employment in their individual school districts. This program is well suited for individuals interested in working with children in a variety of environments or in need of a stepping stone on the way to earning teacher credentials.

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

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

3. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

4. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

5. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

6. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues, by explaining, defending, and assessing personal ethical perspectives.

7. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

    OR

    Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

8. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions and solve everyday problems.

9. History: Reflect critically on the impact of historical and contemporary events on society.

10. Demonstrate the ability to successfully complete a student-selected, focused sequence of elective coursework.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 107:	Effective Writing I for Arts and Sciences Majors*	5
CM 115:	Communicating in the 21st Century	5
CM 220:	Effective Writing II	5
CS 115:	Academic Strategies†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
MM 201:	College Algebra (or higher) OR	
MM 180:	Math Topics for the Interdisciplinary Student	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	History 100/200-level	5
Elective:	Humanities/Social Science 100/200-level	5
Elective:	Science 100/200-level	5
MAJOR REQUIREMENTS		
IS 299:	Associate's Capstone in Interdisciplinary Studies	3
Electives:	100/200-level Electives or Emphasis Area	30
TOTAL PROGRAM REQUIREMENTS		90

EMPHASIS AREAS

Option I: Educational Paraprofessional‡

SS 114:	Child Development and Learning	5
EP 101:	Introduction to Classroom Management	5
EP 210:	Math Methods	5
EP 220:	Reading and Writing Methods	5
EP 230:	Survey of Special Needs	5
EP 240:	Assisting ESL Learners	5

Option II: Open Concentration

Electives:	100-level or above	10
Electives:	200-level or above	20

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

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

*Onsite and developmental students will take CM 102: Effective Writing I.
†Onsite students will take CS 110: Human Dynamics.
‡Emphasis area courses must be taken in the sequence listed.

Business

Mission Statement

The mission of the Kaplan University business programs is to educate students who will become ethical decision makers capable of leading organizations with integrity and vision. We accomplish this through an innovative core curriculum that fosters critical-thinking skills, effective communication techniques, analytical problem-solving abilities, and an appreciation of a wide variety of people and cultures. We combine these with the skills necessary to manage people and resources, to analyze markets and products, to understand systems and processes, and to think strategically.

Master of Business Administration

The objective of the Master of Business Administration program is to help students satisfy their intellectual curiosity, build knowledge, and prepare to successfully undertake leadership positions in competitive business environments. The program will challenge students to critically examine the theories and practices comprising the body of knowledge related to the conduct of business in dynamic environments and increase the breadth and depth of their skills and abilities. Upon successful completion of the program, graduates will be awarded a Master of Business Administration degree.

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

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

Program Outcomes

1. Assess financial, quantitative, and qualitative information to arrive at reasoned decisions for solving business problems.

2. Critically assess and evaluate the theoretical bases, current knowledge, best practices, and trends related to the conduct of business.

3. Critically assess the role of ethics and law in the conduct of business.

Curriculum

Courses		Credits
GB 500:	Becoming an Effective Leader	4
GB 501:	Leadership, Culture, and Change	4
GB 502:	Managerial Economics	4
GB 503:	Managerial Accounting	4
GB 504:	Financial Management	4
GB 505:	Marketing Management	4
GB 506:	Information Systems Management	4
GB 507:	Business Ethics	4
GB 508:	The Legal Environment of Business	4
GB 509:	Analytical Decision Making	4
GB 510:	Project Management	4
GB 511:	Strategic Human Resources Management	4
GB 599:	Business Strategy	4
TOTAL PROGRAM REQUIREMENTS		**52**

SPECIALIZATIONS

Finance

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

Marketing

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

Human Resources Management

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

Information Technology

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

Entrepreneurship

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

Management, Communication, and Quality

GB 544	Quality Management	4
GB 554:	Operations Management	4
GB 571:	Power and Negotiation	4
GB 572:	International Management	4

Newsweek Master of Business Administration

The objective of the *Newsweek* Master of Business Administration program is to help students satisfy their intellectual curiosity, build knowledge, and prepare to successfully undertake leadership positions in competitive, global business environments. The program will challenge students to critically examine the theories and practices comprising the body of knowledge related to the conduct of business in dynamic, international environments and increase the breadth and depth of their skills and abilities. Upon successful completion of the program, graduates will be awarded a Master of Business Administration degree.

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

The *Newsweek* Master of Business Administration degree program consists of a minimum of 52 quarter credit hours. In addition, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from a group of two specializations. Specializations are not required for completion of the general program. Specializations include international business and international health care management.

Program Outcomes

1. Assess financial, quantitative, and qualitative information to arrive at reasoned ethical decisions for solving global business problems.

2. Critically assess and evaluate the theoretical bases, current knowledge, best practices, and trends related to the ethical conduct of global business.

Curriculum

Courses	Credits
PREREQUISITE REQUIREMENTS	
(Required for students without a background in economics, statistics, accounting, or finance)	
KU 510: Foundations of Mathematics and Economics	
KU 511: Foundations of Accounting and Finance	
PROGRAM REQUIREMENTS	
GN 500: Building Business Acumen	4
GN 501: Leadership, Communication, and Change	4
GN 502: Managerial Economics	4
GN 503: Managerial Accounting	4
GN 504: Financial Management	4
GN 505: Marketing Management	4
GN 507: Business Ethics	4
GN 509: Analytical Decision Making	4
Electives: Choose two courses	8
Choose one of the following:	
GN 510: Project Management OR	4
GN 554: Operations Management	4
Choose one of the following:	
GN 506: Information Systems Management	4
GN 511: Strategic Human Resources Management	4
GN 543: Managing Change	4
GN 544: Quality Management	4
Capstone:	
GN 599: Business Strategy	4
TOTAL PROGRAM REQUIREMENTS	52

Students will be able to choose from a variety of electives.

Students will be able to choose from two possible specializations listed below.

SPECIALIZATIONS

International Business
GN 572: International Management
GN 523: International Finance
GN 573: International Marketing
GN 574: International Managerial Competencies

International Health Care Management
GN 572: International Management
GN 525: International Health Systems

Choose two from the following:
GN 574: International Managerial Competencies
GN 526: Public Health Systems Management
GN 527: Quality Health Care Management
GN 528: Comprehensive Health Care Strategies

Bachelor of Science in Business

The Bachelor of Science in Business degree program prepares students for a variety of positions in the field of business. The degree offers a breadth of knowledge that provides a foundation appropriate for work in the field. This degree accommodates both the student whose immediate educational goals are satisfied by the bachelor's degree and the student who is planning to pursue study in business fields beyond the baccalaureate level. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Economics: Explain the impact that basic macro and microeconomic policies have on strategic business decisions.

2. Accounting: Identify accounting problems and develop relevant solutions by applying generally accepted accounting principles and methods.

3. Marketing: Define core marketing principles and apply them to the development of a business strategy.

4. Organizational Behavior: Analyze the role that team dynamics and employee conflict play in defining and resolving business issues.

5. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.

6. Finance: Interpret and evaluate financial and cost-accounting data to control business activities.

7. Operations: Apply best practices in making operational decisions using available information and resources.

8. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
CS 410: Advanced Career Development Strategies	2
IT 133: Software Applications	5
KU 100: Introduction to Undergraduate Online Learning for the Profession—Business	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment	6
SS 204: Macroeconomics	5
SS 224: Microeconomics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 100-level or above	5
Elective: 300-level or above‡	6
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business	5
MT 211: Business Law	5
MT 217: Finance	5
MT 219: Marketing	5
MT 300: Management of Information Systems	6
MT 320: Research and Presentation§	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Business/ Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	**180**
EMPHASIS AREAS	
Option I: Accounting	
AC 239: Managerial Accounting#	5
AC 300: Intermediate Accounting I#	6
AC 301: Intermediate Accounting II	6
Select three of the following courses:	
AC 410: Auditing	6
AC 420: Cost Accounting	6
AC 430: Advanced Tax—Corporate	6
AC 440: Advanced Accounting Systems	6
AC 450: Advanced Accounting	6
Option II: Finance	
AC 300: Intermediate Accounting I#	6
MT 480: Corporate Finance	6
MT 481: Financial Markets	6
MT 482: Financial Statement Analysis	6
MT 483: Investments	6

(continued on next page)

Option III: Management of Information Systems

IT 163:	Database Management#	5
IT 273:	LAN Concepts#	5

Select four of the following courses:

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

Option IV: Business Security and Assurance

AC 239:	Managerial Accounting#	5
IT 273:	LAN Concepts#	5
SA 400:	Business Process Analysis	6
SA 410:	Risk Analysis and Strategy	6
SA 411:	Risk Management	6

Select one of the following three emphasis area courses:

SA 421:	Ethics and Compliance—Sarbanes/ Oxley and SEC Regulations	6
SA 422:	Ethics and Compliance—HIPAA and Health Industry Regulations	6
SA 423:	Ethics and Compliance—Federal Acts and Regulations	6

NOTE: In lieu of KU 100: Introduction to Undergraduate Online Learning for the Profession—Business, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 100/200-level elective course to meet degree plan requirements. The Option A degree plan requires 10 credits of 100-level or above open electives. Students enrolled in the Option A degree plan will take this additional open elective course later in the degree plan sequence than KU 100: Introduction to Undergraduate Online Learning for the Profession—Business.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Students choosing the business security and assurance emphasis area are suggested to take HU 345 as one of their 300-level or higher open electives.

§Students choosing the business security and assurance emphasis area will not take MT 320, but will take a 300-level or higher open elective in its place.

#Taken as an open elective requirement.

The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the following certificates:

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

Students who successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331:Technology Infrastructure will receive these two certificates.

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 certificates but do not have sufficient open electives on 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.

Advanced Start Bachelor of Science in Business

Kaplan University offers the Advanced Start Bachelor of Science in Business degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the following certificates:

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

Students who successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331:Technology Infrastructure will receive these two certificates.

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 certificates but do not have sufficient open electives on 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.

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
IT 133: Software Applications*	
MM 201: College Algebra (or higher)	
100/200-level: Accounting Course	
100/200-level: Computer Course	
100/200-level: Management Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment	6
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300-level or above	6
MAJOR REQUIREMENTS	
MT 300: Management of Information Systems	6
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180

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

Some emphasis areas have different prerequisite requirements:

ACCOUNTING EMPHASIS PREREQUISITES
AC 114: Accounting I
AC 116: Accounting II
AC 239: Managerial Accounting
CM 220: Effective Writing II
MM 201: College Algebra
100/200-level: Computer Course
100/200-level: Management Course

FINANCE EMPHASIS PREREQUISITES
AC 114: Accounting I
AC 116: Accounting II
CM 220: Effective Writing II
MM 201: College Algebra
100/200-level: Computer Course
100/200-level: Management Course

MANAGEMENT OF INFORMATION SYSTEMS EMPHASIS PREREQUISITES
AC 114: Accounting I
AC 116: Accounting II
CM 220: Effective Writing II
IT 101: Introduction to Information Technology
IT 163: Database Management
IT 273: LAN Concepts
MM 201: College Algebra
100/200-level: Management Course

BUSINESS SECURITY AND ASSURANCE EMPHASIS PREREQUISITES
AC 114: Accounting I
AC 116: Accounting II
CM 220: Effective Writing II
IT 273: LAN Concepts
MM 201: College Algebra
100/200-level: Computer Course
100/200-level: Management Course

Bachelor of Science in Management

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

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

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Accounting: Identify accounting problems and develop relevant solutions by applying generally accepted accounting principles and methods.

2. Marketing: Define core marketing principles and apply them to the development of a business strategy.

3. Organizational Behavior/Leadership: Analyze the impact of leadership, employee behavior, organizational culture, and group dynamics in defining and resolving business issues.

4. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.

5. Finance: Interpret and evaluate financial and cost-accounting data to control business activities.

6. Operations: Apply best practices in making operational decisions using available information and resources.

7. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 105:	Effective Writing I for Business Majors*	5
CM 220:	Effective Writing II	5
CS 113:	Academic Strategies for the Business Professional†	5
CS 410:	Advanced Career Development Strategies	2
IT 133:	Software Applications	5
KU 100:	Introduction to Undergraduate Online Learning for the Profession—Business	5
MM 201:	College Algebra (or higher)	5
MM 207:	Statistics	5
MT 310:	Ethics and the Legal Environment‡	6
Elective:	Communications 100/200-level	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Social Science 100/200-level§	10
Elective:	Communications 300/400-level	6
Elective:	History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS		
Elective:	100-level or above	5
Elective:	300-level or above	6
MAJOR REQUIREMENTS		
AC 114:	Accounting I	5
BU 100:	Introduction to Business	5
MT 203:	Human Resource Management	5
MT 211:	Business Law	5
MT 217:	Finance	5
MT 219:	Marketing	5
MT 300:	Management of Information Systems	6
MT 302:	Organizational Behavior	6
MT 320:	Research and Presentation	6
MT 340:	Conflict Resolution and Team Dynamics	6
MT 435:	Operations Management	6
MT 460:	Management Policy and Strategy	6
MT 499:	Bachelor's Capstone in Management	4
Electives:	300/400-level Business/Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS		180

EMPHASIS AREAS

Option I: E-Business

IT 117:	Introduction to Web Design#	5
IT 255:	E-Commerce Development#	5

Select four of the following courses:

IT 430:	Project Management	6
IT 476:	Web Marketing and E-Commerce	6
MT 351:	Economics of Information	6
MT 355:	Marketing Research	6
MT 359:	Advertising in the 21st Century	6
MT 451:	Business and Technological Change	6

Option II: Health Care Management

IT 430:	Project Management	6
MT 305:	Health Care Organization and Delivery	6
MT 315:	Operations Management in Health Care	6
MT 471:	The Legal and Ethical Environment of Health Care‡	6
MT 475:	Outcomes Assessment and Quality Management	6

(continued on next page)

Option III: Sales and Marketing

MT 355:	Marketing Research	6
MT 359:	Advertising in the 21st Century#	6
MT 450:	Marketing Management	6
MT 455:	Salesforce Management	6
MT 459:	Consumer Behavior	6

Option IV: Human Resource Management

HR 400:	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

NOTE: In lieu of KU 100: Introduction to Undergraduate Online Learning for the Profession—Business, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 100/200-level elective course to meet degree plan requirements. The Option A degree plan requires 10 credits of 100-level or above open electives. Students enrolled in the Option A degree plan will take this additional open elective course later in the degree plan sequence than KU 100: Introduction to Undergraduate Online Learning for the Profession—Business.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Students in the health care management emphasis area will take MT 471 instead of MT 310.

§Students choosing the health care management emphasis area must take SS 204 as a social science elective.

#Taken as an open elective requirement.

The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the following certificates:

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

Students who successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331:Technology Infrastructure will receive these two certificates.

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 certificates but do not have sufficient open electives on 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.

Advanced Start Bachelor of Science in Management

Kaplan University offers the Advanced Start Bachelor of Science in Management degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the following certificates:

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

Students who successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331:Technology Infrastructure will receive these two certificates.

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 certificates but do not have sufficient open electives on 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.

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
MM 201: College Algebra (or higher)	
100/200-level: Accounting Course	
100/200-level: Computer Course	
100/200-level: Management Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
MT 310: Ethics and the Legal Environment*	6
Elective: Communications 300/400-level	6
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300/400-level	6
MAJOR REQUIREMENTS	
MT 300: Management of Information Systems	6
MT 302: Organizational Behavior	6
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180

Some emphasis areas have different prerequisite requirements:

E-BUSINESS EMPHASIS PREREQUISITE
IT 117: Introduction to Web Design OR
IT 255: E-Commerce Development

HEALTH CARE MANAGEMENT EMPHASIS PREREQUISITES
MT 203: Human Resource Management
MT 219: Marketing
SS 204: Macroeconomics

SALES AND MARKETING EMPHASIS PREREQUISITE
MT 219: Marketing

HUMAN RESOURCE MANAGEMENT EMPHASIS PREREQUISITE
MT 203: Human Resource Management
MT 219: Marketing

*Students in the health care management emphasis area will take MT 471: The Legal and Ethical Environment of Health Care instead of MT 310.

Associate of Applied Science in Business Administration/Accounting

The objective of the Associate of Applied Science in Business Administration/Accounting degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in accounting. This program features a comprehensive study in accounting. Courses include the application of accounting principles, payroll processing, financial statement preparation, managerial accounting usage, federal taxation, and accounting software. Computer usage will be emphasized throughout the program through the use of accounting, document processing, spreadsheet software, and the exploration and use of the Internet. 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 for eligibility or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

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

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 105:	Effective Writing I for Business Majors*	5
CM 220:	Effective Writing II	5
CS 113:	Academic Strategies for the Business Professional†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
KU 100:	Introduction to Undergraduate Online Learning for the Profession—Business	5
MM 201:	College Algebra (or higher)	5
MM 207:	Statistics	5
Elective:	Communications 100/200-level	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Economics 100/200-level	5
MAJOR REQUIREMENTS		
AC 114:	Accounting I	5
AC 116:	Accounting II	5
AC 122:	Payroll Accounting	5
AC 239:	Managerial Accounting OR	
AC 256:	Federal Tax	5
BU 100:	Introduction to Business	5
MT 211:	Business Law	5
MT 217:	Finance	5
MT 299:	Associate's Capstone in Management	3
TOTAL PROGRAM REQUIREMENTS		90

NOTE: In lieu of KU 100: Introduction to Undergraduate Online Learning for the Profession—Business, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 100-level elective course to meet degree plan requirements. The Option A degree plan requires 5 credits of 100-level or above open electives. Students enrolled in the Option A degree plan will take this open elective course later in the degree plan sequence than KU 100: Introduction to Undergraduate Online Learning for the Profession—Business.

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Regulations: Discuss the impact of state and federal laws and regulations on business.

2. Management: Define the various tasks and responsibilities of managers in their planning, organizing, controlling, and leading functions.

3. Control: Apply basic financial and accounting data to the control of business activities.

4. Finance: Define the four basic financial statements and discuss the information.

5. Accounting Solutions: Develop solutions to various accounting business demands.

Associate of Applied Science in Business Administration/Management

The objective of the Associate of Applied Science in Business Administration/Management degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in a variety of fields, including banking, retailing, sales, and personnel, or graduates may manage their own business. The curriculum combines accounting and microcomputer skills, with a solid foundation in managerial and interpersonal skills. Students gain teamwork and leadership skills as well as an ability to motivate people and communicate effectively. Decision-making and problem-solving skills will also be emphasized. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Regulations: Discuss the impact of state and federal laws and regulations on business.

2. Control: Apply basic financial and accounting data to the control of business activities.

3. Marketing: Define core marketing principles and discuss the use of marketing as a business strategy.

4. Operations: Apply managerial functions to operational tasks and responsibilities.

5. Human Resources: Examine human resource concepts and activities in the context of a business strategy.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
KU 100: Introduction to Undergraduate Online Learning for the Profession—Business	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: Economics 100/200-level	5
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business	5
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 217: Finance	5
MT 219: Marketing	5
MT 299: Associate's Capstone in Management	3
TOTAL PROGRAM REQUIREMENTS	**90**

NOTE: In lieu of KU 100: Introduction to Undergraduate Online Learning for the Profession—Business, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 100-level elective course to meet degree plan requirements. The Option A degree plan requires 5 credits of 100-level or above open electives. Students enrolled in the Option A degree plan will take this open elective course later in the degree plan sequence than KU 100: Introduction to Undergraduate Online Learning for the Profession—Business.

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

Business Diploma Programs

Accounting Assistant Diploma

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

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

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

Program Outcomes

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.

2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.

3. Demonstrate the ability to problem solve logically and ethically within the discipline.

4. Demonstrate the ability to successfully apply accounting principles and practices in business settings.

Curriculum

Courses		Credits
GENERAL EDUCATION COURSES		
CM 102:	Effective Writing I	5
CM 220:	Effective Writing II	5
CM 206:	Interpersonal Communications	5
CS 110:	Human Dynamics	5
DC 101:	Diversity and Culture	5
IT 133:	Software Applications	5
CORE COURSES		
AC 114:	Accounting I	5
AC 116:	Accounting II	5
AC 122:	Payroll Accounting	5
AC 152:	Computerized Accounting	5
CS 210:	Career Development Strategies	2
IT 153:	Spreadsheet Applications	5
Elective:	Accounting 100/200-level	5
Externship		5
TOTAL PROGRAM REQUIREMENTS		67

Business Diploma Programs

Business Management Diploma

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

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

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

Program Outcomes

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.

2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.

3. Demonstrate the ability to problem solve logically and ethically within the discipline.

4. Demonstrate the ability to successfully apply program-specific competencies in entry-level business settings.

Curriculum

Courses	Credits
GENERAL EDUCATION COURSES	
CM 102: Effective Writing I	5
CM 220: Effective Writing II	5
CM 206: Interpersonal Communications	5
CS 110: Human Dynamics	5
DC 101: Diversity and Culture	5
IT 133: Software Applications	5
CORE COURSES	
AC 114: Accounting I	5
BU 100: Introduction to Business	5
CS 210: Career Development Strategies	2
IT 153: Spreadsheet Applications	5
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 219: Marketing	5
Externship	5
TOTAL PROGRAM REQUIREMENTS	67

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.

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 either a professional practice-based, nonthesis-track course of study or a more traditional, research-based, thesis-track course of study. Moreover, students have the option of selecting a specialization in addition to the core curriculum requirements. The specializations include law, global issues in criminal justice, leadership/executive management, 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 research project for thesis-track students or successful completion of a comprehensive examination covering the core curriculum for nonthesis-track students. In so doing, the program enables graduates to become better prepared to meet the dynamic challenges of the field today and in the future.

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

Program Outcomes

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

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

3. Criminological Theory: Apply criminological theory to the investigation of micro- and 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
THESIS TRACK		
CORE REQUIREMENTS		
CJ 500:	Critical Legal Issues in Criminal Justice	5
CJ 501:	Criminological Theory	5
CJ 502:	Research Methodology	5
CJ 503:	Organizational Behavior	5
CJ 504:	Data Analysis	5
CJ 600:	Research and Thesis I	5
CJ 601:	Research and Thesis II	5
ELECTIVES		
Specialization or general electives*		20
TOTAL PROGRAM REQUIREMENTS		55
NONTHESIS TRACK		
CORE REQUIREMENTS		
CJ 500:	Critical Legal Issues in Criminal Justice	5
CJ 501:	Criminological Theory	5
CJ 502:	Research Methodology	5
CJ 503:	Organizational Behavior	5
CJ 505:	Critical Issues in Criminal Justice	5
CJ 602:	Comprehensive Examination	0
ELECTIVES		
Specialization or general electives*		30
TOTAL PROGRAM REQUIREMENTS		55

SPECIALIZATIONS

Law
Select four of the following courses:

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

Global Issues In Criminal Justice

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

Leadership/Executive Management

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

Policing

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

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

ELECTIVES

CJ 520:	Issues in Private Security	5
CJ 590:	Independent Study in Criminal Justice	1-5

*Students may not use more than 10 quarter credit hours of independent study to satisfy the elective requirement.

Bachelor of Science in Criminal Justice

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

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.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CJ 105:	History of Criminal Justice	5
CM 103:	Effective Writing I for Criminal Justice Majors*	5
CM 220:	Effective Writing II	5
CS 111:	Academic Strategies for the Criminal Justice Professional†	5
CS 410:	Advanced Career Development Strategies	2
IT 133:	Software Applications	5
KU 102:	Introduction to Undergraduate Online Learning for the Profession—Criminal Justice	5
MM 201:	College Algebra (or higher)	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	Science 100/200-level	5
Elective:	Communications 300/400-level	6
Elective:	Humanities 300/400-level	6
Elective:	Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS		
Elective:	100/200-level	5
Electives:	300/400-level	18
MAJOR REQUIREMENTS		
CJ 101:	Introduction to the Criminal Justice System	5
CJ 102:	Criminology	5
CJ 230:	Criminal Law for Criminal Justice	5
CJ 300:	Research Methods in Criminal Justice	6
CJ 340:	Applied Criminal Justice Ethics	6
CJ 343:	Comparative Justice Systems OR	
CJ 350:	Organized Crime	6
CJ 345:	Supervisory Practices in Criminal Justice OR	
CJ 444:	Managing Criminal Justice Organizations	6
CJ 499:	Bachelor's Capstone in Criminal Justice	4
Electives:	100-level or above Criminal Justice Electives or Emphasis Area	20
Electives:	300-level or above Criminal Justice Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS		180

EMPHASIS AREAS

Option I: Law Enforcement

CJ 140:	Introduction to Constitutional Law	5
CJ 210:	Criminal Investigation	5
CJ 211:	Police Operations	5
CJ 333:	Family and Domestic Violence	6
CJ 370:	Courtroom Presentation of Scientific Evidence	6

Option II: Corrections

CJ 130:	Introduction to Corrections	5
CJ 150:	Juvenile Delinquency	5
CJ 242:	Critical Issues in Corrections	5
CJ 411:	Drugs and Alcohol in the Criminal Justice System	6
CJ 433:	Probation and Parole	6

Option III: Private Security

CJ 140:	Introduction to Constitutional Law	5
CJ 180:	Private Security	5
CJ 264:	White-Collar Crime	5
CJ 350:	Organized Crime	6
CJ 443:	Security Management and Administration	6

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

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

Option VI: Crime Analysis
CJ 110:	Introduction to Crime Analysis	5
CJ 220:	Introduction to Criminal Intelligence Analysis	5
CJ 330:	Crime Analysis Methodology and Practice	6
CJ 425:	Crime Mapping	6
CJ 430:	Psychological Profiling	6

Option VII: Crime Scene Investigation
CJ 140:	Introduction to Constitutional Law	5
CJ 210:	Criminal Investigation	5
CJ 305:	Legal Foundations of Criminal Evidence	6
CJ 320:	CSI—Photography and Fingerprinting	6
CJ 370:	Courtroom Presentation of Scientific Evidence	6
CJ 380:	Criminalistics	6

NOTE: In lieu of KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 100/200-level elective course to meet degree plan requirements. The Option A degree plan requires 10 credits of 100/200-level open electives. Students enrolled in the Option A degree plan will take this additional open elective course later in the degree plan sequence than KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice.

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

Advanced Start Bachelor of Science in Criminal Justice

Kaplan University offers the Advanced Start Bachelor of Science in Criminal Justice degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

Courses		Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS		
AAS/AS/AA/BA/BS Degree		90
PREREQUISITE REQUIREMENTS*		
CJ 101:	Introduction to the Criminal Justice System	
CJ 102:	Criminology	
CJ 230:	Criminal Law for Criminal Justice	
CM 220:	Effective Writing II	
100-level or above: Computer Course		
200-level or above: Mathematics Course		
CORE REQUIREMENTS		
CS 410:	Advanced Career Development Strategies	2
Elective:	Communications 300/400-level	6
Elective:	Humanities 300/400-level	6
Elective:	Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS		
Electives:	300-level or above	18
MAJOR REQUIREMENTS		
CJ 300:	Research Methods in Criminal Justice	6
CJ 340:	Applied Criminal Justice Ethics	6
CJ 343:	Comparative Justice Systems OR	
CJ 350:	Organized Crime	6
CJ 345:	Supervisory Practices in Criminal Justice OR	
CJ 444:	Managing Criminal Justice Organizations	6
CJ 499:	Bachelor's Capstone in Criminal Justice	4
Electives:	300/400-level Criminal Justice Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS		180

*Students pursuing a Criminal Justice emphasis area in forensic psychology, law enforcement, corrections, private security, crime analysis, fraud examination and investigation, or crime scene investigation must complete 10 to 15 100/200-level Criminal Justice credits as prerequisites.

Associate of Applied Science in Criminal Justice

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communication: Communicate effectively, reflect critically, problem solve logically and apply these skills to achieve personal and professional goals.

3. History: Reflect critically on the impact of historical and contemporary events on society.

4. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. 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. Program-Specific Competencies: Demonstrate the ability to apply program-specific competencies to entry-level criminal justice practice.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 103:	Effective Writing I for Criminal Justice Majors*	5
CM 220:	Effective Writing II	5
CS 111:	Academic Strategies for the Criminal Justice Professional†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
KU 102:	Introduction to Undergraduate Online Learning for the Profession—Criminal Justice	5
MM 201:	College Algebra (or higher)	5
Elective:	Communications 100/200-level	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	Social Science 100/200-level	5
OPEN ELECTIVE REQUIREMENTS		
Elective:	100-level or above	5
MAJOR REQUIREMENTS		
CJ 101:	Introduction to the Criminal Justice System	5
CJ 102:	Criminology	5
CJ 230:	Criminal Law for Criminal Justice	5
CJ 299:	Associate's Capstone in Criminal Justice	3
Electives:	Criminal Justice Emphasis Area or 100/200-level electives	15
TOTAL PROGRAM REQUIREMENTS		**90**

EMPHASIS AREAS

Option I: Law Enforcement

CJ 140:	Introduction to Constitutional Law	5
CJ 210:	Criminal Investigation	5
CJ 211:	Police Operations	5

Option II: Corrections

CJ 130:	Introduction to Corrections	5
CJ 150:	Juvenile Delinquency	5
CJ 242:	Critical Issues in Corrections	5

Option III: Private Security

CJ 140:	Introduction to Constitutional Law	5
CJ 180:	Private Security	5
CJ 264:	White-Collar Crime	5

NOTE: In lieu of KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select an emphasis area or 100/200-level elective to meet degree plan requirements. The Option A degree plan requires 20 credits of criminal justice emphasis area or 100/200-level electives. Students enrolled in the Option A degree plan will take this additional elective or emphasis area course later in the degree plan sequence than KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice.

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

Criminal Justice Certificate Programs

Corrections Certificate

The Kaplan University Corrections Certificate program is intended to prepare students to successfully undertake entry-level and supervisory positions in today's complex corrections environment. The program is designed to meet regulatory and continuing professional education requirements for corrections officers and those employed in community-based corrections programs. The Corrections Certificate program consists of a minimum of 25 quarter credit hours. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

Program Outcomes

1. Staff Roles: Differentiate the roles and responsibilities of various employee classifications in correctional institutions and settings.

2. Client Relations: Develop appropriate professional responses to client behaviors given differences in personal, group, and cultural meanings among clients.

3. Client Growth and Development: Define the relationship between biopsychosocial development, current client problems, and appropriate custodial setting or community-based corrections alternatives.

4. Law: Select appropriate policies and practices to meet legal principles and standards applicable to client care and custody and to the management of corrections programs and institutions.

5. Client Custody and Care: Define the purposes, objectives, and standards of care associated with various types of corrections programs and institutions.

6. Ethics: Select accepted ethical practices in corrections settings.

Curriculum

Courses		Credits
CJ 130:	Introduction to Corrections	5
CJ 142:	Client Growth and Development	5
CJ 240:	Legal Issues in Corrections	5
CJ 242:	Critical Issues in Corrections	5
CJ 244:	Client Relations in Corrections	5
TOTAL PROGRAM REQUIREMENTS		25

Private Security Certificate

The Private Security Certificate is designed for students and professionals in the criminal justice field who wish to increase their knowledge of private security. The certificate offers ten courses designed to introduce the student to the field of private and corporate security, examine the range of security responsibilities, and learn 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 for employment in private or corporate security, but is helpful in the development of professional memberships in American Society of Industrial Security (ASIS) and Certified Protection Professional (CPP) certification. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

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
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:	Torts	6
TOTAL PROGRAM REQUIREMENTS		53

Education

Mission Statement

The Kaplan University education programs are dedicated to providing rigorous instruction in an intellectually stimulating environment for the preparation of competent, caring, and responsive professional educators. Provided with a solid foundation of educational knowledge, graduates of the education programs are well versed in knowledge of diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships.

Master of Arts in Teaching and Learning

The Master of Arts in Teaching and Learning program is for practicing K–12 teachers with a valid U.S. teaching license, per the requirements of the issuing state, but a license is not a prerequisite for admission. All coursework contains job-embedded assignments and therefore requires candidates to teach to a consistent group of learners. Candidates 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 degree 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. Candidates will choose to focus their studies in one of nine 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; and Teaching Science—Grades 6–12. Upon successful completion of the program courses and the Electronic Presentation Portfolio (E-Portfolio), graduates will be awarded a master of arts degree.

Candidates cannot use transfer credit for ED 500, ED 552, or ED 572. Courses are taken in sequence, and students are not allowed to take more than three courses per term. Candidates choose an emphasis area degree plan during enrollment or with an Academic Advisor prior to the start of classes.

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

Program Outcomes

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

Curriculum

Courses		Credits
CORE REQUIREMENTS		
ED 500:	Introduction to the Master of Arts Program	2
ED 502:	Transforming Teaching Practice	4
ED 512:	Classroom Research Practice	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 (Capstone Course)	5
Electives:	500-level Education Electives or Emphasis Area	12*
TOTAL PROGRAM REQUIREMENTS:		**48***

EMPHASIS AREAS
Choose 12 credits from one of the following emphasis areas

Option I: Teaching Literacy and Language—Grades K–6

LT 502:	Teaching Reading Across the Curriculum (Grades K–6)	4
LT 503:	Teaching Writing Across the Curriculum (Grades K–6)	4
LT 504:	Reading Diagnosis and Remediation	4

Option II: Teaching Literacy and Language—Grades 6–12

LT 504:	Reading Diagnosis and Remediation	4
LT 511:	Teaching Writing Across the Curriculum (Grades 6–12)	4
LT 512:	Reading in the Content Areas (Grades 6–12)	4

Option III: Teaching With Technology

ET 501:	Using Technology—Fundamentals of Integration	4
ET 502:	Using Technology—Practical Applications	4
ET 503:	Using Technology—Applications in the Content Areas	4

Option IV: Teaching Students With Special Needs

SN 501:	Teaching Exceptional Students in Inclusive Settings	4
SN 502:	Teaching Students With Learning Disabilities	4
SN 503:	Teaching Students With Behavior Disorders	4

Option V: Teaching Mathematics—Grades K–5

MH 501:	Developing Mathematical Proficiency— Numbers and Operations (Grades K–5)	4
MH 502:	Developing Mathematical Proficiency— Geometry and Measurement (Grades K–5)	4
MH 503:	Developing Mathematical Proficiency— Algebra (Grades K–5)	4
MH 504:	Developing Mathematical Proficiency— Data Analysis and Probability (Grades K–5)	4

Option VI: Teaching Mathematics—Grades 6–8

MH 511:	Developing Mathematical Proficiency— Numbers and Operations (Grades 6–8)	4
MH 512:	Developing Mathematical Proficiency— Geometry and Measurement (Grades 6–8)	4
MH 513:	Developing Mathematical Proficiency— Algebra (Grades 6–8)	4
MH 514:	Developing Mathematical Proficiency— Data Analysis and Probability (Grades 6–8)	4

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Option VII: Teaching Mathematics—Grades 9–12

MH 521:	Principles, Pedagogy, and Standards for High School Mathematics (Grades 9–12)	4
MH 522:	Measurements, Number, and Operations (Grades 9–12)	4
MH 523:	Algebra	4

Option VIII: Teaching Science—Grades K–6

SE 511:	Planning and Teaching an Inquiry-Based Science Class (Grades K–6)	4
SE 512:	Physical and Life Science (Grades K–6)	4
SE 513:	Earth and Space Science (Grades K–6)	4

Choose 16 credits from the following emphasis area

Option IX: Teaching Science—Grades 6–12

SE 521:	Planning and Teaching an Inquiry-Based Science Class (Grades 6–12)	4
SE 522:	Science as Inquiry (Grades 6–12)	4
SE 523:	Historical and Social Perspectives on Science and Technology (Grades 6–12)	4

Choose one of the following:

SE 524:	Physical Science (Grades 6–12)	4
SE 525:	Life Science (Grades 6–12)	4
SE 526:	Earth and Space Science (Grades 6–12)	4

*Students choosing the Teaching Science—Grades 6–12 emphasis area will complete 16 emphasis area credits for a program total of 52 credits.

Master of Education

The Master of Education program is being offered in selected states throughout the country in 2007. The online program is designed for individuals with bachelor's degrees who would like to change careers to become teachers. The curriculum prepares degree candidates to become qualified, certified secondary teachers. Contact an Admissions Advisor for complete details on state and regional requirements.

The Master of Education degree program is designed to help candidates become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires candidates to gain knowledge and experience in relation to one or more of the program competencies. Upon successful completion of the program courses, 100 minimum hours of field experience, student teaching, and the E-Portfolio, graduates will be awarded a Master of Education degree.

The Master of Education degree program consists of a minimum of 56 quarter credit hours. Students enrolled in the Master of Education program may not use transfer credit for ED 501, ED 541, ED 551, ED 561, ED 571, ED 586, ED 591, ED 596, or ED 597. These courses must be completed at Kaplan University.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
ED 501:	Introduction to the Master of Education Program	2
ED 503:	Educational Psychology	4
ED 513:	Child and Adolescent Development	4
ED 523:	Research on Effective Teaching	4
ED 533:	Perspectives on Diversity	4
ED 543:	Education and Psychology of Exceptional Children	4
ED 553:	History and Philosophy of Education	4
SECONDARY TEACHING REQUIREMENTS		
ED 511:	Introduction to Teaching Methods	4
ED 521:	Reading in the Content Areas	4
ED 531:	Methods of Secondary Student Assessment	4
ED 581:	Methods of Secondary Classroom Management	4
Choose one of the following six Methods course:		
ED 541:	Methods of Teaching Secondary English Language Arts	4
ED 551:	Methods of Teaching Secondary Mathematics	4
ED 561:	Methods of Teaching Secondary Science	4
ED 571:	Methods of Teaching Secondary Social Studies	4
ED 586:	Methods of Teaching a Foreign Language	4
ED 591:	Methods of Teaching Visual and Performing Arts	4
ED 596:	Secondary Student Teaching (Clinical Internship)	9
ED 597:	Secondary Student Teaching Seminar	1
TOTAL PROGRAM REQUIREMENTS		56

Program Outcomes

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

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

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

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

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

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

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

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

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

Iowa Teacher Intern Certificate

The Iowa Teacher Intern Certificate will provide Iowa schools with qualified interns who are pursuing state licensure. The program will prepare highly qualified, secondary-level teacher interns to teach in critical content-shortage areas, including math, science, English/language arts, and social studies. After successful completion of 44 quarter credit hours of coursework, the internship, minimum 72 hours of field experience, and the E-Portfolio, the intern will receive a certificate and be eligible to receive an Iowa Initial Teacher License. All field experiences and internships must be conducted in Iowa.

Curriculum

Courses		Credits
PRESERVICE INTERN REQUIREMENTS		
ED 501:	Introduction to the Master of Education Program	2
ED 503:	Educational Psychology	4
ED 511:	Introduction to Teaching Methods	4
ED 531:	Methods of Secondary Student Assessment	4
ED 581:	Methods of Secondary Classroom Management	4
INTERNSHIP YEAR		
ED 521:	Reading in the Content Areas	4
ED 527:	Internship Seminar I	2
ED 528:	Internship Seminar II	2
ED 529:	Internship Seminar III	1
ED 532:	Curriculum Design	5
ED 543:	Education and Psychology of Exceptional Children	4
POSTINTERNSHIP YEAR		
ED 513:	Child and Adolescent Development	4
ED 553:	History and Philosophy of Education	4
TOTAL PROGRAM REQUIREMENTS		44

Professional Development for Teachers

The Professional Development for Teachers program provides a variety of high-quality, online, professional development opportunities for practicing K–12 teachers. All coursework contains job-embedded assignments and therefore requires participants to teach to a consistent group of classroom learners. New professional development courses are being created continually. Subsequent addenda to this Catalog will include additional course offerings as they become available.

Each course incorporates sustained job-embedded practice and follow-up activities to positively change teacher practices and behaviors, offer instruction on mastery of subject competencies, and provide pedagogical experiences that focus on making a positive impact on student achievement.

Participants collaborate online in teams, examine data on student performance, study content embedded in standards, and implement research-based instructional strategies to improve their individual performance as educators. Participants in Professional Development for Teachers courses reflect on their skills and practices and provide evidence of how their professional development experiences are producing desired results for students.

Aside from enhancing teachers subject area knowledge and helping teachers meet state recertification requirements, these courses will:

• Support the No Child Left Behind (NCLB) federal mandate requiring all public school teachers of core academic subjects to be "highly qualified" and demonstrate subject matter competency. The High Objective Uniform State Standard of Evaluation (HOUSSE) is one option that some teachers can use to demonstrate subject matter competency.

• Meet the national call-to-action. The National Staff Development Council's goal is that "All teachers in all schools will experience high quality professional learning as part of their daily work by 2007."*

• Assist in the pursuit of a Master of Arts in Teaching and Learning degree at Kaplan University—a potential path to career advancement and salary increases.

* National Staff Development Council, www.nsdc.org, 2004.

Curriculum

Courses	Credits
PROFESSIONAL DEVELOPMENT FOR TEACHERS—2 CREDITS	
Choose 2 credits (1 course) from the following:	
PD 521: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
PD 522: Topics in Mathematics—Algebra (Grades 9–12)	2
PD 531: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
PD 532: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	2
PROFESSIONAL DEVELOPMENT FOR TEACHERS—4 CREDITS	
Choose 4 credits (2 courses) from the following:	
PD 521: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
PD 522: Topics in Mathematics—Algebra (Grades 9–12)	2
PD 531: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
PD 532: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	4
PROFESSIONAL DEVELOPMENT FOR TEACHERS—5 CREDITS	
Choose 5 credits (1 course) from the following:	
PD 501: Classroom Management	5
PD 504: Differentiated Instruction	5
PD 541: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS	5
PROFESSIONAL DEVELOPMENT FOR TEACHERS—6 CREDITS	
Choose 6 credits (3 courses) from the following:	
PD 521: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
PD 522: Topics in Mathematics—Algebra (Grades 9–12)	2
PD 531: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
PD 532: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	6
PROFESSIONAL DEVELOPMENT FOR TEACHERS—7 CREDITS	
Choose 2 credits (1 course) from the following:	
PD 521: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
PD 522: Topics in Mathematics—Algebra (Grades 9–12)	2
PD 531: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
PD 532: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
Choose 5 credits (1 course) from the following:	
PD 501: Classroom Management	5
PD 504: Differentiated Instruction	5
PD 541: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS	7

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PROFESSIONAL DEVELOPMENT FOR TEACHERS—8 CREDITS

PD 521:	Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
PD 522:	Topics in Mathematics—Algebra (Grades 9–12)	2
PD 531:	Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
PD 532:	Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS		8

PROFESSIONAL DEVELOPMENT FOR TEACHERS—9 CREDITS

Choose 4 credits (2 courses) from the following:

PD 521:	Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
PD 522:	Topics in Mathematics—Algebra (Grades 9–12)	2
PD 531:	Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
PD 532:	Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2

Choose 5 credits (1 course) from the following:

PD 501:	Classroom Management	5
PD 504:	Differentiated Instruction	5
PD 541:	Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS		9

PROFESSIONAL DEVELOPMENT FOR TEACHERS—10 CREDITS

Choose 10 credits (2 courses) from the following:

PD 501:	Classroom Management	5
PD 504:	Differentiated Instruction	5
PD 541:	Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS		10

Associate of Science in Interdisciplinary Studies, Educational Paraprofessional Emphasis

The objective of the Associate of Science in Interdisciplinary Studies (ASIS) degree program is to prepare students for career advancement with the knowledge, communication skills, critical thinking, and technical competencies required in the modern workplace. The Educational Paraprofessional Emphasis is designed to prepare students with the necessary 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, and classroom and behavioral management as well as teaching strategies in math, reading, and writing. Special Education and Second Language Learners are also current educational topics that are covered in depth. Students will 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. Candidates are also encouraged to confirm any additional state or local requirements for employment in their individual school districts. This program is well suited for individuals interested in working with children in a variety of environments or in need of a stepping stone on the way to earning teacher credentials. Upon successful completion of the program, graduates will be awarded an associate of science degree.

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

Note: This degree is offered as part of Kaplan University's arts and sciences programs.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

3. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

4. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

5. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

6. Ethics: Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues, by explaining, defending, and assessing personal ethical perspectives.

7. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

   OR

   Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

8. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions and solve everyday problems.

9. History: Reflect critically on the impact of historical and contemporary events on society.

10. Demonstrate the ability to successfully complete a student-selected, focused sequence of elective coursework.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 107:	Effective Writing I for Arts and Sciences Majors*	5
CM 115:	Communicating in the 21st Century	5
CM 220:	Effective Writing II	5
CS 115:	Academic Strategies†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
MM 201:	College Algebra (or higher) OR	
MM 180:	Math Topics for the Interdisciplinary Student	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	History 100/200-level	5
Elective:	Humanities/Social Science 100/200-level	5
Elective:	Science 100/200-level	5
MAJOR REQUIREMENTS		
IS 299:	Associate's Capstone in Interdisciplinary Studies	3
Electives:	Emphasis Area	30
TOTAL PROGRAM REQUIREMENTS		**90**
EMPHASIS AREA: EDUCATIONAL PARAPROFESSIONAL‡		
SS 114:	Child Development and Learning	5
EP 101:	Introduction to Classroom Management	5
EP 210:	Math Methods	5
EP 220:	Reading and Writing Methods	5
EP 230:	Survey of Special Needs	5
EP 240:	Assisting ESL Learners	5

*Onsite and developmental students will take CM 102: Effective Writing I.
†Onsite students will take CS 110: Human Dynamics.
‡Emphasis area courses must be taken in the sequence listed.

Information Systems and Technology

Mission Statement

The mission of Kaplan University's information systems and technology programs is to set the standard for how technology is taught in an online university setting by providing a professional education with an applied orientation using state-of-the-art tools and processes. We fulfill this mission by applying current theories, leading-edge methodologies, and modern techniques in all certificate and degree programs, which serves the needs of our students, local communities, and global workplaces.

Bachelor of Science in Information Technology

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

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Communication: Communicate effectively, reflect critically; problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

   OR

   Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Foundation: Communicate and apply core information technologies in information technology professions.

2. Client Specifications: Analyze and offer verbal and written resolutions to technical issues faced by users and organizations.

3. System Specifications: Apply information technology methodology to evaluate, design, and implement systems.

4. Technology Analysis: Evaluate trends, practices, and products to determine their effectiveness for systems and users.

5. Business Analysis: Explain the impact of information systems and technology on business or economic processes.

6. Professional: Demonstrate the importance of professional development and continued education within the information technology field.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 106:	Effective Writing I for IT Majors*	5
CM 220:	Effective Writing II	5
CS 114:	Academic Strategies for the IT Professional†	5
CS 410:	Advanced Career Development Strategies	2
IT 101:	Introduction to Information Technology	5
MM 201:	College Algebra (or higher)	5
MM 207:	Statistics	5
MM 309:	Discrete Mathematics	6
Elective:	Diversity and Culture 100/200-level	5
Elective:	Economics 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	Communications 300/400-level	6
Elective:	History/Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS		
Elective:	100/200-level	5
Electives:	300/400-level	12
MAJOR REQUIREMENTS		
IT 102:	Introduction to Information Technology II	5
IT 117:	Introduction to Web Design	5
IT 163:	Database Management	5
IT 182:	Introduction to Programming	5
IT 190:	Computer Hardware and Operating Systems	5
IT 273:	LAN Concepts	5
IT 331:	Technology Infrastructure	6
IT 430:	Project Management	6
IT 460:	Systems Analysis and Design	6
IT 499:	Bachelor's Capstone in Information Technology	4
Electives:	Information Technology 300-level	12
Electives:	Emphasis Area Courses 200-level	10
Electives:	Emphasis Area Courses 300/400-level	24
TOTAL PROGRAM REQUIREMENTS		**180**

EMPHASIS AREAS

Option I: Programming

IT 193:	Introduction to Visual Basic	5
IT 293:	Advanced Visual Basic	5
IT 350:	Structured Query Language	6
IT 461:	Advanced Visual Basic II	6
IT 464:	Object-Oriented Programming	6
IT 466:	Advanced Object-Oriented Programming	6

Option II: Network Administration

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

Option III: Web Development

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

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

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

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

Advanced Start Bachelor of Science in Information Technology

Kaplan University offers the Advanced Start Bachelor of Science in Information Technology degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the work-force while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
IT 101: Introduction to Information Technology	
IT 117: Introduction to Web Design	
IT 163: Database Management	
IT 182: Introduction to Programming	
IT 273: LAN Concepts	
MM 201: College Algebra (or higher)	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
MM 309: Discrete Mathematics	6
Elective: Communications 300/400-level	6
Elective: History/Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	12
MAJOR REQUIREMENTS	
IT 331: Technology Infrastructure	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	4
Electives: Information Technology 300-level	12
Electives: Emphasis Area Courses 300/400-level	24
TOTAL PROGRAM REQUIREMENTS	180

Some emphasis areas have different prerequisite requirements:

PROGRAMMING EMPHASIS PREREQUISITES
CM 220:   Effective Writing II
IT 101:   Introduction to Information Technology
IT 117:   Introduction to Web Design
IT 163:   Database Management
IT 182:   Introduction to Programming
IT 193:   Introduction to Visual Basic
IT 273:   LAN Concepts
IT 293:   Advanced Visual Basic
MM 201:   College Algebra

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

WEB DEVELOPMENT EMPHASIS PREREQUISITES

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

MULTIMEDIA AND ANIMATION EMPHASIS PREREQUISITES

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

Associate of Applied Science in Computer Information Systems

The Associate of Applied Science in Computer Information Systems degree program prepares students with the general education, applied knowledge, technical skills, and communication skills required for a wide range of entry-level positions in the information technology field, including network administration, software programming, and Web development. Students gain the foundational skills necessary to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop Web pages. The emphasis area allows the student to choose to concentrate in programming, network administration, Web development, wireless networking, or Java. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

3. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

4. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Foundation: Communicate and apply core information technologies in information technology professions.

2. Client Specifications: Analyze and offer verbal and written resolutions to technical issues faced by users and organizations.

3. System Specifications: Apply information technology methodology to evaluate, design, and implement systems.

4. Technology Analysis: Evaluate trends, practices, and products to determine their effectiveness for systems and users.

5. Business Analysis: Explain the impact of information systems and technology on business or economic processes.

6. Professional: Demonstrate the importance of professional development and continued education within the information technology field.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 106:	Effective Writing I for IT Majors*	5
CM 220:	Effective Writing II	5
CS 114:	Academic Strategies for the IT Professional†	5
CS 210:	Career Development Strategies	2
IT 101:	Introduction to Information Technology	5
MM 201:	College Algebra (or higher)	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Economics 100/200-level	5
Elective:	Humanities 100/200-level	5
OPEN ELECTIVE REQUIREMENT		
Elective:	100-level or above	5
MAJOR REQUIREMENTS		
IT 102:	Introduction to Information Technology II	5
IT 117:	Introduction to Web Design	5
IT 163:	Database Management	5
IT 182:	Introduction to Programming	5
IT 190:	Computer Hardware and Operating Systems	5
IT 273:	LAN Concepts	5
IT 299:	Associate's Capstone in Computer Information Systems	3
Electives:	IT Emphasis Area	10
TOTAL PROGRAM REQUIREMENTS		90

EMPHASIS AREAS

Option I: Programming

IT 193:	Introduction to Visual Basic	5
IT 293:	Advanced Visual Basic	5

Option II: Network Administration

IT 278:	Network Administration	5
IT 283:	Networking Cases	5

Option III: Web Development

IT 245:	Website Development	5
IT 247:	Website Tools	5

Option IV: Wireless Networking

IT 284:	Introduction to Wireless Technologies	5
IT 285:	Wireless Cases	5

Option V: Java

IT 258:	Introduction to Java Programming	5
IT 259:	Java Programming II	5

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

Information Technology Certificate Programs

Information Technology Pathway Certificate

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

Curriculum

Courses		Credits
IT 101:	Introduction to Information Technology	5
IT 117:	Introduction to Web Design	5
IT 163:	Database Management	5
IT 182:	Introduction to Programming	5
IT 190:	Computer Hardware and Operating Systems	5
IT 273:	LAN Concepts	5
IT 331:	Technology Infrastructure	6
TOTAL PROGRAM REQUIREMENTS		36

Internet and Website Development Certificate

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

Curriculum

Courses		Credits
IT 101:	Introduction to Information Technology	5
IT 117:	Introduction to Web Design	5
IT 163:	Database Management	5
IT 182:	Introduction to Programming	5
IT 245:	Website Development	5
IT 247:	Website Tools	5
IT 255:	E-Commerce Development	5
IT 278:	Network Administration	5
IT 273:	LAN Concepts	5
TOTAL PROGRAM REQUIREMENTS		45

Introduction to Computer Programming Language Certificate

The Introduction to Computer Programming Language Certificate prepares students for entry-level employment and career advancement in computer programming. The coursework introduces three programming languages: Visual Basic (for Windows® programs), HTML (the Internet presentation language), and C# (an object-oriented programming language). The certificate provides the foundational knowledge to pursue further study in advanced programming. To be admitted to the program, students must possess an associate's degree from an accredited college or university. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

Curriculum

Courses		Credits
IT 101:	Introduction to Information Technology	5
IT 117:	Introduction to Web Design	5
IT 163:	Database Management	5
IT 182:	Introduction to Programming	5
IT 254:	Programming II	5
IT 273:	LAN Concepts	5
IT 293:	Advanced Visual Basic	5
Elective:	IT Elective	5
TOTAL PROGRAM REQUIREMENTS		40

Information Technology Diploma Program

Computer Systems Technician Diploma

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

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

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

Curriculum

Courses		Credits
GENERAL EDUCATION COURSES		
CM 102:	Effective Writing I	5
CS 110:	Human Dynamics	5
CS 210:	Career Development Strategies	2
MM 201:	College Algebra (or higher)	5
SS 204:	Macroeconomics OR	
SS 224:	Microeconomics	5
CORE COURSES		
IT 101:	Introduction to Information Technology	5
IT 163:	Database Management	5
IT 182:	Introduction to Programming	5
IT 190:	Computer Hardware and Operating Systems	5
IT 273:	LAN Concepts	5
TOTAL PROGRAM REQUIREMENTS		47

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.

Bachelor of Science in Legal Studies

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

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

The legal education and training provided to students in the Bachelor of Science 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, social worker, legal psychology expert, and jury consultant.

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

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 104:	Effective Writing I for Legal Studies Majors*	5
CM 220:	Effective Writing II	5
IT 133:	Software Applications	5
MM 201:	College Algebra (or higher)	5
Elective:	Communications 100/200-level	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	History 100-200-level	5
Elective:	Communications 300/400-level	6
Elective:	Humanities 300/400-level	6
Electives:	Social Science 300/400-level	12
OPEN ELECTIVE REQUIREMENTS		
Electives:	100/200-level	35
Electives:	300/400-level	36
MAJOR REQUIREMENTS		
LS 102:	Introduction to Law	5
LS 308:	Law and Society	6
LS 490:	Legal Philosophy	6
Choose one of the following three BSLS Capstone options:		
LS 493:	Legal Studies Capstone (Internship)	4
LS 498:	Legal Studies Capstone (Thesis)	4
LS 499:	Legal Studies Capstone (Comprehensive Exam)	4
Electives:	300/400-level Legal Studies Electives	24
TOTAL PROGRAM REQUIREMENTS		180

*Onsite and developmental students will take CM 102: Effective Writing I.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

7. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

8. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

9. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. 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 factual 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 professional and personal applications.

Advanced Start Bachelor of Science in Legal Studies

Kaplan University offers the Advanced Start Bachelor of Science in Legal Studies degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
LS 102: Introduction to Law	
Elective: Ethics 100/200-level	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
OPEN ELECTIVE REQUIREMENTS	
Electives: 100/200-level	20
Electives: 300/400-level	30
MAJOR REQUIREMENTS	
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
Choose one of the following three BSLS Capstone options:	
LS 493: Legal Studies Capstone (Internship)	4
LS 498: Legal Studies Capstone (Thesis)	4
LS 499: Legal Studies Capstone (Comprehensive Exam)	4
Electives: 300/400-level Legal Studies Electives	24
TOTAL PROGRAM REQUIREMENTS	180

Bachelor of Science in Paralegal Studies

The Bachelor of Science in Paralegal Studies degree program was designed to prepare individuals for a career as a paralegal as well as for advancement for those already working in the field. The program provides the student with a broad knowledge base and a solid foundation in law and paralegal skills. The baccalaureate program is designed to combine the technical skills of various specialized areas of law with research and analytical skills. In addition to the areas covered in the associate-level program, the bachelor's level covers the fields of real estate law, evidence, tort law, and advanced legal writing, as well as the addition of paralegal electives and general education requirements at the 300/400-level. The bachelor program also offers students the opportunity to select an emphasis area within their program elective requirements, such as personal injury, office management, and alternative dispute resolution. The bachelor's degree program is ideal for students who seek an academically challenging program.

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

7. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

8. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

9. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Assist Clients: Analyze data and information to 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 witnesses and other sources.

4. Perform Communications Functions: Use oral and written skills to communicate with participants throughout the legal process.

5. Implement Legal Procedures: Process legal documents and maintain legal schedules.

6. Assist in Pretrial Preparation: Draft and organize legal documents and records.

7. Assist in Trial Preparation: Prepare and organize pretrial documents and records.

8. Prepare Forms and Documents: Prepare office documents and forms

Curriculum

Courses		Credits
CM 104:	Effective Writing I for Legal Studies Majors*	5
CM 220:	Effective Writing II	5
CS 112:	Academic Strategies for the Paralegal Professional†	5
CS 410:	Advanced Career Development Strategies	2
IT 133:	Software Applications	5
KU 105:	Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies	5
MM 201:	College Algebra (or higher)	5
PA 253:	Legal Ethics	5
Elective:	Communications 100/200-level	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	History 100/200-level	5
Elective:	Communications 300/400-level	6
Elective:	Humanities 300/400-level	6
Elective:	Social Science 300/400-level	6

OPEN ELECTIVE REQUIREMENTS

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

MAJOR REQUIREMENTS

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

TOTAL PROGRAM REQUIREMENTS	180

EMPHASIS AREAS

Option I: Office Management

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

Option II: Alternative Dispute Resolution

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

Option III: Personal Injury

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

NOTE: In lieu of KU 105: Introduction to Undergraduate Online Learning for the Profession— Paralegal Studies, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 200-level paralegal elective to meet degree plan requirements. The Option A degree plan requires 10 credits of 200-level paralegal electives. Students enrolled in the Option A degree plan will take this additional elective later in the degree plan sequence than KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Students enrolled in the Bachelor of Science in Paralegal Studies must take PA 260: Criminal Law as an open elective requirement.

Advanced Start Bachelor of Science in Paralegal Studies

Kaplan University offers the Advanced Start Bachelor of Science in Paralegal Studies degree option for students who have earned an AAS, AS, AA, BA, or BS 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 two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
PA 101: Introduction to Paralegal Studies	
PA 110: Civil Litigation I	
PA 112: Civil Litigation II	
PA 130: Contracts	
PA 201: Legal Research	
PA 253: Legal Ethics	
PA 260: Criminal Law	
200-level: Mathematics Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: Communications 300/400-level	6
Elective: Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	18
MAJOR REQUIREMENTS	
PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 323: Evidence	6
PA 401: Advanced Legal Writing	6
PA 499: Bachelor's Capstone in Paralegal Studies	4
Electives: 300/400-level Paralegal Electives or Emphasis Area Courses	24
TOTAL PROGRAM REQUIREMENTS	180

Associate of Applied Science in Paralegal Studies

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

Discipline-Specific Outcomes

1. Assist Clients: Analyze data and information to 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 witnesses and other sources.

4. Perform Communications Functions: Use oral and written skills to communicate with participants throughout the legal process.

5. Implement Legal Procedures: Process legal documents and maintain legal schedules.

6. Assist in Pretrial Preparation: Draft and organize legal documents and records.

7. Assist in Trial Preparation: Prepare and organize pretrial documents and records.

8. Prepare Forms and Documents: Prepare office documents and forms.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 104: Effective Writing I for Legal Studies Major*	5
CM 220: Effective Writing II	5
CS 112: Academic Strategies for the Paralegal Professional†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
KU 105: Introduction to Undergraduate Online Learning for the Profession–Paralegal Studies	5
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: History 100/200-level	5
OPEN ELECTIVE REQUIREMENTS	
Elective: 100-level or above	5
MAJOR REQUIREMENTS	
PA 101: Introduction to Paralegal Studies	5
PA 110: Civil Litigation I	5
PA 112: Civil Litigation II	5
PA 130: Contracts	5
PA 201: Legal Research	5
PA 299: Associate's Capstone in Paralegal Studies	3
Elective: Paralegal Elective 200-level or above	5
TOTAL PROGRAM REQUIREMENTS	**90**

NOTE: In lieu of KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 200-level paralegal elective to meet degree plan requirements. The Option A degree plan requires 10 credits of 200-level or above paralegal electives. Students enrolled in the Option A degree plan will take this additional elective later in the degree plan sequence than KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

Legal Studies Certificate Programs

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 will prepare the students to pursue employment as a legal secretary or a legal administrative assistant in a law firm, the judicial system, and the legal departments of organizations in the profit and nonprofit sectors. Students will learn the role of the paralegal in the civil litigation process and gain the skills necessary for effective legal writing, document processing, and use of software applications. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

Curriculum

Courses		Credits
AC 114:	Accounting I	5
CM 206:	Interpersonal Communications	5
IT 101:	Introduction to Information Technology	5
IT 133:	Software Applications	5
MT 211:	Business Law	5
PA 101:	Introduction to Paralegal Studies	5
PA 105:	Legal and Professional Writing	5
PA 106:	Legal Terminology and Transcription	5
PA 305:	Law Office Management	6
TOTAL PROGRAM REQUIREMENTS		46

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.

Pathway to Paralegal Postbaccalaureate Certificate

The Pathway to Paralegal Postbaccalaureate Certificate 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 will learn 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.

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 41 quarter credit hours.

Curriculum

Courses		Credits
PA 101:	Introduction to Paralegal Studies	5
PA 110:	Civil Litigation	5
PA 201:	Legal Research	5
PA 253:	Legal Ethics	5
PA 305:	Law Office Management	6
Electives:	Legal Studies/Paralegal Electives	15
TOTAL PROGRAM REQUIREMENTS		41

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.

Nursing and Health Science

Nursing Mission Statement

The Kaplan University nursing programs prepare students to enter the nursing profession at all levels of practice, from basic to advanced, and enable graduates to develop the knowledge, skills, and values 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.

Health Science Mission Statement

The mission of the health science programs is to educate students who will become ethical decision makers capable of entering the allied medical and health care fields. We accomplish this through a core curriculum of courses that foster effective communication skills, analytical problem-solving abilities, and an appreciation of the diversity of human beings. We combine these skills with specific industry skills that enable our graduates to function effectively in a dynamic field of service.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing degree is considered a standard requirement for registered nurses seeking broader professional responsibilities and career opportunities. Kaplan University's degree program centers around health promotion, risk reduction, disease prevention, information and health care technologies, ethics, human diversity, management theory, and health care systems and policies. A defining feature of the curriculum is its increased focus on leadership. The program features a capstone course, a requisite clinical course, and a professional development plan that includes career planning.

The Bachelor of Science in Nursing program enables registered nurses to complete the education needed to enhance clinical skills, better meet the increasingly complex demands of patient care, and qualify for employment in numerous nursing and management specialties. Additionally, the program is an excellent foundation from which to pursue graduate nursing studies.

In addition to possessing an associate's degree or diploma in nursing, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 48 quarter credit hours.

This program blends online coursework with on-ground experience. A mentored lab will need to be completed during NU 304: Health/Wellness Assessment. Students must also participate in a preceptored clinical, which is the capstone course (NU 499). The lab and clinical are required and will need to be completed in the stateof licensure. Upon successful completion of the program, graduates will receive a bachelor of science degree.

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

Program Outcomes

1. General Education: Integrate theoretical and empirical knowledge from the humanities, behavioral and biophysical sciences, and nursing as a basis for formulating nursing practice decisions.

2. Professional Roles: Synthesize core knowledge, core competencies, and professional values in the delivery of nursing care to individuals and groups within the three professional nursing roles (provider of care, manager of care, and member of the profession).

3. Leadership: Incorporate nursing leadership skills within the three nursing roles.

4. Research: Evaluate research for application and utilization in nursing practice.

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.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CM 102/CM ELE: Composition/Communication	8
MA 104: Anatomy and Physiology I	5
MA 107: Anatomy and Physiology II	5
MA 126: Pharmacology	5
SC 115: Principles of Nutrition	5
Elective: History/Humanities 100/200-level	5
Elective: Mathematics 100/200-level	5
Elective: Science (Microbiology) 100/200-level	5
Elective: Social Science (Human Growth and Development) 100/200-level	5
Electives: Prior Nursing Credit	42
	90
CORE REQUIREMENTS	
CM 220: Effective Writing II	5
HU 280: Bioethics	5
IT 133: Software Applications	5
MM 207: Statistics	5
SS 124: Introduction to Psychology OR	
SS 144: Sociology	5
Elective: Diversity and Culture 100/200-level	5
Electives: 300/400-level electives must be completed from two of the following areas: Communication, History, Humanities, Mathematics, Science, or Social Science	12
MAJOR REQUIREMENTS	
NU 300: Professional Leadership Transitions	6
NU 304: Health/Wellness Assessment (Lab Course)	6
NU 310: Nursing Research	6
NU 350: Issues and Informatics	6
NU 410: Emerging Concepts in Aging and Alternative Therapies	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 Clinical (Capstone in Nursing)	6
TOTAL PROGRAM REQUIREMENTS	180

Associate of Science in Nursing

(Offered in select locations in 2007.)

Kaplan University will offer a prelicensure, nursing career ladder educational program culminating in an Associate of Science in Nursing degree. Students who complete the program will be qualified to sit for the NCLEX examination to become registered nurses. The career ladder concept is an organizational method of enhancing student progress as students advance from certified nursing assistants to licensed practical/vocational nurses, and ultimately to becoming associate degree nurses. The organization and integration of content, skills, and procedures along with increasing knowledge and competence supports progressively higher levels of nursing practice. A student completing the first 10 credits (CS 118 and NU 101) receives a certificate and may be eligible to take the state exam to become certified as a nurse aide. A student completing 60 credits may be eligible to take a licensing examination to become a licensed practical nurse or vocational nurse (LPN/LVN). A student successfully completing 90 credits and all other graduation requirements will receive an associate's degree in nursing and be eligible to take the national examination for registered nurses (RNs). Students may decide to enter at each level as their prior education permits. Students who complete the associate's degree and successfully pass the NCLEX will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree completion program.

This program will blend online coursework in general education and nursing with on-ground, facility-based clinical practicum experience. Students will be required to participate in both components of the coursework to fulfill program requirements.

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

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 108:	Effective Writing I for the Nursing Professional*	5
CS 118:	Academic Strategies for the Nursing Professional†	5
MA 104:	Anatomy and Physiology I	5
MM 201:	College Algebra (or higher)	5
NU 270:	Transitions: Ethics, Issues, and Trends	5
SS 124:	Introduction to Psychology	5
MAJOR REQUIREMENTS		
IT 133:	Software Applications	5
MA 107:	Anatomy and Physiology II	5
MA 156:	Pathophysiology	5
NU 101:	Nursing Fundamentals	5
NU 110:	Medical-Surgical Nursing I	5
NU 120:	Care of Special Populations—Obstetrics, Pediatrics, and Mental Health	5
NU 130:	Medical-Surgical Nursing II	5
NU 220:	Care of Special Populations—Family Nursing II	5
NU 230:	Pharmacology and Nutritional Therapy	5
NU 240:	Care of Special Populations— Mental Health Nursing II	5
NU 260:	Medical Surgical Nursing III	5
NU 299:	Integrated Care Strategies Capstone	5
TOTAL PROGRAM REQUIREMENTS		90

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

Program Outcomes

1. Foundational Nursing Skills: Apply the nursing process to restorative, rehabilitative, preventive, and palliative care delivery.

2. Professional Roles: Apply core knowledge, core clinical competencies, and ethical behaviors in the delivery of nursing care to individuals and groups across the life span.

3. Leadership and Team Skills: Use team and leadership skills to provide patient care, direct patient care, and serve as a member of the nursing profession.

4. Research: Apply evidence-based care in clinical practice.

5. Health Care Technology: Utilize health care technologies in the delivery of nursing care.

6. Values: Explain the importance of ethical and legal considerations in the clinical practice of nursing.

7. Communication and Problem Solving: Apply communication and problem-solving strategies for nursing practice in the diverse global environment.

8. Participation in the Profession: Describe the role of nurses in the improvement of the health care delivery system and the formulation of health policy.

9. Professional Development Plan: Analyze one's own professional growth and progress toward the achievement of self-initiated goals.

Associate of Applied Science in Medical Assisting

The objective of the Associate of Applied Science in Medical Assisting degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures. The associate's degree program provides a broad education that helps the student develop advanced technical and communication skills. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Committee on Accreditation for Medical Assistant Education of the American Association of Medical Assistants. Students must complete all coursework and maintain grades of 73 percent ("C") or better in every course to graduate. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Graduates are eligible to take the examination to become a Certified Medical Assistant (CMA). Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete an unpaid mentorship at an approved clinical site for both MA 165: Clinical Competencies I and MA 265: 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 Associate of Applied Science in Medical Assisting degree program consists of a minimum of 92 quarter credit hours.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 109:	Effective Writing I for the Health Care Professional*	5
CM 220:	Effective Writing II	5
CS 119:	Academic Strategies for the Health Care Professional†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
MA 104:	Anatomy and Physiology I	5
MA 208:	Medical Law and Bioethics	5
MM 201:	College Algebra (or higher)	5
SS 124:	Introduction to Psychology	5
Elective:	Communications 100/200-level	5
MAJOR REQUIREMENTS		
MA 107:	Anatomy and Physiology II	5
MA 126:	Pharmacology	5
MA 142:	Medical Office Management	5
MA 146:	Medical Terminology	5
MA 156:	Pathophysiology	5
MA 165:	Clinical Competencies I	5
MA 178:	Medical Coding and Insurance	5
MA 205:	Medical Externship and Evaluation (MA)	5
MA 265:	Clinical Competencies II	5
TOTAL PROGRAM REQUIREMENTS		92

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

3. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

4. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions and solve everyday problems.

5. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

6. Communication: Communicate effectively, reflect critically, and problem solve logically, and apply these skills to achieve personal and professional goals.

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.

Associate of Applied Science in Medical Office Management

The objective of the Associate of Applied Science in Medical Office Management degree program is to prepare students with the knowledge, technical skills, and work habits required for 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 broader education that helps the student develop advanced technical and communication skills. A minimum 90-hour, supervised, nonpaid externship in a physician's office or clinic will complete the student's course of study. Students must complete all coursework and maintain grades of 73 percent ("C") or better in every course to graduate. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. Graduates are eligible to take the examination to become a Certified Medical Administrative Specialist (CMAS). Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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 blends online coursework with on-ground experience. Students enrolling in the online program will need to complete an unpaid externship in a physician's office or clinic to complete the course of study.

The Associate of Applied Science in Medical Office Management degree program consists of a minimum 90 quarter credit hours.

Curriculum

Courses		Credits
CORE REQUIREMENTS:		
CM 109:	Effective Writing I for the Health Care Professional*	5
CM 220:	Effective Writing II	5
CS 119:	Academic Strategies for the Health Care Professional†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
MA 104:	Anatomy and Physiology I	5
MA 208:	Medical Law and Bioethics	5
MM 201:	College Algebra (or higher)	5
SS 124:	Introduction to Psychology	5
Elective:	Communications 100/200-level	5
MAJOR REQUIREMENTS		
MA 107:	Anatomy and Physiology II	5
MA 142:	Medical Office Management	5
MA 146:	Medical Terminology	5
MA 156:	Pathophysiology	5
MA 166:	Clinical Competencies for the Medical Office Assistant	5
MA 178:	Coding and Insurance	5
MA 210:	Medical Office Externship and Evaluation	3
MA 242:	Advanced Medical Office Management	5
MR 109:	Advanced Keyboarding	5
TOTAL PROGRAM REQUIREMENTS		90

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

3. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

4. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions and solve everyday problems.

5. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

6. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

Discipline-Specific Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of a medical assistant.

2. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.

3. Professionalism: Embody professional behaviors as defined by the discipline of medical assisting.

4. Standards, Laws, and Ethics: Employ the highest standards and ethical and legal values in medical assisting practice.

Associate of Applied Science in Medical Transcription

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

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

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete an externship through a transcription company, physician's office or clinic, or hospital to complete the course of study.

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

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 109:	Effective Writing I for the Health Care Professional*	5
CM 220:	Effective Writing II	5
CS 119:	Academic Strategies for the Health Care Professional†	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
MA 104:	Anatomy and Physiology I	5
MA 208:	Medical Law and Bioethics	5
MM 201:	College Algebra (or higher)	5
SS 124:	Introduction to Psychology	5
Elective:	Communications 100/200-level	5
MAJOR REQUIREMENTS		
MA 107:	Anatomy and Physiology II	5
MA 126:	Pharmacology	5
MA 146:	Medical Terminology	5
MA 156:	Pathophysiology	5
MR 109:	Advanced Keyboarding	5
MR 182:	Medical Records Transcription I	5
MR 192:	Medical Records Transcription II	5
MR 220:	Medical Records Transcription III	5
MR 203:	Medical Externship and Evaluation (MT)	3
TOTAL PROGRAM REQUIREMENTS		**90**

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.

2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

3. Mathematics: Use quantitative information to systematically arrive at reasoned decisions and solve everyday problems.

4. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions and solve everyday problems.

5. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

6. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

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.

Nursing and Health Science Certificate Program

Nurse Assistant Preparation Certificate

(Offered in select locations in 2007.)

The Nurse Assistant Preparation Certificate program trains students for employment in health care facilities and home health agencies. The program helps students develop the knowledge and skills necessary to provide basic personal and nursing care for patients of all ages and to work under the supervision of nursing and medical staff. Students learn to perform a wide variety of clinical skills and to participate as members of a health care team. They are also taught to understand the importance of meeting the emotional needs of patients.

The Nurse Assistant Preparation Certificate program consists of a minimum of 10 quarter credit hours. Students successfully completing program requirements will be eligible to sit for the national certification exam for nursing assistants in Iowa and in other states as individual state regulations permit. In addition, graduates may use these credits as the first step in an associate's degree track that leads to a professional nursing career.

Program Outcomes

1. Foundational Nursing Skills: Apply the nursing process to restorative, rehabilitative, preventive, and palliative care delivery.

2. Professional Roles: Apply core knowledge, core clinical competencies, and ethical behaviors in the delivery of nursing care to individuals and groups across the life span.

3. Leadership and Team Skills: Use team and leadership skills to provide patient care, direct patient care, and serve as a member of the nursing profession.

4. Research: Apply evidence-based care in clinical practice.

5. Health Care Technology: Utilize health care technologies in the delivery of nursing care.

6. Values: Explain the importance of ethical and legal considerations in the clinical practice of nursing.

7. Communication and Problem Solving: Apply communication and problem-solving strategies for nursing practice in the diverse global environment.

8. Participation in the Profession: Describe the role of nurses in the improvement of the health care delivery system and the formulation of health policy.

9. Professional Development Plan: Analyze one's own professional growth and progress toward the achievement of self-initiated goals.

Curriculum

Courses	Credits
CS 118: Academic Strategies for the Nursing Professional*	5
MAJOR REQUIREMENT	
NU 101: Nursing Fundamentals	5
TOTAL PROGRAM REQUIREMENTS	10

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

Health Science Diploma Program

Medical Assistant Diploma

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

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

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

Curriculum

Courses		Credits
GENERAL EDUCATION COURSES		
CM 102:	Effective Writing I	5
CS 110:	Human Dynamics	5
IT 133:	Software Applications	5
MA 104:	Anatomy and Physiology I	5
MA 208:	Medical Law and Ethics	5
CORE COURSES		
CS 210:	Career Development Strategies	2
MA 107:	Anatomy and Physiology II	5
MA 142:	Medical Office Management	5
MA 146:	Medical Terminology	5
MA 156:	Pathophysiology	5
MA 178:	Medical Coding and Insurance	5
MA 165:	Clinical Competencies I	5
MA 265:	Clinical Competencies II	5
MA 205:	Medical Externship and Evaluation (MA)	5
TOTAL PROGRAM REQUIREMENTS		67

Program Outcomes

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.

2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.

3. Demonstrate the ability to apply scientific principles and methods of inquiry to arrive at reasoned decisions in solving everyday problems.

4. Demonstrate the ability to problem solve logically and ethically within the discipline.

5. Demonstrate the ability to make ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors.

6. Demonstrate the ability to successfully apply the program-specific competencies in entry-level medical office support activities.

Bachelor of Science in Management, Health Care Management Emphasis

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

The health care management emphasis prepares students for positions in the planning and supervising of health care delivery.

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

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

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

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.

2. Communications: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.

4. Ethics: Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues, by explaining, defending, and assessing personal ethical perspectives.

5. History: Reflect critically on the impact of historical and contemporary events on society.

6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.

7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Accounting: Identify accounting problems and develop relevant solutions by applying generally accepted accounting principles and methods.

2. Marketing: Define core marketing principles and apply them to the development of a business strategy.

3. Organizational Behavior/ Leadership: Analyze the impact of leadership, employee behavior, organizational culture, and group dynamics in defining and resolving business issues.

4. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.

5. Finance: Interpret and evaluate financial and cost-accounting data to control business activities.

6. Operations: Apply best practices in making operational decisions using available information and resources.

7. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 105:	Effective Writing I for Business Majors*	5
CM 220:	Effective Writing II	5
CS 113:	Academic Strategies for the Business Professional†	5
CS 410:	Advanced Career Development Strategies	2
IT 133:	Software Applications	5
KU 100:	Introduction to Undergraduate Online Learning for the Profession—Business	5
MM 201:	College Algebra (or higher)	5
MM 207:	Statistics	5
MT 310:	Ethics and the Legal Environment	6
Elective:	Communications 100/200-level	5
Elective:	Diversity and Culture 100/200-level	5
Elective:	Social Science 100/200-level‡	10
Elective:	Communications 300/400-level	6
Elective:	History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS		
Elective:	100-level or above	5
Elective:	300-level or above	6
MAJOR REQUIREMENTS		
AC 114:	Accounting I	5
BU 100:	Introduction to Business	5
MT 203:	Human Resource Management	5
MT 211:	Business Law	5
MT 217:	Finance	5
MT 219:	Marketing	5
MT 300:	Management of Information Systems	6
MT 302:	Organizational Behavior	6
MT 320:	Research and Presentation	6
MT 340:	Conflict Resolution and Team Dynamics	6
MT 435:	Operations Management	6
MT 460:	Management Policy and Strategy	6
MT 499:	Bachelor's Capstone in Management	4
Electives:	Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS		180

EMPHASIS AREA: HEALTH CARE MANAGEMENT		
IT 430:	Project Management	6
MT 305:	Health Care Organization and Delivery	6
MT 315:	Operations Management in Health Care	6
MT 471:	The Legal and Ethical Environment of Health Care§	6
MT 475:	Outcomes Assessment and Quality Management	6

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Students choosing the health care management emphasis area must take SS 204 as an open elective.

§Taken in place of MT 310.

Travel and Tourism

Mission Statement

The Travel and Tourism Department prepares students for an entry-level position in the tourism industry by providing students with challenging and broad-based coursework in a supportive environment and giving students a clear vision of their future role in the ever-changing industry. This mission is accomplished by: (1) creating and maintaining a program that balances the study of travel with supporting business and general education studies; (2) monitoring changes in industry procedures and practices to quickly add these dynamic changes to the knowledge and experience base of the student through internships, local and national advisory boards, and employed graduates.

Associate of Applied Science in Travel Business Management

The objective of the Associate of Applied Science in Travel Business Management degree program is to prepare students with the knowledge, technical skills, and work habits required for entry-level positions in the travel industry ranging from customer service agents, airline station managers, senior flight attendants, and car rental reservationists, to travel agents and hotel management who carry out supervisory roles. At a certified ICTA training center, students prepare and study for the CTA (Certified Travel Associate), TAP certification, DS (Destination Specialist), and the USTOA (Tour Certification). All testing is completed at the Kaplan University campus. All aspects of travel are studied including airline, rail, cruise, motor coach, corporate travel, theme park, and conventions and special events. Students are trained using a live APOLLO system, the United Airlines computer reservation system. The ability to work in teams and to understand coworkers and client needs in all modes of communication is an integral part of success in the travel industry. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

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

Curriculum

Courses		Credits
CORE REQUIREMENTS		
CM 102:	Effective Writing I	5
CM 220:	Effective Writing II	5
CS 110:	Human Dynamics	5
CS 210:	Career Development Strategies	2
IT 133:	Software Applications	5
MM 201:	College Algebra (or higher)	5
TT 202:	International Geography	5
Elective:	Communications 100/200-level	5
Elective:	Ethics 100/200-level	5
Elective:	Social Science 100/200-level	5
MAJOR REQUIREMENTS		
BU 100:	Introduction to Business	5
TT 102:	Domestic Geography	5
TT 106:	Methods and Principles of Reservations	5
TT 110:	Travel Sales and Marketing	5
TT 120:	Computer Reservation I	5
TT 180:	Computer Reservation II	5
TT 220:	Travel Internet Research	5
TT 280:	Global Classroom	5
TT 299:	Associate's Capstone in Travel	3
TOTAL PROGRAM REQUIREMENTS		90

Program Outcomes

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written modes within the travel industry realm.

2. Demonstrate the ability to critically reflect on the impact that historical and contemporary culture has on society in general and the travel industry realm in specific.

3. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday travel industry issues.

4. Demonstrate the ability to apply scientific principles and inquiry methods to arrive at reasoned decisions in solving everyday travel industry issues.

5. Demonstrate the ability to make ethical travel industry decisions based on an understanding of the impact of historical, political, social, and economic events and factors.

6. Demonstrate the ability to problem solve logically and ethically within the travel industry realm.

7. Demonstrate the ability to successfully apply program-specific competencies in a travel industry setting.

8. Demonstrate the competencies expected of a CTA, DS, or USTOA travel professional.

Travel and Tourism Certificate Program

Travel Associate Certificate

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

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

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

Program Outcomes

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

Curriculum

Courses		Credits
TT 102:	Domestic Geography	5
TT 106:	Methods and Principles of Reservations	5
TT 110:	Travel Sales and Marketing	5
TT 120:	Computer Reservation I	5
TT 180:	Computer Reservation II	5
TT 202:	International Geography	5
TT 220:	Travel Internet Research	5
TT 280:	Global Classroom	5
TT 299:	Associate's Capstone in Travel	3
TOTAL PROGRAM REQUIREMENTS		43

Travel and Tourism Diploma Program

Travel Professional Diploma

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

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

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

Program Outcomes

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.

2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.

3. Demonstrate the ability to apply scientific principles and methods of inquiry to arrive at reasoned decisions in solving everyday problems.

4. Demonstrate the ability to problem solve logically and ethically within the discipline.

5. Demonstrate the ability to successfully apply program-specific competencies in a travel-industry setting and use the competencies expected of a certified travel associate (CTA).

Curriculum

Courses		Credits
GENERAL EDUCATION COURSES		
CM 102:	Effective Writing I	5
CM 206:	Interpersonal Communications	5
CS 110:	Human Dynamics	5
IT 133:	Software Applications	5
TT 202:	International Geography	5
CORE COURSES		
CS 210:	Career Development Strategies	2
TT 102:	Domestic Geography	5
TT 106:	Methods and Principles of Reservations	5
TT 110:	Travel Sales and Marketing	5
TT 120:	Computer Reservation I	5
TT 220:	Travel Internet Research	5
TT 280:	Global Classroom	5
Externship		3
TOTAL PROGRAM REQUIREMENTS		**60**

Course Descriptions

Kaplan University Course Descriptions

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

ACCOUNTING	**AC**
COMMUNICATIONS	**CM**
CRIMINAL JUSTICE	**CJ**
DIVERSITY AND CULTURE	**DC**
EDUCATION	
Education	ED
Educational Technology	ET
Methods of Teaching Literacy	LT
Methods of Teaching Mathematics	MH
Professional Development	PD
Science Education	SE
Special Needs Education	SN
EDUCATIONAL PARAPROFESSIONAL	**EP**
FOUNDATIONS	**KU**
GRADUATE BUSINESS	
Graduate Business	GB
Graduate *Newsweek*	GN
HEALTH SCIENCE	
Medical Assisting	MA
Medical Records	MR
HUMANITIES	**HU**
INFORMATION SYSTEMS AND TECHNOLOGY	**IT**
INTERDISCIPLINARY STUDIES	**IS**
LEGAL STUDIES	**LS**
MANAGEMENT	
Business	BU
Human Resources	HR
Management	MT
Retail Management	RT
Security and Assurance	SA
MATHEMATICS	**MM**
NURSING	**NU**
PARALEGAL STUDIES	**PA**
PROFESSIONAL STUDIES	**CS**
SCIENCE	**SC**
SOCIAL SCIENCE	**SS**
TRAVEL AND TOURISM	**TT**

Course Numbering:

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

Accounting

AC 114: ACCOUNTING I

This course reviews the complete accounting cycle and then introduces the procedures relating to inventory in a merchandising operation. Financial presentation and the uses of accounting information are emphasized. The asset section of the balance sheet is examined, including cash and inventory cost-flow assumptions. The accounting information system is also explored.
5 Quarter Credit Hours
Prerequisite: IT 133

AC 116: ACCOUNTING II

This course continues the study of accounting principles by exploring the liability and stockholders' equity sections of corporations. It covers the statement of cash in detail, along with financial statement ratio analysis and accounting for basic partnerships.
5 Quarter Credit Hours
Prerequisites: AC 114 and IT 133

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
Prerequisites: AC 114 and IT 133

AC 152: COMPUTERIZED ACCOUNTING

This course familiarizes students with an accounting software package and its use in providing important accounting information. Students learn how to build, maintain, and operate a computerized accounting system.
5 Quarter Credit Hours
Prerequisites: AC 114 and IT 133

AC 239: MANAGERIAL ACCOUNTING

This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include cost-volume-profit analysis, budgeting, responsibility accounting, differential analysis, and capital investment analysis.
5 Quarter Credit Hours
Prerequisites: AC 116 and IT 133

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
Prerequisites: AC 114 and IT 133

AC 293–296: ASSOCIATE'S-LEVEL ACCOUNTING EXTERNSHIP

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

AC 300: INTERMEDIATE ACCOUNTING I

This course examines the full accounting process and covers selected conceptual accounting issues, aspects of financial reporting, and structure and reporting requirements for the balance sheet, income statement, and statement of cash flows. In-depth analyses of current and long-term assets are also included.
6 Quarter Credit Hours
Prerequisites: AC 116 and IT 133

AC 301: INTERMEDIATE ACCOUNTING II

This course covers the accounting theory and practices associated with corporate accounting issues of pensions, leases, earnings per share, bonds, and investments. The time value of money and how it applies to business transactions is also examined. In-depth analyses of liabilities, stockholder's equity, and accounting changes and errors analysis are also included.
6 Quarter Credit Hours
Prerequisites: AC 116, AC 300, and IT 133

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
Prerequisites: AC 116, AC 301, and IT 133

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
Prerequisites: AC 116, AC 301, and IT 133

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 116, AC 301, and IT 133

AC 440: ADVANCED ACCOUNTING SYSTEMS

This course continues the study of accounting principles by examining various approaches and methodologies used in systems analysis and design, including documentation techniques, data flow, entity relationship diagrams, structured design, computer-aided software engineering, and prototyping. In conjunction with these general approaches, professional systems analysts and programmers use a number of documentation techniques to specify the key features of systems that accountants and auditors often face on a growing basis.
6 Quarter Credit Hours
Prerequisite: AC 301

AC 450: ADVANCED ACCOUNTING

This course addresses the topic of business expansion and the preparation of consolidated financial statements. The general concepts of consolidation, noncontrolling interest, and change-in-basis-of-accounting are examined. Primary emphasis is placed on the notion of the parent company and acquired subsidiaries. An analysis of internal expansion and how it is used as a catalyst for external expansion is also explored.
6 Quarter Credit Hours
Prerequisite: AC 301

AC 493–496: BACHELOR'S-LEVEL ACCOUNTING EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.
Onsite only
AC 493: 3 Quarter Credit Hours
AC 494: 4 Quarter Credit Hours
AC 495: 5 Quarter Credit Hours
AC 496: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

COMMUNICATIONS

CM 100: FUNDAMENTALS OF ENGLISH

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

CM 102: EFFECTIVE WRITING I

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 103: EFFECTIVE WRITING I FOR CRIMINAL JUSTICE MAJORS

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 104: EFFECTIVE WRITING I FOR LEGAL STUDIES MAJORS

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 105: EFFECTIVE WRITING I FOR BUSINESS MAJORS

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 106: EFFECTIVE WRITING I FOR IT MAJORS

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 107: EFFECTIVE WRITING I FOR ARTS AND SCIENCES MAJORS

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be

reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 108: EFFECTIVE WRITING I FOR THE NURSING PROFESSIONAL

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 109: EFFECTIVE WRITING I FOR THE HEALTH CARE PROFESSIONAL

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.
5 Quarter Credit Hours
Prerequisite: Any Academic Strategies course (CS 111–CS 119)
Fulfills composition core requirement

CM 110: NONVERBAL COMMUNICATIONS

True professional and personal communication and understanding of human behavior combine both verbal and nonverbal communications. This course will acquaint students with the basic channels and interpretations of personal and professional nonverbal communications, including facial expressions, tones of voice, gestures, posture and expressive movement, eye contact, proximity, and humor. Students will examine how to effectively send and receive nonverbal signals, how nonverbal communication affects cross-cultural communication, and how nonverbal communication can occur via electronic communication.
2 Quarter Credit Hours
Prerequisite: Any Effective Writing I course (CM 102–CM 109)
Partially fulfills communication, social science, or diversity and culture core requirement

CM 115: COMMUNICATING IN THE 21st CENTURY

Being able to communicate effectively in an information-based and globally connected society is a necessary and vital part of all professions. This course provides an introduction to 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 provided with some of the knowledge and tools necessary to live and succeed in a multicultural community and global economy.
5 Quarter Credit Hours
Prerequisite: None
Fulfills communication or diversity and culture core requirement

CM 124: PRINCIPLES OF PUBLIC SPEAKING

This course presents elements of the oral communication process with emphasis on developing skills in preparing and delivering speeches through the study of organization, support, and audience analysis. Students gain confidence as they develop skills in research, persuasion, discussion, and interaction. This course is not delivered online.

Onsite only
5 Quarter Credit Hours
Prerequisite: None
Fulfills communication core requirement

CM 202: MASS COMMUNICATIONS

This course examines the roles of creators, consumers, and advertisers in a variety of mass media industries, including print, radio, film, television, and the World Wide Web. Discussions focus on the effects of technological advancements, government and industry regulation, advertiser and consumer feedback, and economic factors on mass media in the professional world, as well as legal and ethical issues in mass communication and industry.

5 Quarter Credit Hours
Prerequisite: Any Effective Writing I course (CM 102–CM 109)
Fulfills communication core requirement

CM 205: INTRODUCTION TO INTERCULTURAL COMMUNICATION

This course explores the impact of cultural differences on the process of interpersonal communication in order to equip students with some of the knowledge and tools necessary to communicate personally and professionally in a multicultural and global community. Emphasis is given to how diverse backgrounds influence the act of communication, how cultural perceptions and experiences determine how people send and receive messages, and to the communication skills that can enhance intercultural communication in the student's profession. Topics include verbal and nonverbal communication within and between various cultures; perceptual influences, beliefs, and worldviews; communication barriers; and adapting to an unfamiliar culture.

3 Quarter Credit Hours
Prerequisite: Any Effective Writing I course (CM 102–CM 109)
Partially fulfills communication, social science, or diversity and culture core requirement

CM 206: INTERPERSONAL COMMUNICATIONS

This course helps you to become a more effective communicator in your personal and professional interpersonal relationships. Emphasis is on surveying interpersonal communications in varying contexts, including personal, social, professional, 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, and effective communication strategies.

5 Quarter Credit Hours
Prerequisite: Any Effective Writing I course (CM 102–CM 109)
Fulfills communication core requirement

CM 210: SPANISH I

This course includes the study of the basic vocabulary, verb forms, and grammatical structures of the Spanish language, emphasizing listening comprehension and conversational speech. This course is not delivered online.

Onsite only
5 Quarter Credit Hours
Prerequisite: None
Fulfills communication or diversity and culture core requirement

CM 211: SPANISH II

This course continues the study of basic vocabulary, verb forms, and grammatical structures of the Spanish language. Special emphasis is given to the various tenses. The course emphasizes speaking and writing skills as well as cultural study. This course is not delivered online.

Onsite only
5 Quarter Credit Hours
Prerequisite: CM 210
Fulfills communication or diversity and culture core requirement

CM 220: EFFECTIVE WRITING II

This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies and working constructively with colleagues.

5 Quarter Credit Hours
Prerequisite: Any Effective Writing I course (CM 102–CM 109)
Fulfills composition core requirement

CM 240: TECHNICAL WRITING

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: Any Effective Writing I course (CM 102–CM 109)
Fulfills communication core requirement

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: Any Effective Writing I course (CM 102–CM 109); students enrolled in a Bachelor of Science in Communication program only

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
Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 310: COMMUNICATION AND CONFLICT

This course focuses on the nature of communication and conflict in interpersonal and organizational contexts. Students learn theories of conflict and conflict resolution with an emphasis on ways to manage conflict in order to create more productive and satisfying interpersonal and organizational relationships. If managed effectively, conflict can become the foundation for stronger personal and professional relationships.

6 Quarter Credit Hours
Prerequisite: CM 220
Fulfills communication core requirement

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
Prerequisites: CM 220 and CM 410

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
Prerequisite: 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 thinking for the modern workplace. The course will blend traditional and contemporary views on the nature of argumentation with a multicultural emphasis on ethics and workplace issues. Topics include basic reasoning and logic, issue analysis, evidence, research, and reasoning in oral and written communication. Students will gain an understanding of critical thinking approaches and implementation in the workplace.

6 Quarter Credit Hours
Prerequisites: CM 220 and CM 410; students enrolled in a Bachelor of Science in Communication program only

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; students enrolled in a Bachelor of Science in Communication program only

CM 340: ADVANCED TECHNICAL WRITING

In CM 240: Technical Writing, students are introduced to business and technical documents, given an overview of proposal and report writing, and held accountable only for the major sections of these documents. This course addresses the more detailed sections of proposals and how to manage the proposal process. Topics include front matter such as executive summaries, introduction, plan, benefits, cost, approach, evaluation, qualifications, and end matter such as appendices. Forms of communication such as analytical and research reports, usability issues for instructions and manuals, electronic communication, business correspondence, and presentations, will be covered in more detail.

6 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 345: PROPOSAL AND GRANT WRITING

Proposal writing can play a major role in institutions (such as universities), research and development companies, and even high-end for-profit businesses. This course provides students with an overview of the process of writing grant proposals seeking funding for for-profit and not-for-profit organizations. Students will explore the basic rules that apply to all grant proposals, learn how to read and use RFPs, and examine topics such as identifying and targeting specific funding sources, focusing an idea, and researching and organizing documentation. Students will create a mock proposal as their final project.

6 Quarter Credit Hours

Prerequisites: CM 250 and CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 350: TOPICS IN ADVERTISING AND PUBLIC RELATIONS

Advertising and public relations are different specialties that work hand-in-hand to promote and manage the perception of everything from products to government services. This course uses a communications approach to provide information and practical experience in current issues in advertising and public relations. Students will use an integrated communication model with a consumer focus as they explore topics.

6 Quarter Credit Hours

Prerequisites: CM 220 and CM 410

CM 410: ORGANIZATIONAL COMMUNICATION

This course focuses on the 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 ethics. Additionally, students will read and critique case studies showing organizational communication in professional applications.

6 Quarter Credit Hours

Prerequisite: CM 220

Fulfills communication core requirement

CM 415: EFFECTIVE AND APPROPRIATE COMMUNICATION IN THE WORKPLACE

Effective and Appropriate Communication in the Workplace 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; students enrolled in a Bachelor of Science in Communication program only

CM 420: INTERPERSONAL RELATIONSHIPS AND ORGANIZATIONAL COMMUNICATION

Interpersonal communication deals with one-on-one and small group behaviors, while organizational communication focuses on large group dynamics in the workplace. The purpose of this course is to bring interpersonal communication theory together with in-depth analysis of its practical application to workplace settings. Topics include the use of technology to increase communication throughout the organization. Students will learn how interpersonal relationships are developed and maintained within organizations, and will examine strategies for understanding and improving interactions with managers, subordinates, coworkers, and clients. They will learn how to use these strategies for interpersonal relationship problem resolution and conflict management.

6 Quarter Credit Hours

Prerequisites: CM 220 and CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 430: THEORIES AND APPLICATION IN ORGANIZATION SETTINGS

The focus of this course is on theories and applications of organization theory as they relate to organizational communication. Topics include media literacy; leadership; group development, dynamics, and teamwork; diversity; global organizations and cultures; and ethics.

6 Quarter Credit Hours

Prerequisites: CM 220 and CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 445: WRITING FOR THE PROFESSIONS

This course is a comprehensive survey of the individual elements involved in professional writing. Students will learn about distinct styles, language, approaches, and formats for scientific, medical, technological, and legal writing as they practice organizing and writing various forms of business communications. Emphasis is also given to contemporary issues and implications of electronic and cross-cultural communication.

6 Quarter Credit Hours

Prerequisites: CM 250 and CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 450: PROFESSIONAL COMMUNICATION IN TECHNICAL WRITING

Technical writing is a profession and as such, technical writers are active contributors in professional venues. The goal of this course is to help students in the technical writing field learn how to contribute professionally within their fields. Students will be introduced to professional organizations, such as the Society for Technical Communication, and learn how to write for and present for these organizations. Students will prepare a document and submit it to a professional forum.

6 Quarter Credit Hours

Prerequisites: CM 250 and CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 460: RHETORICAL ANALYSIS OF NON-FICTION WRITING

Skillfully used language and symbols have historically been used to change attitudes and behavior. In this course students will study basic theory about rhetoric and how it applies to mainstream communication. They will learn how to identify agendas in writing, and how to write to an agenda. Topics include assumptions about humans as symbol users, methods of rhetorical analysis, and evaluation of public rhetoric. Students will analyze news reports (written and oral), editorials, news magazines, and other popular media (written, electronic, and verbal), in order to find the meaning behind the written and spoken word.

6 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

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.

4 Quarter Credit Hours

Prerequisites: Last term or permission of the Dean; students enrolled in a Bachelor of Science in Communication program only

CRIMINAL JUSTICE

CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM

This course provides an overview of the criminal justice system in the United States. Students gain an understanding of the philosophy and development of the criminal justice system, the current state of

the criminal justice agencies and institutions, and the issues and challenges facing them.

5 Quarter Credit Hours
Prerequisite: None

CJ 102: CRIMINOLOGY

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

5 Quarter Credit Hours
Prerequisite: None

CJ 105: HISTORY OF CRIMINAL JUSTICE

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

5 Quarter Credit Hours
Prerequisite: None
Fulfills history core requirement

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

5 Quarter Credit Hours
Prerequisite: None

CJ 140: INTRODUCTION TO CONSTITUTIONAL LAW

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

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 142: CLIENT GROWTH AND DEVELOPMENT

The course is designed to explore the relationship of the biopsychosocial development of juvenile and adult offenders; other influences on client behaviors; and the selection of appropriate intervention strategies, including institutionalization and community alternatives to incarceration.

5 Quarter Credit Hours
Prerequisite: CJ 130 or permission of the Dean

CJ 150: JUVENILE DELINQUENCY

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

5 Quarter Credit Hours
Prerequisite: None

CJ 180: PRIVATE SECURITY

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

5 Quarter Credit Hours
Prerequisite: None

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

5 Quarter Credit Hours
Prerequisite: CJ 211

CJ 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 the 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
Prerequisites: CJ 101 and CJ 110 (recommended)

CJ 223: CRIMINAL EVIDENCE

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

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 225: FRAUD INVESTIGATION

This course is designed to provide students with the skills to successfully investigate the most common fraud scams committed against individuals and businesses. It builds upon the basics of fraud

investigation by focusing on specific fraudulent offenses and how to effectively identify and resolve these crimes. Students will learn how to recognize fraud, prevent fraudulent activity, and ultimately investigate acts of theft.

5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 125

CJ 227: CRIMINAL PROCEDURE

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

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 228: RISK MANAGEMENT

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

5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 180

CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE

In this course, students learn how to identify the elements of a crime and to categorize crimes by type, including homicide, crimes against the person, and crimes against property or habitation. Students learn about criminal capacity, different defenses, and who may be considered parties to a crime.

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 233: INTRODUCTION TO FORENSIC PSYCHOLOGY

This course introduces the student to the field of forensic psychology and encourages the student to examine the legal system through the use of psychological concepts, methods, and research results. Topics covered include the theories of crime, the role of psychology in the legal system, the police and the criminal justice system, and the use of forensic assessments in both criminal and civil cases. Using case law and landmark Supreme Court decisions, the student will explore the foundations of forensic psychology and its impact on the criminal justice system.

5 Quarter Credit Hours
Prerequisites: CJ 101 and SS 124

CJ 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, and 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 130

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 130 or permission of the Dean

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
Fulfills diversity and culture core requirement

CJ 264: WHITE-COLLAR CRIME

This course examines the economic, cultural, and social consequences of white-collar crime. It presents various types of white-collar crimes and looks at its victims in terms of occupations, individuals, and social and cultural institutions. It also addresses the various costs of this type of crime.

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 introduces the different aspects of extremism and terrorism and discusses how they relate to issues of domestic terrorism in the United States today. The course covers sophisticated theories developed by analysts around the world to investigate paramilitarism, white supremacy groups, hate groups, religious fundamentalism, and foreign terrorist groups.

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
Prerequisites: Permission from 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
Fulfills diversity and culture core requirement

CJ 299: ASSOCIATE'S CAPSTONE IN CRIMINAL JUSTICE

This course builds on the concepts students have mastered in all of the AAS criminal justice courses. The capstone course applies the material studied to real-world situations, and students develop major writing skills to show potential employers. The course accomplishes institutional assessment of the learning process for the AAS criminal justice degree.

3 Quarter Credit Hours
Prerequisite: Last quarter or permission of the Dean

CJ 300: 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, evaluation, 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

CJ 302: CRIMINOLOGY II

This course expands on previous study of the nature and causes of crime and antisocial behavior. Lessons will focus on furthering the ability to apply, explain, and combine theoretical concepts through assessment, application, and comparative exercises. Topics range from crime causation and the extent of crime, to victimization, social and psychological theories, the role criminology plays in criminal justice policy, and various types of criminal offenses.
6 Quarter Credit Hours
Prerequisite: CJ 102

CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE

This course explores the trial process, the definitions and types of evidence, and proof. Students will learn about trial proceedings and the 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
Prerequisites: CJ 101, CJ 140 (recommended), and CJ 223 (recommended)

CJ 320: CSI—PHOTOGRAPHY AND FINGERPRINTING

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

CJ 325: PSYCHOLOGY FOR LAW ENFORCEMENT

The goal of this course is 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
Prerequisites: CJ 101 and SS 124

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
Prerequisites: CJ 101 and 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 340: APPLIED CRIMINAL JUSTICE ETHICS

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

CJ 341: ETHICS OF FRAUD INVESTIGATION

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

CJ 343: COMPARATIVE JUSTICE SYSTEMS

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

CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE

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

CJ 350: ORGANIZED CRIME

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

CJ 370: COURTROOM PRESENTATION OF SCIENTIFIC EVIDENCE

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

CJ 380: CRIMINALISTICS

This course enhances students' understanding of forensic science and its application to criminal investigations. It examines the relevant scientific instruments, chain of custody issues for evidence, and scientific analysis of trace evidence and controlled substances. It also provides an overview of the historical development of the scientific investigation of crime and forensic science (criminalistics), including the laboratory instruments and technology used to detect, identify, analyze, and compare physical evidence. Students explore current research and the capabilities and limitations of the modern crime lab, as well as specialized forensic science services.
6 Quarter Credit Hours
Prerequisites: CJ 210 and CJ 223

CJ 390: FIELDWORK IN CRIMINAL JUSTICE

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

CJ 394: INDEPENDENT STUDY IN CRIME SCENE INVESTIGATION

This course is designed to afford students, who either do not elect to complete CJ 390: Fieldwork in Criminal Justice or cannot find an appropriate agency, the opportunity to identify a specific crime scene investigation topic of interest and relevance. Under the direct supervision of a faculty member,

students conduct a systematic literature review of the identified topic and demonstrate mastery of this topic through a variety of andragogical techniques. This course is restricted to students enrolled in the Crime Scene Technician Certificate.

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

CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM

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

6 Quarter Credit Hours
Prerequisite: CJ 101

CJ 420: JUVENILE JUSTICE

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

6 Quarter Credit Hours
Prerequisite: CJ 101

CJ 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
Prerequisites: CJ 101 and CJ 110 (recommended)

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, CJ 110, CJ 220 (recommended), and CJ 330 (recommended)

CJ 433: PROBATION AND PAROLE

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

6 Quarter Credit Hours
Prerequisite: CJ 130

CJ 440: CRISIS INTERVENTION

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

6 Quarter Credit Hours
Prerequisite: SS 440

CJ 441: FINANCIAL INVESTIGATION AND FORENSIC ACCOUNTING

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

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

CJ 442: LEGAL ELEMENTS OF FRAUD

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

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

CJ 443: SECURITY MANAGEMENT AND ADMINISTRATION

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

6 Quarter Credit Hours
Prerequisite: CJ 180

CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS

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

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

CJ 481–486: INDEPENDENT STUDY IN CRIMINAL JUSTICE

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

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 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
Prerequisites: Permission from 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 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE

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

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

CJ 500: CRITICAL LEGAL ISSUES IN CRIMINAL JUSTICE

This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law, 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 provides students with the basic skills needed to conduct and evaluate applied research on topics of professional relevance in the criminal justice field. To accomplish these objectives, the course focuses on the nature of scientific inquiry; the connections between theory and research; research project design; causation; sampling procedures and logic; research techniques; the reliability, validity, and measurement of data; and descriptive analysis of data.
5 Quarter Credit Hours
Prerequisite: None

CJ 503: ORGANIZATIONAL BEHAVIOR

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

CJ 504: DATA ANALYSIS

This course focuses on the data analysis techniques used in scientific research. Heavy emphasis is placed on descriptive statistics, cross-tabulations, regression and correlation analysis, inferential statistics and parameter estimation, and hypothesis testing. Techniques used for analyzing qualitative data are

included as well. The tenets covered in this course allow the criminal justice professional to conduct and interpret research results pertaining to a variety of issues facing the profession.
5 Quarter Credit Hours
Prerequisite: 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 issue facing the fields of policing, private security, and corrections are addressed as needed.
5 Quarter Credit Hours
Prerequisite: None

CJ 506: ADVANCED TOPICS IN CRIMINAL LAW

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

CJ 507: CRIMINAL PROCEDURE AND THE U.S. SUPREME COURT

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

CJ 508: EVIDENTIARY ISSUES IN CRIMINAL CASES

This course involves the study of the Federal Rules of Evidence and similar state rules, as well as the requirements of the U.S. Constitution concerning the admission into evidence 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: CJ 506 or permission of the Dean

CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS

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

CJ 511: EMPLOYMENT AND POLICY LAW

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

CJ 512: TRANSNATIONAL CRIME

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

CJ 513: CRITICAL ISSUES IN TERRORISM

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

CJ 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES

This seminar course is designed to address the most current and serious international justice issues. Topics include, but are not limited to, criminal exploitation of human beings, technology-based crimes, organized and white-collar crime, or any other relevant and current international justice

issue identified as such by governmental agencies, as well as researchers and practitioners in the field.

5 Quarter Credit Hours
Prerequisite: None

CJ 515: THEORETICAL APPLICATIONS OF JUSTICE MANAGEMENT

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

5 Quarter Credit Hours
Prerequisite: CJ 503 or permission of the Dean

CJ 516: FISCAL ISSUES IN CRIMINAL JUSTICE

This course is designed to address a variety of fiscal issues encountered by criminal justice professionals during the course of their daily responsibilities. Special emphasis is given to the preparation and management of budgets and the preparation of grant applications, as well as the management and evaluation of grants.

5 Quarter Credit Hours
Prerequisite: None

CJ 517: HUMAN RESOURCE DEVELOPMENT

This course is designed to address innovative practices in human resource leadership and development. Specifically, the course addresses issues such as change management, business process reengineering, effective team building strategies, performance management, the role of consultants, integrated human resources information systems, and future roles of human resources professionals in a rapidly changing global and technological society.

5 Quarter Credit Hours
Prerequisite: None

CJ 518: CRITICAL ISSUES IN POLICING

This course focuses on the myriad of critical issues facing law enforcement organizations, including, but not limited to, education and training; hiring and promotional practices; ethics, diversity, and professionalism; meeting the needs of the international law enforcement community; promoting and managing organizational change; and various community-related issues.

5 Quarter Credit Hours
Prerequisite: None

CJ 519: ETHICS AND DIVERSITY IN POLICING

Discrimination in the workplace, prejudicial treatment of individuals by public officials, official misconduct, and a lack of individual and collective professional practice are all enduring issues that must be addressed by our criminal justice system. Accordingly, this course is designed to address these and other related issues at length, as well as offer strategies for improved individual and professional practice.

5 Quarter Credit Hours
Prerequisite: None

CJ 520: ISSUES IN PRIVATE SECURITY

This course provides students with the fundamental knowledge necessary to competently address various critical issues in private security. Students explore such topics as physical security concerns, threat assessment, privatization trends, relationships with the law enforcement community, first-responder preparedness, crisis planning, legal issues germane to the private security sector, and pertinent managerial issues.

5 Quarter Credit Hours
Prerequisite: None

CJ 521: CRITICAL ISSUES IN CORRECTIONS

This course provides a critical analysis of contemporary issues facing the U.S. correctional system. Students address issues such as the philosophies and theories that guide practice, community-based policies and practices, prison reform, special populations, recidivism, and legal mandates affecting the administration and operations of correctional facilities.

5 Quarter Credit Hours
Prerequisite: None

CJ 522: COMPARATIVE CORRECTIONAL SYSTEMS

The course addresses a variety of correctional issues from an international perspective, including, but not limited to, a comparative analysis of the philosophies and theories guiding practice, supervision, and treatment of prison populations with an emphasis on human rights, post-confinement intervention strategies, and legal standards governing practice.

5 Quarter Credit Hours
Prerequisite: CJ 521 or permission of the Dean

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: CJ 521 or permission of the Dean

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: CJ 521 or permission of the Dean

CJ 590–594: INDEPENDENT STUDY IN CRIMINAL JUSTICE

This course is designed to engage students in a directed applied research project of relevance to the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a terminally degreed, full-time criminal justice professor. 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 600: RESEARCH AND THESIS I

This course requires students to develop a formal proposal for research in criminal justice and submit it in writing to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally 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 601: RESEARCH AND THESIS II

During this phase of the research process, students submit the final draft of their research project to their committee members for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.

5 Quarter Credit Hours
Prerequisites: All thesis-track core courses and CJ 600

CJ 602: COMPREHENSIVE EXAMINATION

Nonthesis-track students must successfully complete a written examination covering the core curriculum courses. Students are given one question covering each of the core courses, for a total of five questions, and have two weeks to complete the examination. Successful completion of the examination is required before students can enroll in subsequent courses.

0 Quarter Credit Hours
Prerequisite: Successful completion of all nonthesis-track core curriculum courses

DIVERSITY AND CULTURE

DC 101: DIVERSITY AND CULTURE

This course will explore definitions of key terms such as culture, diversity, multiculturalism, ethnocentrism, race, gender, class, heritage, racism, bigotry,

religious persecution, prejudice, and discourse. Projects will include reading assignments, written assignments, and projects that will encourage students to: explore the cultures of others, find the differences and similarities with these cultures and their own, study the influence of gender on culture and vice versa, study the influence of culture on legislation and morality, explore language and food and how they influence culture, and try to answer the questions, "can there ever be a global psychology," and "why can't we all just get along!?"
Onsite only
5 Quarter Credit Hours
Prerequisite: None

EDUCATION

ED 500: INTRODUCTION TO THE MA PROGRAM

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

ED 501: INTRODUCTION TO THE MEd PROGRAM

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

ED 502: TRANSFORMING TEACHING PRACTICE

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

ED 503: EDUCATIONAL PSYCHOLOGY

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

ED 511: INTRODUCTION TO TEACHING METHODS

This course explores major middle and secondary school issues, providing prospective teachers with the opportunity to reflect upon and develop their own practical vision of building a classroom environment that effectively promotes student learning. Focus is placed on a variety of instructional strategies, principles, and best practices for helping students learn in secondary school settings.
4 Quarter Credit Hours
Prerequisite: None

ED 512: CLASSROOM RESEARCH PRACTICE

This course provides an introduction to educational research and research methods. It also trains practicing teachers in the design and use of action research methods to conduct professional inquiry in classroom settings.
5 Quarter Credit Hours
Prerequisite: None

ED 513: CHILD AND ADOLESCENT DEVELOPMENT

This course focuses on the developing child from conception through adolescence from the perspective of the hereditary and environmental influences that affect growth and development. Topics include the study of the physical, intellectual, and sociocultural variables that can affect the child's behavior, with an emphasis on how this information can be useful to teachers and parents.
4 Quarter Credit Hours
Prerequisite: None

ED 521: READING IN THE CONTENT AREAS

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers' competence in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students.
4 Quarter Credit Hours
Prerequisite: None

ED 522: CLASSROOM MANAGEMENT

Teachers will study classroom management philosophies and strategies as these apply to students with difficult and challenging behaviors. Topics include foundations of classroom management, creating positive interpersonal relationships in the classroom, motivation and learning methods, managing disruptive behaviors, and problem solving to resolve behavioral issues.
5 Quarter Credit Hours
Prerequisite: None

ED 523: RESEARCH ON EFFECTIVE TEACHING

This course acquaints degree candidates with the broad body of research on effective teaching, with an emphasis on the practical applications of the research findings to candidates' own classroom instruction.
4 Quarter Credit Hours
Prerequisite: None

ED 527: INTERNSHIP SEMINAR I

This experience occurs during the internship year when the intern is the teacher of record in the classroom. This extended field experience (one year) provides a laboratory in which interns test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. Interns are supported by the Program Director, faculty, Field Supervisor, Beginning Teacher Mentor, and school administrators.
2 Quarter Credit Hours
Prerequisite: None

ED 528: INTERNSHIP SEMINAR II

This experience occurs during the internship year when the intern is the teacher of record in the classroom. This extended field experience (one year) provides a laboratory in which interns test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. Interns are supported by the Program Director, faculty, Field Supervisor, Beginning Teacher Mentor, and school administrators.
2 Quarter Credit Hours
Prerequisite: None

ED 529: INTERNSHIP SEMINAR III

This experience occurs during the internship year when the intern is the teacher of record in the classroom. This extended field experience (one year) provides a laboratory in which interns test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. Interns are supported by the Program Director, faculty, Field Supervisor, Beginning Teacher Mentor, and school administrators.
1 Quarter Credit Hour
Prerequisite: None

ED 531: METHODS OF SECONDARY STUDENT ASSESSMENT

This course examines best practices of assessing secondary student learning, with particular emphasis on the relationship between assessment procedures, instruction, and student achievement. Topics include the use of both formal and informal assessments, norm-referenced and criterion-referenced assessments, formative and summative assessments, and methods of using assessment data to improve instruction and student achievement.
4 Quarter Credit Hours
Prerequisite: None

ED 532: CURRICULUM DESIGN

This course examines current theories of curriculum design in K–12 education, with an emphasis on both the application and evaluation of best practices in the context of local and national standards-based education.
5 Quarter Credit Hours
Prerequisite: None

ED 533: PERSPECTIVES ON DIVERSITY

This course explores the various issues of student diversity, and challenges degree candidates to examine and define their own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.
4 Quarter Credit Hours
Prerequisite: None

ED 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 provides an examination of mathematics education from a historical and theoretical perspective and a survey of best practices in the teaching of mathematics. Topics include curriculum, lesson planning, and assessment techniques that accommodate diverse learners, as well as an analysis of the inclusion of technology in the teaching of mathematics.
4 Quarter Credit Hours
Prerequisite: None

ED 552: EDUCATIONAL LEADERSHIP

This course examines educational leadership strategies and skills, including best practices for collaborative decision making, improving students' educational performance, and constructing systems for institutional change. Additionally, the course explores techniques of observation and self-appraisal that contribute to professional development and career growth.
5 Quarter Credit Hours
Prerequisite: None

ED 553: HISTORY AND PHILOSOPHY OF EDUCATION

This course examines the two essential questions relevant to the history and philosophy of education: What is education? What is the purpose of schooling? The course considers these two questions in light of historically influential philosophies, including idealism, realism, pragmatism, existentialism, postmodernism, progressivism, and critical theory. The course will also explore the influence of these ideas on the enterprise of public education in the United States through the last two centuries.
4 Quarter Credit Hours
Prerequisite: None

ED 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 standards-based curriculum orientation and an interdisciplinary 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 building 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 (CAPSTONE COURSE)

This final course in the degree candidate's program examines both informal and systematic ways to ask and answer questions about teacher effectiveness and/or student achievement within the classroom. Quantitative and qualitative studies, both valuable analytic and evaluative techniques, will be explored as tools that promote more refined educational methodologies and improved student performance. A substantial final research project will serve as the candidate's capstone project in the degree program.
5 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

ED 581: METHODS OF SECONDARY CLASSROOM MANAGEMENT

This course examines classroom management philosophies and models in relation to developing adolescents in middle and secondary school classroom settings. Topics include strategies for creating positive interpersonal relationships, motivational tools and learning methods, techniques for managing disruptive behaviors, and problem solving to resolve behavioral issues.
4 Quarter Credit Hours
Prerequisite: None

ED 586: METHODS OF TEACHING 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 FOR 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: SECONDARY STUDENT TEACHING (CLINICAL INTERNSHIP)

All Master of Education degree candidates will undertake a supervised student teaching experience of at least 12 weeks in a public or private school setting. Designed as the culmination of preparation for teaching, this teaching activity is conducted under the supervision of a cooperating teacher and a Kaplan University supervisor. Candidates will be required to show evidence of all nine program competencies in the course of their clinical internships.
9 Quarter Credit Hours
Prerequisites: Successful completion of all degree program coursework with a 3.0 GPA, acceptable Praxis II or required state subject area exam(s) scores, and an application for Student Teacher Placement approved by the Center for Teacher Placement
Corequisite: ED 597

ED 597: SECONDARY STUDENT TEACHING SEMINAR

This weekly seminar provides clinical interns with the opportunity to share, analyze, and evaluate their concurrent teaching experiences. The completed E-Portfolio is submitted at the end of this course.
1 Quarter Credit Hour
Corequisite: ED 596

ED 598: ELEMENTARY STUDENT TEACHING (CLINICAL INTERNSHIP)

All Master of Education degree candidates will undertake a supervised student teaching experience of at least 12 weeks in a public or private school setting. Designed as the culmination of preparation for teaching, this teaching activity is conducted under the supervision of a cooperating teacher and a Kaplan University supervisor. Candidates will be required to show evidence of all nine program competencies in the course of their clinical internship.
10 Quarter Credit Hours
Prerequisites: Successful completion of all degree program coursework with a 3.0 GPA and an application for Student Teacher Placement approved by the Center for Teacher Placement
Corequisite: ED 599

ED 599: ELEMENTARY STUDENT TEACHING SEMINAR

This weekly seminar provides clinical interns with the opportunity to share, analyze, and evaluate their concurrent teaching experiences. The completed E-Portfolio is submitted at the end of this course.

1 Quarter Credit Hour
Corequisite: ED 598

Educational Technology

ET 501: USING TECHNOLOGY— FUNDAMENTALS OF INTEGRATION

This course provides an in-depth introduction to how technology can be integrated into classroom instruction. The course presents theories of technology integration in context, including planning and implementation, learning theories, and integration models. Course topics are aligned with the National Educational Technology Standards for Teachers (ISTE/NETS*T), specifically Standard 1: Technology Operations and Concepts, and Standard 2: Planning and Designing Learning Environments and Experiences. As part of their work in this course, degree candidates will create personal blogs and maintain them throughout other Teaching with Technology emphasis area courses.

4 Quarter Credit Hours
Prerequisite: None

ET 502: USING TECHNOLOGY— PRACTICAL APPLICATIONS

This course explores the integration of technology into teaching by examining a variety of the most effective software applications available to educators. The course includes the following major topic areas: (1) teaching with instructional software; (2) teaching with software tools, including the three basic applications: word processors, spreadsheets, and database programs; and (3) teaching with multimedia and hypermedia tools. Course topics are aligned with ISTE/NETS*T National Educational Technology Standards for Teachers, specifically Standard 3: Teaching, Learning, and the Curriculum, and Standard 5: Productivity and Professional Practice.

4 Quarter Credit Hours
Prerequisite: None

ET 503: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS

This course provides candidates an opportunity to explore new pedagogical applications of Web-based and other technological resources and tools across the content areas. The course also reviews strategies for how technology can help teachers with English language learners and students with special needs. Candidates will also have the unique opportunity to discover ways to integrate art and music technology into their classrooms. Course topics are aligned with ISTE/NETS*T National Educational Technology Standards, specifically Standard 4: Assessment and Evaluation, and Standard 6: Social, Ethical, Legal, and Human Issues.

4 Quarter Credit Hours
Prerequisite: None

Methods of 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: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

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: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

Methods of Teaching Mathematics

MH 501: DEVELOPING MATHEMATICAL PROFICIENCY— NUMBERS AND OPERATIONS (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in numbers and operations. Particular attention is paid to making connections between young students' knowledge of everyday real-world mathematics and the mathematics they learn in the classroom. The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include counting, whole number operations, estimation, and representations of whole numbers, fractions, and decimals.

4 Quarter Credit Hours
Prerequisite: None

MH 502: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures, explore geometry and measurement concepts, and foster a conceptual understanding of the subject matter. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include two- and three-dimensional geometric figures, spatial reasoning, coordinate geometry, and estimated and actual measurements.

4 Quarter Credit Hours
Prerequisite: None

MH 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 504: DEVELOPING MATHEMATICAL PROFICIENCY—DATA ANALYSIS AND PROBABILITY (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in data analysis and probability. The course presents strategies for using data collection projects to illustrate how graphs and statistical measures can be used to interpret results. Hands-on experiments that help students gain a conceptual understanding of probability are also explored. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include data collection and analysis, charts and graphs, measures of central tendency, and probability.

4 Quarter Credit Hours
Prerequisite: None

MH 511: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND OPERATIONS (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in numbers and operations. Particular attention is paid to overcoming common obstacles to the understanding of operations with real numbers. The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include representing and performing operations with fractions, decimals, percents, integers, and proportional reasoning.

4 Quarter Credit Hours
Prerequisite: None

MH 512: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures and explore geometry and measurement concepts using technology and other manipulatives. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include properties of two- and three-dimensional geometric figures, spatial reasoning, similarity, congruence, and measurement.

4 Quarter Credit Hours
Prerequisite: None

MH 513: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in algebra. The course examines best practices for helping students in grades 6–8 explore and represent problem situations using tables, equations, and graphs. In addition, this course explores how graphing calculators and spreadsheets can help students develop algebraic thinking. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include the mathematical modeling of patterns, solving one-variable equations, and graphing linear equations.

4 Quarter Credit Hours
Prerequisite: None

MH 514: DEVELOPING MATHEMATICAL PROFICIENCY—DATA ANALYSIS AND PROBABILITY (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in data analysis and probability. This course presents strategies for using student-created hypotheses to design data collection projects and for utilizing computer-generated graphs and statistical measures to interpret data. Probability experiments that test conjectures are also examined. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include data collection and analysis, graphical representations of data, measures of central tendency and spread, and probability.

4 Quarter Credit Hours
Prerequisite: None

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, NUMBER, 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

Professional Development

PD 501: CLASSROOM MANAGEMENT

This course focuses on principles, concrete strategies, and practical applications of classroom management for teachers of grades K–12. The well-managed classroom facilitates academic achievement and learning gains in the areas of knowledge, comprehension, application, analysis, and synthesis of instructional material and minimizes off-task behavior. The planned use of instructional time and the organization and implementation of classroom procedures that support measurable student learning are specifically covered in this course. Teachers develop a plan for effective instruction promoting reflective learning, and self-directed, well-organized autonomy and/or interaction in a constructive learning environment. The course uses the National Staff Development Council standards and the No Child Left Behind (NCLB) standards, applying an example of state standards in order to illustrate the relationship of state standards to NCLB.

5 Quarter Credit Hours
Prerequisite: None

PD 504: DIFFERENTIATED INSTRUCTION

This course focuses on methods of differentiating instruction across the curriculum for teachers of K–12 in order to integrate National Staff Development Council standards, No Child Left Behind standards, state and district standards, and best practices. Through planning, assessing, monitoring, and revising flexible, goal-oriented lessons, the focus of the course is to create differentiated instruction for all students, including regular education students; special education students with disabilities; gifted and talented students; English learners and struggling, reluctant learners; and at-risk or at-promise learners. Teachers will learn how to plan, manage, and implement diverse instructional units for students' learning gains.

5 Quarter Credit Hours
Prerequisite: None

PD 521: TOPICS IN MATHEMATICS—PRINCIPLES OF NUMBER AND OPERATION (GRADES 9–12)

This course examines the mathematical concepts and principles of number and operation that align with state and national standards in mathematics for grades 9–12. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on teaching to state and national standards in mathematics.

2 Quarter Credit Hours
Prerequisite: None

PD 522: TOPICS IN MATHEMATICS—ALGEBRA (GRADES 9–12)

This course examines the mathematical concepts and principles that align with state and national standards specific to algebra for grades 9–12. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on the teaching of algebra.

2 Quarter Credit Hours
Prerequisite: None

PD 531: TOPICS IN THE SCIENCES—INQUIRY IN LIFE SCIENCE (GRADES 9–12)

This course explores the life science concepts and principles that align with state and national standards for grades 9–12, preparing candidates to lead inquiry-based classrooms. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on the teaching of life science.

2 Quarter Credit Hours
Prerequisite: None

PD 532: TOPICS IN THE SCIENCES—INQUIRY IN PHYSICAL SCIENCE (GRADES 9–12)

This course explores the physical science concepts and principles that align with state and national standards for grades 9–12, preparing candidates to lead inquiry-based classrooms. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on the teaching of physical science.

2 Quarter Credit Hours
Prerequisite: None

PD 541: READING AND WRITING ACROSS THE CURRICULUM FEATURING LEONARD ROSEN

This course focuses on the implementation of reading and writing methods across the K–12 curriculum. The focus is project-based teaching that includes prewriting strategies, writing skills, analytical reading, problem solving, and critical thinking, with practical classroom applications aligned with the National Staff Development Council standards. Teachers will learn to design and implement instruction that develops their students' functional literacy. The course emphasizes critical thinking; the skills of summary, evaluation, synthesis, and analysis; research-based instruction; and writing, revising, and editing according to American Psychological Association (APA) format.

5 Quarter Credit Hours
Prerequisite: None

Science Education

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

SE 524: PHYSICAL SCIENCE (GRADES 6–12)

This course provides an examination of the physical science concepts and principles that middle and high school students need to acquire. The course will focus on content and instructional strategies that can help students actively learn ideas and practices of physical science. The course emphasizes congruence with national and state standards for science teaching.

4 Quarter Credit Hours
Prerequisite: None

SE 525: LIFE SCIENCE (GRADES 6–12)

This course provides an examination of life science concepts and principles that middle and high school students need to acquire. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of life science. The course emphasizes congruence with national and state standards for science teaching.

4 Quarter Credit Hours
Prerequisite: None

SE 526: EARTH AND SPACE SCIENCE (GRADES 6–12)

This course provides an examination of earth and space science concepts and principles that middle and high school students need to acquire. 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

Special Needs Education

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

Educational Paraprofessional

EP 101: INTRODUCTION TO CLASSROOM MANAGEMENT

This course will provide students with an overview of the paraprofessional's role in effective classroom management. Topics include an introduction to classroom culture, the importance of communication and positive interpersonal relationships in the classroom, motivation and learning methods, and working with educational specialists to manage challenging student behavior. Emphasis is placed on managing individuals and small groups and enhancing the learning environment.

5 Quarter Credit Hours
Prerequisite: SS 114 or concurrent enrollment in SS 114

EP 210: MATH METHODS

This course is designed to prepare students in the paraprofessional emphasis area to proficiently assist pupils with basic math skills. Students will be provided with opportunities to explore mathematical ideas using a problem-solving approach and a variety of manipulative materials. Emphasis is on problem solving, reasoning, and the ability to communicate mathematical thinking orally and in writing in accordance with current educational reform.

5 Quarter Credit Hours
Prerequisite: SS 114

EP 220: READING AND WRITING METHODS

This course is designed to familiarize students in the paraprofessional emphasis area with a developmental approach to balanced literacy instruction. Emphasis will be placed on key reading and writing elements including phonics, phonemic awareness, fluency, comprehension, spelling, writing, listening, speaking, and vocabulary development. Students will explore strategies that enable the paraprofessional classroom assistant to support language arts programs.

5 Quarter Credit Hours
Prerequisite: SS 114

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: SS 114

EP 240: ASSISTING ESL 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 ESL 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: SS 114

Graduate Business

GB 500: BECOMING AN EFFECTIVE LEADER

This course is the cornerstone course experience for MBA students. Students will analyze and evaluate major theories of management and leadership, explore and assess their own approaches and styles as they relate to the theories, and create the first draft of a Self-Directed Learning Plan that will be developed and implemented as students matriculate through the program. This course will be taken in the first term.

4 Quarter Credit Hours
Prerequisite: None

GB 501: LEADERSHIP, CULTURE, AND CHANGE

This course provides an analysis and evaluation of the relationship among the culture in which an organization exists, the leadership of the organization, and the people who work within it. Students will examine the concept of organizational culture, evaluate selected leadership theories, and analyze change management theories and practices.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 502: MANAGERIAL ECONOMICS

This course provides an evaluation of microeconomic tools used in managerial decision making. Topics include demand analysis and forecasting, cost analysis, production function, market structures, and public-sector analysis. Students will analyze and evaluate business problems and opportunities using applied economics as they evaluate the efficacy of these theories. In this course, students will sharpen both their economic analysis and critical thinking skills.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 503: MANAGERIAL ACCOUNTING

This course provides an analysis and evaluation of effective uses of internal accounting information by operational business managers in directing the activities of manufacturing and service organizations.

Students will assess the importance of accounting data in planning and controlling operations and making effective management decisions.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 504: FINANCIAL MANAGEMENT

This course provides an analysis and evaluation of the roles and functions of corporate financial managers as they relate to the effective managing of a business. Students will apply and evaluate methods and tools for planning, forecasting, managing, and improving an organization's financial performance. Topics include asset valuation, risk and return, capital budgeting, international financial markets, risk analysis, and effective use of capital.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 505: MARKETING MANAGEMENT

This course provides an analysis and evaluation of the theories and practices for effectively managing the relationships between customers and providers of goods, services, and ideas. Students will, in three segments, analyze and evaluate theories related to an understanding of the marketplace; an understanding of the relationship between the marketplace and marketing functions such as pricing, promotion, distribution, and products; and strategy formation within the marketing function as it relates to overall business strategies.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 506: INFORMATION SYSTEMS MANAGEMENT

This course examines current concepts, tools, and theories related to the effective management of information in organizations. Students learn to evaluate information system needs associated with business in general, as well as with global and e-business ventures, to analyze control and security issues, and to apply process management principles to the selection, application, and implementation of hardware, software, and system issues related to the meeting of those needs.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 507: BUSINESS ETHICS

This course provides an analysis of theories of ethics, domestically and globally, and practices that stem from such theories, such as corporate codes of conduct. Students will also explore their own personal ethics related to their roles and behaviors within business organizations. The concept of corporate responsibility within a global context will also be analyzed.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 508: THE LEGAL ENVIRONMENT OF BUSINESS

This course provides an analysis and evaluation of the legal issues related to the success of entrepreneurs, managers, and organizations. Students will analyze and evaluate theories and practices related to issues concerning the legal environment of doing business in the United States and those related to global legal issues and problems.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 509: ANALYTICAL DECISION MAKING

This course provides an analysis and evaluation of the use of statistics and mathematical modeling for effective decision making in management practice. Students will analyze and evaluate cases from a wide variety of functional business areas, developing hypotheses and testing them using such tools as analysis of variance, regression, linear programming, inventory control, and simulation. Students will also analyze and evaluate software programs, websites, and other sources for their veracity as decision-making resources.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 510: PROJECT MANAGEMENT

This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. Students will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics include setting project goals and objectives, conducting feasibility studies, measurement tools including the most current and best software tools, strategies for effective human resource allocation, and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 511: STRATEGIC HUMAN RESOURCES MANAGEMENT

This course provides an analysis and evaluation of the role of human resources planning and practices in an organization's strategic planning efforts. Students will evaluate and apply the most current theories and practices of strategic human resources management to the operation and effectiveness of organizations in domestic and global business environments. Topics include managing knowledge workers, managing crosscultural teams, the impact of changing legal environments, downsizing, and outsourcing.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 521: CAPITAL MARKETS AND INVESTMENTS

This course provides an analysis and evaluation of major capital markets and the underlying investments that comprise those markets. Emphasis will be placed upon both the stock and bond markets and how they interrelate. In addition, students will address the primary real and financial assets that comprise the bulk of corporate balance sheets and examine derivatives markets and their underlying securities.
4 Quarter Credit Hours
Prerequisite: GB 504

GB 522: MERGERS AND ACQUISITIONS

This course provides an analysis and evaluation of the theories and skills related to the strategic use of mergers and acquisitions to grow an enterprise. Students learn advanced mergers and acquisitions skills by applying extensive applications and execution skills to real cases.
4 Quarter Credit Hours
Prerequisite: GB 504

GB 523: INTERNATIONAL FINANCE

This course provides an analysis and evaluation of the financial management problems of a firm operating in an international environment. Students explore the impact of foreign exchange risk on the management of a firm's funds, including hedging strategies, managing funds flow, and the positioning of assets on a global basis. Students will study the complexities of a multinational environment, with emphasis on money and capital market opportunities not typically available to a domestic firm.
4 Quarter Credit Hours
Prerequisite: GB 504

GB 531: ADVERTISING

This course provides an analysis and evaluation of strategic advertising and distribution decisions. Students will examine the linkages between national advertising and intermediary promotion, and evaluate effective creation and implementation strategies for advertising campaigns.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 532: MARKETING RESEARCH

This course provides an analysis and evaluation of theories and practices of marketing research as an aid to marketing decision making. Students will apply marketing research methods and techniques to actual marketing problems through the design, implementation, and evaluation of a marketing research project.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 533: SALESFORCE MANAGEMENT

This course provides an analysis and evaluation of theories and practices involved in the building and managing of effective salesforces. Students will examine such aspects of sales management as forecasting, human resources, field automation, and data analysis. Topics include training, motivation, compensation, team building, performance evaluation, and interaction with promotions and marketing.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 534: MARKETING PSYCHOLOGY

This course provides an analysis and evaluation of behavioral and social science concepts and theories as they relate to the marketing function of business. Students will analyze factors that affect purchase decisions in the marketplace. Special attention will be given to research related to buyer-behavior research, the role of models in explaining behavior, the influence of buyer behavior on the development of marketing programs, and issues of consumer protection as they affect marketing strategy.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 541: EMPLOYMENT LAW

This course provides an analysis and evaluation of theories and employment practices as they relate to labor law and effective leadership of organizations. Through case studies, students will examine issues related to such topics as wrongful termination, employment at will, compliance, current and potential legal changes in the employment environment, and collective bargaining laws.
4 Quarter Credit Hours
Prerequisite: GB 508

GB 542: TRAINING AND DEVELOPMENT

This course provides an analysis and evaluation of the role of the training and development function in supporting change management programs and other strategic initiatives. Students will evaluate training and development designs, methods, and tools, analyze the training skills required to develop a learning organization, and assess the effectiveness of training and development programs.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 543: MANAGING CHANGE

This course provides an analysis and evaluation of organizational development theories and practices as they relate to managing change in organizations. Students will analyze factors that affect change, the role of leadership in influencing and managing change, and change models currently being employed in organizations.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 544: QUALITY MANAGEMENT

This course provides an analysis and evaluation of theories and practices related to the role of quality in establishing and maintaining a company's competitive market position. Students will explore the impact of quality as a philosophy, basic statistical tools, problem-solving methods, and behavioral models on improving performance of a business enterprise.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 551: MANAGING INFORMATION TECHNOLOGY PROJECTS

This course provides an analysis and evaluation of the skills and knowledge necessary to lead, and become effective members of, information technology project teams. As information technology consumes an increasing proportion of worldwide corporate capital, today's line managers and general managers are becoming more involved in information technology projects. Students examine key issues related to managing large projects, differences between technology projects and other projects, and the tasks faced by those who design and implement new software applications.
4 Quarter Credit Hours
Prerequisite: GB 506

GB 552: DATABASE ANALYSIS AND DESIGN

This course provides an analysis and evaluation of the theory and practice of computer-based data management. Business applications are increasingly centered on the construction and use of databases in the effective delivery of high-quality data throughout an organization. This course focuses on the design of database applications that will meet the needs of an organization and its managers.
4 Quarter Credit Hours
Prerequisite: GB 506

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 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: GB 506

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 509

GB 561: ENTREPRENEURSHIP

This course provides an analysis and evaluation of the theories and practices related to the startup, development, and management of a new venture. Students will analyze and evaluate theories related to entrepreneurial attributes, discovering and evaluating business opportunities, and developing strategies for creating new ventures.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 562: SMALL BUSINESS ADMINISTRATION

This course provides an analysis and evaluation of the knowledge and skill sets necessary to effectively lead a small business. Leaders of small business enterprises face unique issues and challenges. Emphasis will be given to problem solving and decision making in the major functional areas common to small enterprises. Case study analyses will focus on the following themes: measuring economic performance, obtaining information for management decision making, developing management control systems for innovative companies, planning for the near and long term in owner-managed businesses, and examining the differences between managing start-up versus growing companies.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 571: POWER AND NEGOTIATION

This course provides an analysis and evaluation of formal and informal mechanisms for managing conflicts and differences of opinion. Students analyze, evaluate, and apply theories of conflict negotiation and use of personal power in labor relations and personal relations in organizations. Students also assess their own skills and abilities related to the theoretical concepts.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 572: INTERNATIONAL MANAGEMENT

This course provides an analysis and evaluation of the factors that create unique managerial challenges in international or multinational organizations. Students will analyze and evaluate theories and practices related to foreign trade and investment, international monetary flow, government/business relationships, impacts of differing cultures on management and business practices, and issues related to doing business in developing countries.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 599: BUSINESS STRATEGY

This course provides an integration of the functional areas of business with a focus on the use of this information for effective strategic decision making. Students will engage in, analyze, and reflect upon an interactive business simulation. Students will also submit their completed Self-Directed Learning Plan and a plan for their continued professional growth and development.

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

Graduate *Newsweek*

GN 500: BUILDING BUSINESS ACUMEN

This course is the cornerstone experience for MBA students. Students will analyze fundamental processes that comprise a business system, building a conceptual understanding of how businesses prosper. Students will assess and plan to develop their own capability relative to mastering and managing business processes. This is the first course in the *Newsweek* MBA program.

4 Quarter Credit Hours
Prerequisite: None

GN 501: LEADERSHIP, COMMUNICATION, AND CHANGE

In this course, students will evaluate the relationships among an organization's culture, leadership, and people. Students will examine the concept of organizational culture, the theoretical grounding of leadership, effective leadership communication, and change management

4 Quarter Credit Hours
Prerequisite: GN 500

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4 Quarter Credit Hours
Prerequisite: GN 504

GN 525: INTERNATIONAL HEALTH 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. Students will also assess the comparative effectiveness of health system models in industrialized, developing, and transitional nations.
4 Quarter Credit Hours
Prerequisite: GN 572

GN 526: PUBLIC HEALTH SYSTEMS MANAGEMENT

In this course, students will explore managerial processes and strategies for public health systems. In addition, students will examine a population-based approach to health care while exploring public health sciences, prevention of chronic and infectious diseases and injuries, future directions for public health, international health, ethics, context analysis, health promotion, and disease prevention. The course also examines health systems and how they may assure quality care within existing financial constraints.
4 Quarter Credit Hours
Prerequisite: GN 525

GN 527: QUALITY HEALTH CARE MANAGEMENT

This course examines the role of quality management in optimizing business practices and health care delivery. The course focuses on outcome measures, process/outcome relationships, and methods for process improvement in order to improve quality and utilization. Students will explore the needs of health care professionals in relation to providing quality services.
4 Quarter Credit Hours
Prerequisite: GN 525

GN 528: COMPREHENSIVE HEALTH CARE STRATEGIES

This course emphasizes the essential concepts of marketing and strategy as they apply to health care. Students will analyze health care strategies and the laws that affect operational decisions. The course covers strategic and tactical planning issues with particular attention to marketing and strategic planning, opportunity assessment, external analysis, the legal environment, and strategic resource allocation.
4 Quarter Credit Hours
Prerequisite: GN 525

GN 531: ADVERTISING

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4 Quarter Credit Hours
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4 Quarter Credit Hours
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This course provides an analysis and evaluation of the theories and practices related to the effective use of information technology (IT) to add value to business processes at each stage of the value chain. This course takes a functional and cross-functional look at how companies can use IT to enhance performance and achieve competitive advantage in supplier and customer relationships, inbound and outbound logistics, marketing and distribution, and support services such as human resources and technology services. Students examine local and global e-commerce implications and technology.

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4 Quarter Credit Hours
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4 Quarter Credit Hours
Prerequisite: GN 500

GN 571: POWER AND NEGOTIATION

This course provides an analysis and evaluation of formal and informal mechanisms for managing conflicts and differences of opinion. Students analyze, evaluate, and apply theories of conflict negotiation and use of personal power in labor relations and personal relations in organizations. Students also assess their own skills and abilities related to the theoretical concepts.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 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: GN 500

GN 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: GN 505

GN 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: GN 572

GN 599: BUSINESS STRATEGY

This course provides an integration of the functional areas of business with a focus on the use of this information for effective strategic decision making. Students will engage in, analyze, and reflect upon an interactive business simulation. Students will also submit their completed Self-Directed Learning Plan and a plan for their continued professional growth and development.

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

Foundations

KU 100: INTRODUCTION TO UNDERGRADUATE ONLINE LEARNING FOR THE PROFESSION—BUSINESS

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 102: INTRODUCTION TO UNDERGRADUATE ONLINE LEARNING FOR THE PROFESSION—CRIMINAL JUSTICE

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 105: INTRODUCTION TO UNDERGRADUATE ONLINE LEARNING FOR THE PROFESSION—PARALEGAL STUDIES

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 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 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

KU 510: FOUNDATIONS OF MATHEMATICS AND ECONOMICS

In this course students will be introduced to mathematics and economics concepts. Topics covered will include basic algebra, average and standard deviation calculations, histograms and pie charts, ratio analyses, and microeconomic demand and supply analysis. The framework of government macroeconomic approaches such as fiscal and monetary policies will also be reviewed. This course may not be applied toward degree requirements.
0 Quarter Credit Hours
Prerequisite: None

KU 511: FOUNDATIONS OF ACCOUNTING AND FINANCE

In this course students will be introduced to the basic concepts in accounting and finance. Students will use concepts from accounting and finance as tools for understanding business operations and decision making. Topics include: product cost decisions, statement analyses, investing, and budgeting. This course may not be applied toward degree requirements.
0 Quarter Credit Hours
Prerequisite: None

HEALTH SCIENCE
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 Anatomy and Physiology I. The course is designed to expand students' knowledge of the body and the way it functions. Emphasis is on the morphology and physiology of the following systems: digestive, respiratory, circulatory, blood, lymphatic, urinary, reproductive, special senses, and endocrine.
5 Quarter Credit Hours
Prerequisite: MA 104

MA 111: MEDICAL LABORATORY I

This course includes an introduction to medical laboratory procedures and laboratory safety, urinalysis, and microbiology. Techniques utilized in performing a routine urinalysis, culture collection, handling, processing, and disposal of a specimen are included.
Onsite only
2 Quarter Credit Hours
Prerequisite: None

MA 121: MEDICAL LABORATORY II

Students receive extensive training in blood collection by venipuncture and capillary puncture. Hematological procedures presented include cell counts (WBC and RBC), hemoglobin analysis, hematocrits, differential smears, and sedimentation rates.
Onsite only
2 Quarter Credit Hours
Prerequisite: MA 111

MA 126: PHARMACOLOGY

The course focuses on the broad field of pharmacology. Students study the computation of drug dosages and written prescriptions. Students study the use, misuse, and administration routes of different drugs. Therapeutic drugs and their adverse effects, interactions, and contraindications are discussed.
5 Quarter Credit Hours
Prerequisite: None

MA 131: MEDICAL LABORATORY III

The course provides theory and skill development for techniques utilized in the medical office. It includes patient assessment, history taking, aseptic technique, vital signs, eye testing, injections, charting, EKGs, and patient preparation for examinations. Students also participate in the training necessary to perform CPR and first aid.
Onsite only
2 Quarter Credit Hours
Prerequisite: MA 121. This course is recommended to be taken next to last or last term of didactic classes.

MA 142: MEDICAL OFFICE MANAGEMENT

Students learn various medical office responsibilities including records management, appointment scheduling, mail handling, billing and collection procedures, telephone techniques, patient chart management, the pegboard accounting system, and oral/written communications. Medical reports and documents, physicians' reference material, and patient relations are highlighted, as well as understanding the importance of professionalism, confidentiality, responsibility, and effective communication with medical office personnel and with clients. This course also includes computer applications for students to use their knowledge in practical medical office situations.
5 Quarter Credit Hours
Prerequisite: IT 133

MA 146: 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, muscular/joint, 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

MA 156: PATHOPHYSIOLOGY

Studies include the most common diseases of the systems of the body, including disease etiology, symptoms, and prognosis; lab tests used for diagnosis; and pharmacology for treatment. Students also study holistic health, pain, and pain management.

5 Quarter Credit Hours
Prerequisite: None

MA 165: CLINICAL COMPETENCIES I

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

5 Quarter Credit Hours
Prerequisite: MA 104

MA 166: CLINICAL COMPETENCIES FOR THE MEDICAL OFFICE ASSISTANT

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: MA 107

MA 178: MEDICAL CODING AND INSURANCE

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

5 Quarter Credit Hours
Prerequisite: MA 146

MA 205: MEDICAL EXTERNSHIP AND EVALUATION (MA)

The course provides practical experience in the physician's office or outpatient clinic. Students have the opportunity to perform many clinical and administrative procedures under supervision. A minimum of 160 hours is required.

5 Quarter Credit Hours
Prerequisite: Completion of all medical courses; onsite students must also complete all career development courses

MA 206: MEDICAL TERMINOLOGY II

This course is a continuation of MA 146. There is a brief review of basic prefixes, suffixes, and rules for changing a singular term to a plural term. The course entails word analysis, word building, pronunciation, and spelling for the following systems: gastrointestinal, genitourinary, female reproductive, and endocrine. There is a review of the anatomy and physiology, diagnostic, lab and surgical procedures, as well as the pharmacology of the above

systems for interest and knowledge. The study of radiology, oncology, pharmacology, and mental health is also included.

Onsite only
5 Quarter Credit Hours
Prerequisite: MA 146

MA 208: MEDICAL LAW AND BIOETHICS

This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician-patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.

5 Quarter Credit Hours
Prerequisite: None

MA 210: MEDICAL OFFICE 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 MA 210 requires each student to locate their own externship site and obtain approval by the clinical coordinator prior to beginning externship.

3 Quarter Credit Hours
Prerequisite: Completion of all medical courses

MA 241: MEDICAL LABORATORY IV

The course emphasizes quality control and quality assurance in the physician's office laboratory. Theory and practical experience in blood chemistry analysis by automated methods are included. A variety of kit methods are introduced. The students review procedures learned in MA 111 and MA 121. Recommended to be taken the last term before externship.

Onsite only
2 Quarter Credit Hours
Prerequisite: MA 121

MA 242: 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: MA 142

MA 265: CLINICAL COMPETENCIES II

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

5 Quarter Credit Hours
Prerequisites: MA 107 and MA 165

Medical Records

MR 100: INTRODUCTION TO KEYBOARDING

The student who has no background or lacks proficiency in keyboarding may take this lab-style course to learn and practice the keyboard using the touch method of keying.

Onsite only
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 109: ADVANCED KEYBOARDING

Students continue to 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 allied medical and health settings are emphasized.

5 Quarter Credit Hours
Prerequisite: MR 108 or proficiency exam

MR 166: MEDICAL TRANSCRIPTION

Students are trained in the use of the transcribing machine for medical dictation. This course reinforces proofreading, grammar, and keyboarding skills. Students learn the proper format for correspondence and medical reports. Students are exposed to simulated cases dictated by a variety of dictators.

Onsite only
2 Quarter Credit Hours
Prerequisite: None

MR 182: MEDICAL RECORDS TRANSCRIPTION I

Using computers, transcribing machines, and tapes with actual case histories, the students learn the proper format for various hospital reports dealing with dermatology, urology, gastroenterology, and orthopedic specialties.

5 Quarter Credit Hours
Prerequisite: None

MR 192: MEDICAL RECORDS TRANSCRIPTION II

This course is a continuation of Medical Records Transcription I. The students learn the proper format for various hospital reports dealing with cardiology, pulmonary medicine, endocrinology, and obstetrics and gynecology.

5 Quarter Credit Hours
Prerequisite: MR 182

MR 203: MEDICAL EXTERNSHIP AND EVALUATION (MT)

This course provides practical experience transcribing records in a physician's office, clinic, hospital, or transcription service. A minimum of 90 hours is required.

3 Quarter Credit Hours
Prerequisite: Completion of all medical classes and career development

MR 220: MEDICAL RECORDS TRANSCRIPTION III

This course is a continuation of Medical Records Transcription II. The students learn the proper format for various hospital reports dealing with otorhinolaryngology, ophthalmology, neurology, and radiology.

5 Quarter Credit Hours
Prerequisite: MR 192

Humanities

HU 105: HISTORY OF IDEAS IN CIVILIZATION

This course offers students a window into the histories of major world religious cultures through the eyes of their modern-day practitioners. Students will analyze the experiences of the autobiographies' authors and consider how the fundamental questions raised by the authors' experiences relate to their own lives.

5 Quarter Credit Hours
Prerequisite or corequisite: Any Effective Writing I course (CM 102–CM 109)
Fulfills humanities core requirement

HU 201: VOICES OF WESTERN CULTURE—ARTS AND IDEAS

This course explores the human experience as expressed through literature, painting, sculpture, music, theater, architecture, and philosophy. Students study the major historical developments and learn 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 Effective Writing I course (CM 102–CM 109)
Fulfills humanities core requirement

HU 245: ETHICS

In this course, students develop sound ethical reasoning and judgment through the study of practical applications of ethical theories. Topics studied include ethics as it relates to business, health care, society, and the environment. Emphasis is on practical applications of ethical principles and analytical methods.

5 Quarter Credit Hours
Prerequisite: CM 220
Fulfills ethics core requirement

HU 280: BIOETHICS

In this course, students develop and apply sound ethical reasoning and judgment to important issues in health care. Topics studied include access to health care, medical privacy, end-of-life care, genetic screening, and emerging genetic technologies. Emphasis is on practical applications of ethical principles and analytic methods.

5 Quarter Credit Hours
Prerequisite: Any Effective Writing I course (CM 102–CM 109)
Fulfills ethics core requirement

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, we will explore some of the possibilities and perils of advanced technology. We will draw lessons from a wide range of scholarly and fictional responses to the questions of culture, society, and advanced technology, and we will work to craft creative responses and informed, critical questions of our own.

6 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities or social science core requirement

HU 345: CRITICAL THINKING

This course will help students apply tools of informal logic and critical thinking to practical situations that students encounter in their own lives. The course has four main objectives. First, students will learn how to use methods of critical thinking to evaluate rationally many kinds of arguments and claims. Second, students will learn sound strategies for constructing good arguments of their own. Third, students will learn how to identify and respond to fallacies, biases, ambiguities, and other aspects of bad reasoning. Fourth, students will learn how to apply these concepts to real-world cases of personal significance to them.

6 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities core requirement

Information Systems and Technology

IT 101: INTRODUCTION TO INFORMATION TECHNOLOGY

This course introduces students to elementary concepts of computer hardware and terminology, as well as the basic use of Web browsers, email, word processing, spreadsheets, and database software applications.

5 Quarter Credit Hours
Prerequisite: None
Fulfills professional studies core requirement

IT 102: INTRODUCTION TO INFORMATION TECHNOLOGY II

This course continues the exploration of information technology begun in IT 101. Course topics include hardware, file management and security, network technologies, use of Web and multimedia techniques, databases, programming concepts, and basic project management. This course is designed for students preparing for careers in information technology and approaches its topics from the perspective of the skill set and knowledge base needed by IT professionals.

5 Quarter Credit Hours
Prerequisite: IT 101

IT 117: INTRODUCTION TO WEB DESIGN

An essential first step for any Web designer, this course contains a comprehensive look at HTML, the language used to create Web pages. More specifically, this course covers the creation and formatting of HTML documents, including the incorporation of graphics, multimedia, forms, and tables. Students learn how to use layout and design principles and HTML scripting.

5 Quarter Credit Hours
Prerequisite: IT 102

IT 118: INTRODUCTION TO WEB DESIGN I

This course is part one of a two-part series that explores Web design. This course instructs students in the basics of building a Web page. Coursework will include learning HTML and creating a Web page with images and formatting. The student will demonstrate work by producing and linking several Web pages that include lists, links, and form fields.

2 Quarter Credit Hours
Prerequisite: IT 102

IT 119: INTRODUCTION TO WEB DESIGN II

This course is part two of a two-part series that explores Web design. This course instructs students in the second phase of the basics of building a Web page. Coursework will include learning HTML and applying these skills to develop an attractive, user-friendly page. The student will demonstrate work by producing and linking several Web pages that may include tables, frames, graphic images, and different formatting styles.

3 Quarter Credit Hours
Prerequisites: IT 102 and IT 118

IT 133: SOFTWARE APPLICATIONS

This course teaches students to use application software. Topics include an introduction to the Windows operating system and to Microsoft Office applications such as Word, Excel, PowerPoint, and Outlook. Students also learn how to apply the use of software applications within a profession.

5 Quarter Credit Hours
Prerequisite: None
Fulfills professional studies core requirement

IT 153: SPREADSHEET APPLICATIONS

This course examines the basic spreadsheet concepts, including calculations, formulas, built-in functions, and spreadsheet design. Students create spreadsheets and manipulate data for a variety of business applications. The course introduces charts, databases, and Web data. Students research and compare spreadsheet packages. This course prepares students for product certification.

5 Quarter Credit Hours
Prerequisite: IT 101 or IT 133

IT 163: DATABASE MANAGEMENT

This course is an introduction to database management systems. Students learn how to use a relational database management system to create, revise, and maintain a database. Other topics include creating queries, forms, and reports.

5 Quarter Credit Hours
Prerequisite: IT 102

IT 182: INTRODUCTION TO PROGRAMMING

This course introduces the fundamentals of programming. Basic concepts and syntax used to write programs including variables, input, output, looping, and program flow are introduced. The course also introduces structured programming design and development techniques and presents an overview of object-oriented programming and Visual Basic.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 190: COMPUTER HARDWARE AND OPERATING SYSTEMS

This course provides students with the underlying theory of how computer hardware and operating systems work. Students receive significant instruction within the scope of personal computer design, maintenance, and operating systems.
5 Quarter Credit Hours
Prerequisite: None. IT 101 or IT 113
(highly recommended)

IT 193: INTRODUCTION TO VISUAL BASIC

This course introduces the fundamentals of programming using Microsoft Visual Basic.NET. Students will design and develop simple, graphical user interface-based applications by using the Visual Studio development environment.
5 Quarter Credit Hours
Prerequisite: IT 182

IT 245: WEBSITE DEVELOPMENT

This course introduces activities related to website development, including the identification of information objects; the creation of flow diagrams, text, and navigational efficiency; and the use of multimedia hyperlinks, maps, menus, and frames.
5 Quarter Credit Hours
Prerequisite: IT 117 or IT 118 and IT 119

IT 247: WEBSITE TOOLS

In this course, students learn how to create graphics with both vector and bitmap images, apply special effects, build buttons, add rollovers, and create an animated GIF.
5 Quarter Credit Hours
Prerequisite: IT 117

IT 254: PROGRAMMING II

This course 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 182

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 117

IT 258: INTRODUCTION TO JAVA PROGRAMMING

This course is an introduction to object-oriented programming in Java, where students learn analysis and design techniques of software engineering. Projects and assignments cover numerous aspects of program development. Students successfully completing the course will have the necessary background to analyze, design, and implement basic software solutions in Java.
5 Quarter Credit Hours
Prerequisite: IT 182

IT 259: JAVA PROGRAMMING II

This course focuses on advanced programming concepts and techniques in Java. Students will expand upon their basic Java skills to develop more advanced software applications. Topics include GUI concepts, event-driven programming, serialization, multi-threading, Java beans, network programming, J2EE, XML, security, and Web applications. Students learn how to create interactive applications in Java that employ across multiple platforms.
5 Quarter Credit Hours
Prerequisite: IT 258

IT 261: DESKTOP ADMINISTRATION

This course prepares networking students to install, configure, and administer a desktop operating system. Students learn to automate operating system installation, set up and manage user accounts, and configure local file systems. They learn to configure and troubleshoot both local and network printers, manage and troubleshoot access to shared folders, and recover from system failures.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 273: LAN CONCEPTS

This course is an introduction to local area networks (LANs) and their uses. Topics include the fundamentals of data communications and networking, interfacing and connectivity, LAN types, components (hardware and software), planning and design, and LAN management and control.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 278: NETWORK ADMINISTRATION

This course 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
Prerequisites: IT 190 and IT 273

IT 283: NETWORKING CASES

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 WIRELESS TECHNOLOGIES

This course provides students with a broad overview of wireless communications including in-depth coverage of protocols, transmission methods, and IEEE standards. It covers the new developments in wireless devices and the many real-world business applications available. Students learn wireless terminology, basic radio wave foundations, and the way to choose a workable wireless solution.
5 Quarter Credit Hours
Prerequisite: IT 273

IT 285: WIRELESS CASES

Wireless local area networks (WLANs) fit well into today's business world, giving mobile workers the freedom they need to access network resources. Students in this second wireless course take a hands-on approach to implementing these WLANs. With step-by-step instructions, real-world examples, in-depth discussions, and hardware suggestions, the course teaches students how to configure wireless hardware and software and explains the best techniques for creating and managing WLANs.
5 Quarter Credit Hours
Prerequisite: IT 284

IT 292, 294, 296, AND 298: ASSOCIATE'S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.
Onsite only
IT 292: 3 Quarter Credit Hours
IT 294: 4 Quarter Credit Hours
IT 296: 5 Quarter Credit Hours
IT 298: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

IT 293: ADVANCED VISUAL BASIC

This is an advanced course in the design and implementation of programs using Visual Basic. Topics include object-oriented programming, database access, and software component development.
5 Quarter Credit Hours
Prerequisite: IT 182

IT 299: ASSOCIATE'S CAPSTONE IN COMPUTER INFORMATION SYSTEMS

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

IT 310: DATA STRUCTURES AND ALGORITHMS

This course teaches students how to create data structures and algorithms using proper programming techniques. The course covers C++ programming and offers object-oriented programming exercises for students to apply concepts such as linked lists, recursion, searching and sorting, binary search, trees, and graphs. The program design process

and program implementation involving multiple modules, verification of program correctness, and abstract data types are also stressed.

6 Quarter Credit Hours
Prerequisites: IT 182, IT 254, and MM 309

IT 315: WRITING FOR THE WEB

This course examines effective techniques for presenting content in websites. Students will learn basic terminology and methods for presenting content in a clear and concise format. Students will also learn marketing concepts involved in developing Web content.

6 Quarter Credit Hours
Prerequisite: IT 117 or IT 245

IT 320: OPERATING SYSTEMS CONCEPTS

This course presents the principles and concepts that govern the design of modern computer operating systems. Specific topics include the process model of computation and the related areas of mutual exclusion and process synchronization, including the use of processor scheduling, memory management, and management of secondary storage devices. Process deadlock detection, protection, and prevention are also discussed.

6 Quarter Credit Hours
Prerequisite: IT 190

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: IT 273

IT 350: STRUCTURED QUERY LANGUAGE

This course covers more advanced concepts of the SQL programming language, in particular the skills needed to develop a business application using SQL. Students expand their programming skills by designing, creating, and managing databases using SQL.

6 Quarter Credit Hours
Prerequisite: IT 163

IT 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 350

IT 373: GRAPHICS AND MULTIMEDIA FOR WEB DESIGN

Students learn about the use of color on the Web, Web graphic file formats, graphical text, buttons, backgrounds, and image maps. Issues pertaining to the use of graphics on the Web, including file size, graphics quality, and resolution are explored. Students learn to use graphics programs to produce appropriate graphics for their Web projects and multimedia, including audio and video.

6 Quarter Credit Hours
Prerequisite: IT 117

IT 380: NETWORK OPERATING SYSTEMS

This course takes students from a broad, general discussion of modern operating systems concepts into a series of specific discussions of more advanced server operating systems topics and finally through a practical look at how network operating systems are used to implement those concepts in actual business situations. Students examine several operating systems along the way, noting their similarity in design principles while becoming familiar with some of their more important implementation differences.

6 Quarter Credit Hours
Prerequisite: IT 273

IT 386: WIDE AREA NETWORKING

This course introduces the field of telecommunications and wide area network technology by examining various technologies and how applications of those technologies work together to form functioning systems and networks. The use of these technologies to meet business requirements is emphasized.

6 Quarter Credit Hours
Prerequisite: IT 380

IT 430: PROJECT MANAGEMENT

This course explores the concepts utilized for effective information technology project management. Students learn about project management knowledge areas and process groups, as well as the use of project management software. Case studies are used to further demonstrate information technology project concepts.

6 Quarter Credit Hours
Prerequisite: IT 331 or MT 300

IT 450: PROGRAMMING LANGUAGE CONCEPTS

This course is an introduction to the fundamental concepts of programming languages. This course includes the study of the history of programming languages, programming specifications, and analysis. Problem-solving techniques are explored. Programming language design, syntax, and semantics are covered.

6 Quarter Credit Hours
Prerequisite: 100/200-level computer or math course

IT 452: ADVANCED QUERY DESIGN AND REPORTING

This course covers the advanced concepts of database query design and the use of reporting tools. Students will expand their database skills by designing and creating queries using SQL. Emphasis will be placed on the skills needed to develop reports and queries to meet business needs.

6 Quarter Credit Hours
Prerequisite: IT 354

IT 456: DATABASE ADMINISTRATION

This course covers the database administration role for relational databases, focusing specifically on the following: the approach to the installation and upgrading of software and utilities; techniques for the allocation of the database to physical devices and directories; the creation of user authorities and the control of access to data and resources; management of data storage; analyzing database performance and implementing procedures for optimizing performance; procedures for the backup and recovery operations.

6 Quarter Credit Hours
Prerequisite: IT 350

IT 460: SYSTEMS ANALYSIS AND DESIGN

This course provides an overview of the system development and modification process. Students learn to evaluate and choose a system development methodology. It emphasizes the factors for effective communication with users and team members and all those associated with development and maintenance of the system.

6 Quarter Credit Hours
Prerequisite: IT 101 or IT 133

IT 461: ADVANCED VISUAL BASIC II

This course teaches students advanced Visual Basic programming techniques for desktop applications. Upon completion of this course the student will be able to write, debug, compile, and execute Visual Basic programs for use in a desktop environment. During this course, students focus on building well-engineered and maintainable programs to meet business applications and programming standards.

6 Quarter Credit Hours
Prerequisite: IT 293

IT 464: OBJECT-ORIENTED PROGRAMMING

This course focuses on object-oriented programming (OOP). A wide range of OOP concepts and principles and their use in programming are discussed. Object-oriented, event-driven, and interactive programming techniques are presented. Emphasis is placed on design process and structure.

6 Quarter Credit Hours
Prerequisite: IT 254

IT 466: ADVANCED OBJECT-ORIENTED PROGRAMMING

This course expands students' knowledge of the C++ programming language. Topics include the development, documentation, and testing of programs to meet business application needs and industry standards. Students also learn to implement dynamic memory allocation, constructor and destructor functions, inheritance mechanisms, and structures.

6 Quarter Credit Hours
Prerequisite: IT 464

IT 470: ADVANCED WEB LANGUAGES FOR WEB DESIGN

This course focuses on maximizing the impact and effectiveness of Web pages through the use of advanced HTML code and other Web programming tools and languages. Topics include developing and integrating complex tables, frames, style sheets, and forms and the use of DHTML, XHTML, and XML.

6 Quarter Credit Hours
Prerequisites: IT 117 and IT 182

IT 476: WEB MARKETING AND E-COMMERCE

Students learn the steps needed to develop and integrate Internet communication strategies. Starting with marketing basics, they learn to plan and target a Web marketing effort. The practical logistics of establishing and maintaining an e-commerce site, including legal and regulatory issues, are also explored.

6 Quarter Credit Hours
Prerequisite: IT 430

IT 478: WEB SERVERS AND SECURITY

This course teaches students to install and configure popular Web server software including Apache HTTP Server, Microsoft Internet Information Server, and several others. Students learn to determine user access levels, as well as server authentication and

server-side programming. Various issues involving Web security are discussed, including Web/client security and intrusion detection and recovery.

6 Quarter Credit Hours
Prerequisites: IT 430 and IT 470

IT 482: NETWORK DESIGN

This course provides students with the information and skills needed to design local area networks. Emphasis is placed on planning and analysis skills. Students learn to design a network solution that supports network applications based on business needs.

6 Quarter Credit Hours
Prerequisite: IT 380

IT 484: NETWORKING SECURITY

This course teaches students how to defend network assets by evaluating threats and implementing appropriate countermeasures. The combination of protecting network availability, integrity, and confidentiality is the foundation of any good network security plan. By applying security technologies using cost-effective and balanced methods, even the smallest businesses can keep their networks safe. Topics include analysis of threats, vulnerability, methods of protection, and adoption of policies and procedures to secure access for local and remote network users. The course also includes strategies for securing Internet access between private and public networks.

6 Quarter Credit Hours
Prerequisites: IT 278 and IT 380

IT 490: ANIMATION BEHAVIORS

The course incorporates the fundamentals of animation scripting for designers. Students will apply scripting to add interactivity to their websites. Topics will include programming and reusing animation code scripts, handling object collisions, and debugging and troubleshooting motion scripts. Students will work step-by-step through various scripts to create animation control for real-world website designs.

6 Quarter Credit Hours
Prerequisite: IT 373

IT 491, 493, 495, AND 497: BACHELOR'S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only
IT 491: 3 Quarter Credit Hours
IT 493: 4 Quarter Credit Hours
IT 495: 5 Quarter Credit Hours
IT 497: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

IT 492: WEBSITE ANIMATION INTEGRATION

This is an advanced course in which students plan and construct a substantial animated project of original design. Students learn the principles of animation and are provided with an overview of how animation fits into website architecture.

6 Quarter Credit Hours
Prerequisite: IT 490

IT 496: ANIMATION FOR GAMING

This course focuses on gaming theory using examples of single-player and multiplayer Web-based games. Students create game-like applications with advanced animation techniques and Web programming.

6 Quarter Credit Hours
Prerequisites: IT 182 and IT 490

IT 499: BACHELOR'S CAPSTONE IN INFORMATION TECHNOLOGY

The Bachelor's Capstone in Information Technology is designed to build on the concepts of all information technology courses students have taken as a part of their degree plans. The capstone project integrates problem-solving techniques and the development and implementation of viable, student-developed solutions to meet an identified technology or design need in a business or institutional environment.

4 Quarter Credit Hours
Prerequisite: Last quarter or permission of the Program Chair

INTERDISCIPLINARY STUDIES

IS 299: ASSOCIATE'S CAPSTONE IN INTERDISCIPLINARY STUDIES

The capstone course is designed to provide students with the opportunity to integrate the knowledge and skills acquired throughout their ASIS 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.

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

LEGAL STUDIES

LS 102: INTRODUCTION TO LAW

In this course, students will explore an introductory overview of law as developed historically, both within the American legal system and other legal forums. The role and influence of law in society, business and personal behavior, communication, and thought will be discussed, and theoretical and practical aspects of communications will be learned.

5 Quarter Credit Hours
Prerequisite: None

LS 302: ENVIRONMENTAL LAW

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: PA 112

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: 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
Prerequisites: CM 202 and permission of the Dean; upper-level students only

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
Prerequisites: LS 102, LS 308, and PA 253

LS 493: LEGAL STUDIES CAPSTONE (INTERNSHIP)

This course will provide students with practical experience in a professional field. 180 hours of internship service are required during the 10-week term (18 hours/week). 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.

4 Quarter Credit Hours
Prerequisite: Permission of the Dean; upper-level students only

LS 498: LEGAL STUDIES CAPSTONE (THESIS)

This course is the thesis option for legal studies students. Students will conduct approved, scholarly research under the supervision of a program chair or full-time faculty member.

4 Quarter Credit Hours
Prerequisite: Permission of the Dean; upper-level students only

LS 499: LEGAL STUDIES CAPSTONE (COMPREHENSIVE EXAM)

This course is the comprehensive exam option for legal studies students. Students will address questions that will require a synthesis of major concepts, themes, and content from across the legal studies curriculum. Students will be given two weeks to complete the examination. Students will also have the opportunity to participate in a review during the course to prepare for the exam. Participation in the review is not required, but highly encouraged.
4 Quarter Credit Hours
Prerequisite: Permission of the Dean; upper-level students only

MANAGEMENT
Business

BU 100: INTRODUCTION TO BUSINESS

This course provides a fundamental working knowledge of the varied aspects of business and prepares students for future studies in more specialized topics within the subject area. Students will increase their awareness of the overall environment and function of business, as well as observe its contributions to society. This course also covers communication technology, globalization, and business ethics.
5 Quarter Credit Hours
Prerequisite: None

BU 481–486: INDEPENDENT DIRECTED STUDY I–VI

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The 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: MT 203

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: MT 203

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
Prerequisites: HR 400 and MT 211

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
Prerequisites: HR 400 and HR 420

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
Prerequisites: HR 400, HR 420, and HR 435

Management

MT 203: HUMAN RESOURCE MANAGEMENT

In this course, students explore the dynamic roles of management in the area of human resources by examining the internal and external environment of business. Job analysis and the functions of human resource management— including staffing, performance appraisal, training and development, compensation, and labor relations—are an integral part of the course.
5 Quarter Credit Hours
Prerequisite: BU 100

MT 209: SMALL BUSINESS MANAGEMENT

This course presents the fundamentals of organizing and operating a small business in services, retailing, wholesaling, and manufacturing. The problems of labor, marketing, location, financing, management, accounting, entrepreneurship, and research are studied. This course stresses concepts and principles of business that are utilized in successful small business operation through a balance of business and management functions.
5 Quarter Credit Hours
Prerequisites: BU 100, MT 217, and MT 219

MT 211: BUSINESS LAW

This course introduces fundamentals of the legal system as they apply to business. Specific areas of focus include contracts, torts, sales, agency, and employment law. Students will also examine the different types of business organizations, from small closely held corporations to large international conglomerates. The course also evaluates the importance of business ethics, as well as current events that impacted the community, especially the rapid advancement of technology in the business world and the impact it has on the law.
5 Quarter Credit Hours
Prerequisite: None

MT 216: FINANCE A

Finance A is the first of a two-part introductory approach to the finance area, which studies the basic concepts and techniques of corporate finance practices. This course, together with Finance B, provides students with the tools necessary for analyzing financial statements, time value of money, stocks and bonds valuations, short-term financial management, and long-term financial planning techniques.
2 Quarter Credit Hours
Prerequisites: AC 114, IT 133, and MM 207

MT 217: FINANCE

Finance is an introductory-level course that studies the basic concepts and techniques of corporate finance practices. This course provides students with the tools necessary for analyzing: financial statements, time value of money, stocks and bonds valuations, short-term financial management, and long-term financial planning techniques.
5 Quarter Credit Hours
Prerequisites: AC 114, IT 133, and MM 207

MT 218: FINANCE B

This course, which studies the basic concepts and techniques of corporate finance practices, is the second of a two-part introductory approach to the finance area. Together with MT 216: Finance A, this course provides students with the necessary tools for analyzing financial statements, the time value of money, stocks and bonds valuations, and short- and long-term financial planning techniques.
3 Quarter Credit Hours
Prerequisites: AC 114, IT 133, MM 207, and MT 216

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: BU 100

MT 225: ASSOCIATE'S CAPSTONE IN MANAGEMENT

This course applies management theories to real-world business environments through the study and practice of problem-solving techniques, supportive communication, team building, and self-awareness development.

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

MT 293–296: ASSOCIATE'S-LEVEL MANAGEMENT EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only
MT 293: 3 Quarter Credit Hours
MT 294: 4 Quarter Credit Hours
MT 295: 5 Quarter Credit Hours
MT 296: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

MT 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT

This course applies management theories to real-world business environments through the study and practice of problem-solving techniques, supportive communication, team building, and self-awareness development.

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

MT 300: MANAGEMENT OF INFORMATION SYSTEMS

This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. Students learn the procedures and controls used in maintaining communication channels.

6 Quarter Credit Hours
Prerequisite: 100/200-level computer course

MT 302: ORGANIZATIONAL BEHAVIOR

This course explores human behavior in profit and not-for-profit enterprises. Students examine the perceptions, communication styles, and theories of motivation for the individual, the team, and the organization. The course also looks at corporate culture, diversity, fairness, and responsibility. Students gain a set of organizational design tools to establish training and development goals, along with an appreciation for the role of leaders and followers.

6 Quarter Credit Hours
Prerequisite: 100/200-level management course

MT 305: HEALTH CARE ORGANIZATION AND DELIVERY

This course enhances the competence of health service managers from a variety of professional and vocational backgrounds. Using a combination of theory and practice, students look critically at the relationship between management and medical care. The course stresses the unique nature of the health care industry. Students also examine what drives change in health care management and the role of leaders in managing that change.

6 Quarter Credit Hours
Prerequisite: 100/200-level management course

MT 310: ETHICS AND THE LEGAL ENVIRONMENT

Students examine the moral and ethical issues relating to business practices. Topics include the foundations of moral development and ethical decision making; corporate social responsibility and stakeholder management; and the responsibilities of business to employees, the environment, community, customers, shareholders/owners, and government. The course also addresses corporate governance in a capitalist economic system.

6 Quarter Credit Hours
Prerequisite: BU 100
Fulfills ethics core requirement

MT 315: OPERATIONS MANAGEMENT IN HEALTH CARE

Day-to-day operations in health care settings require the application of statistical controls, continuous improvement, process analysis, and cost accounting to ensure the successful delivery of health care services. This course provides a custom-made, manager's toolkit of techniques and practices tailored to fit the demands of frontline managers in organizations that deliver and support health care services.

6 Quarter Credit Hours
Prerequisites: AC 114 and MT 305
Fulfills ethics core requirement

MT 320: RESEARCH AND PRESENTATION

This course provides hands-on study and evaluation 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: BU 100

MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS

This course addresses the dynamics of confrontation and conflict in the increasingly complex work environment. It helps students achieve professionalism, respect, and recognition in the workforce. Students develop a better understanding of individual and group interactions and learn the guidelines for building a productive team and making team decisions efficiently.

6 Quarter Credit Hours
Prerequisite: BU 100

MT 351: ECONOMICS OF INFORMATION

Successful managers must understand the integral ties between the Internet (and other forms of communication) and the development of a successful business. This course examines the Information Age from the perspective of applied management, preparing students to manage in the digital, network environment. It provides context for the growth of the information society, connecting the role of American business with the expansion of various information technologies.

6 Quarter Credit Hours
Prerequisite: 100/200-level management course

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
Prerequisites: MM 207 and MT 219

MT 359: ADVERTISING IN THE 21ST 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: MT 219

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
Prerequisites: AC 114, AC 116, and IT 133

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
Prerequisites: BU 100, SS 204, and SS 224

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
Prerequisites: BU 100, MT 217, MT 219, and MT 340

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
Prerequisites: MT 219, MT 355, and MT 359

MT 451: BUSINESS AND TECHNOLOGICAL CHANGE

The processes surrounding the development and adoption of new technologies are embedded in complex systems with specific social, economic, political, and corporate dimensions. This course introduces the technology adoption life cycle and several methods of technology forecasting. Students trace the history and key breakthrough points of a specific technology. They describe how the technology was developed and adopted and then prepare a projection using technology forecasting methodologies.

6 Quarter Credit Hours
Prerequisites: BU 100, MT 203, MT 217, MT 219, and MT 340

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: MT 219

MT 459: CONSUMER BEHAVIOR

This course provides an overview of consumer behavior and explains how it impacts marketing strategy. It covers consumer research, market segmentation, and motivation, focusing on individual personality, perceptions, attitudes, and learning, as well as the influence of groups on consumer behavior. The consumer decision-making process is highlighted.

6 Quarter Credit Hours
Prerequisite: MT 219

MT 460: MANAGEMENT POLICY AND STRATEGY

This course explores the strategic management and policy-making aspects of the general manager's responsibilities. It introduces students to the basic concepts of strategic management and explains how to formulate and implement a strategic plan proficiently. Students evaluate their research, critical thinking, and reading skills.

6 Quarter Credit Hours
Prerequisite: MT 300

MT 471: THE LEGAL AND ETHICAL ENVIRONMENT OF HEALTH CARE

This course introduces students to the legal, regulatory, and ethical environment of health care administration. Students examine the various issues facing a manager in such an environment and look at the legal and ethical concerns a medical practitioner deals with from a managerial perspective. Students develop a framework for making ethically based decisions that are responsive to cost containment.

6 Quarter Credit Hours
Prerequisites: MT 211, MT 219, and SS 204
Fulfills ethics core requirement

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT

Health care institutions are expected to assess their performance and assure the quality of outcomes. In this course, the student will learn how and when to apply Continuous Quality Improvement (CQI) processes. CQI and quality management employ systematic processes designed to provide the necessary tools to deliver quality care and services and assess the outcomes. Course components include the processes used to develop effective quality management programs and assess current practices, statistical measurements, outcomes data evaluation and interpretation, and the use of quality improvement tools.

6 Quarter Credit Hours
Prerequisites: MM 207 and MT 435

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 and understanding how prices of financial assets are set and how financial markets behave.

6 Quarter Credit Hours
Prerequisites: MT 217 and MT 425

MT 481: FINANCIAL MARKETS

This course examines the various types of securities and the factors that influence their value, as well as the markets in which they are traded. Students focus on how these markets work with the corporate finance function.

6 Quarter Credit Hours
Prerequisites: MT 217 and MT 425

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
Prerequisites: MT 217 and MT 425

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
Prerequisites: MT 481 and MT 482

MT 493–496: BACHELOR'S-LEVEL MANAGEMENT EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

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

MT 499: BACHELOR'S CAPSTONE IN BUSINESS AND MANAGEMENT

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

4 or 6 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

Retail Management

RT 101: PRINCIPLES OF RETAILING

This course provides an overview of the retail industry and explores significant developments in the retailing field such as consolidation, multi-channel offerings, centralization, and globalization. Students will examine the key retail decision variables (location, merchandise management, pricing, communications, store design, customer service, 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

Security and Assurance

SA 400: BUSINESS PROCESS ANALYSIS

In this course, students will integrate their accumulated knowledge of the multiple facets of business processes and operations in order to identify industry risks. Knowledge gained from studies in accounting, finance, marketing, operations management, and law allows the student to identify the multitude of threats—both internal and external—that can undermine the ongoing viability of a business entity. This course involves the student in contemporary business case studies and written analysis that are used to accentuate the key risks faced by businesses in major industry sectors.

6 Quarter Credit Hours
Prerequisites: MT 211, MT 217, MT 219, MT 425, MT 435, and IT 273

SA 410: RISK ANALYSIS AND STRATEGY

This course guides students through risk assessment and analytical tools used to identify threats, access means to counter or avoid threats, and create countermeasures for future contingencies. The course allows the student to learn how to determine an organization's vulnerabilities and assess ways and means to avoid threats which might compromise its mission. The student will also study copyrights, licensing, piracy, and prosecution parameters open to organizations for the protection of their proprietary assets.

6 Quarter Credit Hours
Prerequisite: SA 400

SA 411: RISK MANAGEMENT

In this course, the student will learn risk avoidance planning and disaster recovery planning. These plans include budget development, which consists of micro- and macro-level assessments, and cost benefit analysis as applied to risk management and resource allocations. The course provides a basis of knowledge that the student can apply to the strategic and operational planning needs of an organization and develops resource management skills. The student will learn the various legal means to protect corporate assets and plan countermeasures to manage future natural disasters, terror threats, fraud, and international crises influencing business assurance.

6 Quarter Credit Hours
Prerequisite: SA 410

SA 421: ETHICS AND COMPLIANCE— SARBANES-OXLEY AND SEC REGULATIONS

In this course, the student will learn about the Sarbanes-Oxley Act, how it relates to SEC regulations, and the management controls necessary to ensure ongoing compliance. The integration of ethics as the foundation for long term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours
Prerequisites: MT 211 and SA 400

SA 422: ETHICS AND COMPLIANCE— HIPAA AND HEALTH INDUSTRY REGULATIONS

For the student interested in the allied health industry, this course covers national standards for the protection of individual's health information as applied to health plans, health care clearinghouses, and health care providers. The student will also learn of other health industry regulations that protect patients and providers. The integration of ethics as the foundation for long term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours
Prerequisites: MT 211 and SA 400

SA 423: ETHICS AND COMPLIANCE— FEDERAL ACTS AND REGULATIONS

This course will cover all federal acts and resulting regulations that impact the various facets of an entity's operations and processes. Knowledge gained from this course will allow the student to make credible business decisions based on regulatory standards, such as the Privacy Act and the Federal Records Act. The integration of ethics as the foundation for long term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours
Prerequisites: MT 211 and SA 400

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 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 201: 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
Fulfills mathematics core requirement

MM 201A: COLLEGE ALGEBRA

College Algebra (A) covers topics of algebra, including linear functions, equations and inequalities, systems of equations in two variables, and graphing.

Onsite only
2.5 Quarter Credit Hours
Prerequisite: Testing into College Algebra or MM 101

MM 201B: COLLEGE ALGEBRA

College Algebra (B) covers topics of algebra, including polynomial functions, rational and radical equations and inequalities, exponential and logarithmic functions, ratios, proportions, and variation.

Onsite only
2.5 Quarter Credit Hours
Prerequisite: MM 201A

MM 207: STATISTICS

This course examines the principles of probability and of descriptive and inferential statistics. Topics include probability concepts, measures of central tendency, normal distributions, and sampling techniques. The application of these principles to simple hypothesis testing methods and to confidence intervals is also covered. The application of these topics in solving problems encountered in personal and professional settings is also discussed.

5 Quarter Credit Hours
Prerequisite: IT 133
Fulfills mathematics core requirement

MM 207A: STATISTICS

This course examines the principles of descriptive and inferential statistics. Topics include measures of central tendency and sampling techniques. The application of these principles to simple hypothesis testing methods and to confidence intervals is also covered.

Onsite only
2.5 Quarter Credit Hours
Prerequisite: Testing into Statistics or MM 101

MM 207B: 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.

Onsite only
2.5 Quarter Credit Hours
Prerequisite: MM 207A

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 Hour
Prerequisite: MM 201
Fulfills mathematics core requirement

MM 305: QUANTITATIVE METHODS

This course is an introduction to the theory and application of statistics in decision making 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: MM 207 and IT 133
Fulfills mathematics core requirement

MM 305A: QUANTITATIVE METHODS

This course is an introduction to the theory and application of statistics. Through a combination of readings, terminology, practical application exercises, and discussions, students will be provided with the

introductory knowledge and the skills required to perform various statistical analyses.
Onsite only
3 Quarter Credit Hours
Prerequisites: IT 133 and MM 201

MM 305B: QUANTITATIVE METHODS

This course continues the application of statistics and includes decision making and business-related activities such as marketing, academic research, and quality control. Through a combination of readings, terminology, practical application exercises, discussions, and the use of a statistical software package, students will be provided with the knowledge and skills required to offer solutions to business-related problems and issues.
Onsite only
3 Quarter Credit Hours
Prerequisite: MM 305A

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 201
Fulfills mathematics core requirement

MM 309A: DISCRETE MATHEMATICS

In this course, students learn about elementary 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.
Onsite only
3 Quarter Credit Hours
Prerequisite: MM 201

MM 309B: DISCRETE MATHEMATICS

In this course, students learn mathematical processes that are sequential in nature. Topics covered include relations and functions, recursion, mathematical induction, an introduction to graph theory, combinatorial circuits, and algebraic structure. 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.
Onsite only
3 Quarter Credit Hours
Prerequisite: MM 309A

Nursing

NU 101: NURSING FUNDAMENTALS

This course will cover the basic knowledge and skills required to perform personal care and assistance to the sick and disabled. Topics will include patient safety, monitoring vital signs, bathing and grooming, personal care, and assisting with mobility. Students will learn how to effectively document patient records and provide reports to other providers. The course will include a clinical practicum. Completion of the course prepares the student to apply to undertake examination for certification as a nurse assistant.
5 Quarter Credit Hours
Prerequisite: None

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.
5 Quarter Credit Hours
Prerequisites: CM 108, MA 107, and NU 101.
Nursing students only.

NU 120: CARE OF SPECIAL POPULATIONS— OBSTETRICS, PEDIATRICS, AND MENTAL HEALTH

This course in special populations will prepare the student to provide care to women, children, and families during prenatal care, labor and delivery, postpartum care, and early childhood through adolescence. Topics will include general issues with fertility, pregnancy, and childbirth; postpartum care; and common problems in pediatrics. Additionally, the course will consider common mental health issues affecting individuals and families.
5 Quarter Credit Hours
Prerequisite: NU 110

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.
5 Quarter Credit Hours
Prerequisite: NU 120

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. Successful completion of this course will result in eligibility for enrollment in NU 220 and NU 230.
2 Quarter Credit Hours
Prerequisite: Permission of the Department

NU 220: SPECIAL POPULATIONS—FAMILY II

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 mothers with acute and long-term problems, as well as the influence of illness on the family.
5 Quarter Credit Hours
Prerequisite: NU 130 or NU 200

NU 230: PHARMACOLOGY AND NUTRITIONAL THERAPY

This course presents an overview of the basic principles of nutrition and pharmacology and the essentials of normal nutrition, including their relationship to the health of individuals and families. The course serves as a basis for the development of knowledge of therapeutic application of dietary principles. 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
Prerequisites: NU 120 and MM 201

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 more severe 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 more complex mental health conditions requiring professional treatment.
5 Quarter Credit Hours
Prerequisite: NU 220
Corequisite: NU 260

NU 260: MEDICAL-SURGICAL NURSING III

This course is designed to prepare the student to care for adult clients experiencing complex, multi-system, 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.
5 Quarter Credit Hours
Prerequisites: NU 220 and NU 230
Corequisite: NU 240

NU 270: TRANSITIONS—ETHICS, ISSUES, AND TRENDS

Students will examine the key issues that affect successful transition to professional nursing practice and the nurse's role and responsibilities in different health care settings. The course focuses on analysis of the development of ethical health care issues and their impact on the environments where nursing is practiced. Responsibilities faced by nurses in the areas of clinical practice, health care leadership, and research are discussed from an ethical basis, and students address legal, economic, and political issues. 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 299: 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.

5 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. The three professional roles are introduced, with emphasis placed on teaching and leadership. Students will examine personal values, goals, and roles to create a professional development plan. Topics covered include the history of professional nursing; characteristics of a profession; characteristics of professional nursing practice; professional nursing roles; nursing theorists and theories; diversity and health; health promotion; alternative health practices; technology; nursing databases; and NANDA, NIC, and NOC.

6 Quarter Credit Hours
Prerequisite: Admission to the program

NU 304: HEALTH/WELLNESS ASSESSMENT (LAB COURSE)

This lab course builds on previous skills and learning in nursing, the biological and social sciences, and communication and teaches the student to complete a health history, a physical, and other health assessments. Individual and collaborative interventions based on assessment data are examined. Topics covered include an overview of physical and other health assessments, obtaining and documenting a health history, performance of physical assessment strategies specific to each body system, recognition of normal and abnormal findings, cultural and population variations, health promotion theory and applications, and proper documentation of assessment data.

6 Quarter Credit Hours
Prerequisite: NU 300 or concurrent enrollment in NU 300

NU 310: NURSING RESEARCH

This course introduces the student to the research process. The course investigates the scientific method as it applies to the nurse's role. The leadership role of the professional nurse in research is explored. Ethical considerations involved in research procedures are discussed. Critical thinking skills are developed as the student gains understanding of the basic processes of research. Students develop skills to access and evaluate electronic sources of research data through projects. Application of nursing research to current practice is initiated. Topics include examination of the methodology of each step of the research process, quantitative and qualitative research designs, and critical appraisal techniques in examining research. Students learn to search for research data and

complete a literature review through class projects. Students will analyze the role of research as it applies to their personal professional development.

6 Quarter Credit Hours
Prerequisites: NU 304 or concurrent enrollment in NU 304, and MM 207

NU 350: ISSUES AND INFORMATICS

This course teaches students to develop a leadership role in the current technological arena in health care and nursing. Students examine, interpret, and evaluate current nursing issues while focusing on the ethical, legal, political, economic, and quality components within each topic. The concept of nursing informatics is investigated using existing informatics standards, tools, and technological advances. Informatics is then applied to health promotion and disease prevention. Topics covered include informatics basics, databases and data sets, security and patient records, informatics applications in nursing and health care, patient clinical information systems, telehealth, and informatics challenges and issues.

6 Quarter Credit Hours
Prerequisite: NU 310 or concurrent enrollment in NU 310

NU 410: EMERGING CONCEPTS IN AGING AND ALTERNATIVE THERAPIES

Given that the fastest growing segment of the U.S. population is 85 years and older, this course will focus on geriatric nursing. In addition, more consumers of all ages are seeking alternative forms of health care, therefore nursing care that integrates alternative and complementary medicine will be explored. Topics will include aging theory, geriatric health care, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged. Current developments and current trends in health care treatments from alternative and complementary medicine will be studied.

6 Quarter Credit Hours
Prerequisite: NU 350

NU 420: LEADERSHIP AND MANAGEMENT IN THE CHANGING HEALTH CARE ENVIRONMENT

As members of the nursing profession, providers of patient care, and managers of care, nurses are challenged to serve as effective change agents in complex health care systems. This course will prepare students to understand and apply principles of change theory to management and leadership activities in nursing. The accountabilities of the nurse as a manager will be examined to include organizational assessment, decision making, strategic planning, financial management, human resource management, and quality improvement.

6 Quarter Credit Hours
Prerequisite: NU 410 or concurrent enrollment in NU 410

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
Prerequisites: NU 300, NU 304, and NU 310

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. The course will include interactive interviews with practicing parish nurses and members of their host church clergy. 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
Prerequisites: NU 300, NU 304, and NU 310

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 420 or concurrent enrollment in NU 420

NU 491: DIRECTED STUDIES IN THE SCHOOL OF NURSING AND HEALTH SCIENCE—BSN COMPLETION

In this course, students in the School of Nursing and Health Science BSN program will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry which is of interest and relevant to their professional goals. Topic must be approved by the instructor.

1 Quarter Credit Hour
Prerequisites: CM 220 and approval of the Dean; upper-level students only

NU 492: DIRECTED STUDIES IN NURSING—LEVEL TWO

In this course, BSN completion program students will engage in an independent, directed-studies project focused on a student-submitted topic of

inquiry. The student will select a topic relevant to his or her professional goals in nursing. (Topic must be approved by instructor.)

3 Quarter Credit Hours

Prerequisites: CM 220 and approval of the Dean; upper-level students only

NU 493: DIRECTED STUDIES IN NURSING— LEVEL THREE

In this course, BSN completion program students will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic relevant to his or her professional goals in nursing. (Topic must be approved by instructor.)

4 Quarter Credit Hours

Prerequisites: CM 220 and approval of the Dean; upper-level students only

NU 499: BACHELOR'S CLINICAL (CAPSTONE IN NURSING)

This course represents the culmination of the BSN program and is an opportunity for the students to demonstrate what they have learned over the course of study. The student will apply the nursing process in an actual clinical 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 clinical site.

6 Quarter Credit Hours

Prerequisites: NU 450 or concurrent enrollment in NU 450, and HU 280; last term or permission of the Dean

Paralegal Studies

PA 101: INTRODUCTION TO PARALEGAL STUDIES

In this course you will be introduced to the paralegal profession, learn about the structure of a typical law firm, explore career planning strategies, explore career opportunities, learn how to project a professional image, and more.

5 Quarter Credit Hours

Prerequisite: None

PA 105: LEGAL AND PROFESSIONAL WRITING

The course explores the elements of effective writing in the context of the paralegal profession. Participants will learn how to brief case law, draft correspondence, prepare a factual report, and draft a memorandum of law. In addition, students will have the opportunity to review, reinforce, and build their skills in the basics of standard written English.

5 Quarter Credit Hours

Prerequisite: None

PA 106: LEGAL TERMINOLOGY AND TRANSCRIPTION

This course is a comprehensive study of documents used in the legal field. Students will learn the basic procedures for transcribing, formatting, and processing legal correspondence and documents and the appropriate use of legal terms, phrases, abbreviations, symbols, and reference sources used by attorneys' paralegals and the courts.

5 Quarter Credit Hours

Prerequisite: None

PA 110: CIVIL LITIGATION I

This course introduces students to civil litigation, the civil law process, rights, and defense procedures. Topics include informal fact gathering and investigation, case management and strategy, jurisdiction, the structure of the court systems in the United States, parties, pleadings, and motions.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 112: CIVIL LITIGATION II

In this course, students will continue to learn about the civil litigation process, with emphasis on preparing for trial, trial procedures, and post-trial procedures. Topics include provisional remedies; an introduction to evidentiary considerations, discovery, settlement, preparing for trial, trial procedures, appeals, and enforcement of judgments; and a brief introduction to alternative dispute resolution options.

5 Quarter Credit Hours

Prerequisite: PA 110

PA 130: CONTRACTS

The basics of contract preparation and proper legal requirements are outlined in this course. Topics include elements of a contract, types of contracts, promise, breach, duty to perform, remedies to breach, damages, small claims procedures, Uniform Commercial Code (U.C.C.), Statute of Frauds, and governmental regulations.

5 Quarter Credit Hours

Prerequisite or corequisite: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 201: LEGAL RESEARCH

One of the basic tasks performed by the paralegal is legal research—finding the law. Accurate, concise, and up-to-date information can be the difference between winning and losing a lawsuit. Students who complete this course gain specialized skills in the area of legal research.

5 Quarter Credit Hours

Prerequisite: 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 how to form a corporation, how to distinguish among different forms of business, articles of incorporation, by-laws, stock ownership, government regulations, and more.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 203: INTERVIEWING AND INVESTIGATION

This course plan presents the ethical aspects of interviewing and confidentiality, types of interviews, types of clients and witnesses, interview preparation techniques, the effective interview environment, questioning and listening skills, the interview format, problem solving, and counseling skills. The section on investigation covers the qualities of an effective

investigator; how to develop a plan and find the facts; how to get information from public records, libraries, and computer sources; and how to find witnesses.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

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: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 250: FAMILY LAW

This course presents major issues in family law such as the nature of marriage, common-law marriage, ante nuptial contracts, annulments, separation, divorce, child custody, child support, alimony, tort action, adoption, property distribution, and current trends.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 253: LEGAL ETHICS

Legal assistants and paralegals must always consider the duty owed to the clients. Are the clients protected against having confidential information revealed? What are the duties and responsibilities regarding the ethical conduct of the paralegal? This course discusses these areas and presents canons, codes of ethics, ethical 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

Fulfills ethics core requirement

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, the Federal Wage Garnishment Act, attachment, creditors' remedies,

the Uniform Fraudulent Conveyances Act, and exempt property. Chapters 7, 11, and 13 of the Bankruptcy Code are also presented.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a Paralegal Studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 280: ASPS INTERNSHIP

This course will provide students in the ASPS 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. At least 15 hours per week must be devoted to tasks that apply theory and academic content in a professional setting. Tasks must be delineated in the Learning Contract, which must demonstrate an application of academic content in the workplace.

3 Quarter Credit Hours

Prerequisite: Permission of the Dean

PA 284: SUBSTANTIVE AREAS OF LAW REVIEW

This course will provide a review of substantive areas of law that the practicing paralegal should be familiar with and understand. The course will cover general topics such as the court system, branches of government, and legal concepts, as well as administrative law, bankruptcy, business organizations, criminal law, estate planning, and real estate.

5 Quarter Credit Hours

Prerequisite: Permission of the Dean

PA 293: ASSOCIATE'S CAPSTONE— PORTFOLIO OPTION

This course is designed to guide students through the preparation of a presentation portfolio which will document their individual success in the ASPS program and their mastery of the eight ASPS program outcomes. The presentation portfolio will include all of the Assessment Portfolio Tasks (APTs) that have been completed throughout the student's degree program in paralegal studies. Students will revise and rework each APT from their paralegal coursework using the comments and feedback from past professors, as well as guidance and input from the Capstone professor. The student's presentation portfolio will then be assessed by an external expert in the field who will evaluate the student's abilities regarding the eight program outcomes associated with the ASPS program.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

PA 299: ASSOCIATE'S CAPSTONE

This course builds on the concepts that students have mastered throughout the course of their paralegal studies. The capstone course integrates the core concepts exemplified in the paralegal program outcomes, with application to fact scenarios that present relevant legal issues.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

PA 300: REAL ESTATE LAW

In this course, students will become familiar with procedures and documentation of real estate transactions. The course will address a wide range of issues and functions within the field of real estate law, including ethics, types of ownership, use, possession, mortgages, financing, taxation, closings, and litigation.

6 Quarter Credit Hours

Prerequisite: PA 130

PA 301: ADMINISTRATIVE LAW

This course provides a basic overview of administrative law and procedure. In addition to identifying sources of administrative law and procedure, this course covers agency actions, controls on agency actions, administrative hearings, and appellate procedures for administrative decisions.

6 Quarter Credit Hours

Prerequisite: PA 112 or MT 310

PA 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: PA 253 or MT 310

PA 310: TORT LAW

Paralegals must be familiar with tort law. This course includes an overview of a tort case; reading, briefing, and analyzing case law; negligence; defamation; malpractice; strict liability; product liability; intentional torts; misrepresentation; miscellaneous torts; vicarious liability; joint liability; overview of insurance; automobile insurance; and bad faith.

6 Quarter Credit Hours

Prerequisite: PA 112

PA 323: EVIDENCE

This course introduces students to the logic and concepts of evidence and discusses the proof of facts. Students will be introduced to the logic of evidentiary rules, the value of first-hand evidence, burdens of proof, qualification of witnesses, impeachment of witnesses, differentiation between proof and argument, and order of proof. This course will include an examination of the pertinent Federal Rules of Evidence, as well as formal and informal methods of fact gathering.

5 Quarter Credit Hours

Prerequisites: PA 112 and PA 260

PA 326: PRODUCT LIABILITY

This course reviews product liability theories, including negligence theory, warranty theory, and strict liability theory. Students are instructed in how to recognize legal issues involving design defects, manufacturing defects, and warning and labeling. The course reviews cases involving drug products, medical devices, and consumer products and covers practical details, such as completing the paperwork in a case, investigation, performing research, and managing the course of these complex cases.

6 Quarter Credit Hours

Prerequisite: PA 310

PA 328: INTELLECTUAL PROPERTY

This course explores the origins and sources of intellectual property. Particular topics to be covered in this course include copyright law, the extent of trademark rights, patents, the rights of inventors, trademark infringement, trade secrets, damages, injunctions, and forms.

6 Quarter Credit Hours

Prerequisite: 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

Prerequisites: Students enrolled in a Paralegal Studies program: PA 101, PA 110, PA 112, and PA 310; students enrolled in a Legal Studies program: LS 102, PA 110, PA 112, and PA 310

PA 342: INSURANCE LAW

This course provides an overview of insurance law and explains various types of insurance. Also included are the nature of insurance, insurable interests, definition of risks, persons insured, procedures for filing claims, defenses of the insurer, waiver and estoppel, measure of recovery, insurer's duty to defend, subrogation, bad faith causes of action, reinsurance, bonds, and regulations.

6 Quarter Credit Hours

Prerequisites: PA 130 and PA 310

PA 360: CONSTITUTIONAL LAW THEORY

The course materials present theoretical rationales and philosophies that explain the formation of systems of laws and their evolution from primitive to present systems. The student will learn about the theory behind the rights ensured under the American legal system, as well as the enforcement model for violation of those rights.

6 Quarter Credit Hours

Prerequisites: PA 110, PA 112, PA 201, and PA 253

PA 372: CONSTITUTIONAL RIGHTS

Appreciation of our form of government and individual rights and protections is best understood in context. This course looks at each aspect of the document on which our government was built, and proceeds from there through an analysis of each of the branches established in the Constitution. The student will also explore how individuals, society, and government interact, including the scope and limitations of each.

6 Quarter Credit Hours

Prerequisites: PA 110, PA 201, and PA 253

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
Prerequisites: PA 112 and PA 130 or PA 305

PA 412: ALTERNATIVE DISPUTE RESOLUTION

This course introduces alternative methods to litigation for resolving disputes, including negotiation, mediation, and arbitration. Topics covered include: the nature and sources of conflict, the mediator's role in resolving disputes, and other adjudicative and non-adjudicative 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
Prerequisites: PA 112 and PA 130

PA 415: FAMILY LAW AND DIVORCE MEDIATION

Many attorneys are turning to mediation, rather than arbitration, to resolve family and divorce disputes. This course provides the paralegal with an understanding of the mediation process and the skills needed to assist lawyers who mediate. It covers identifying issues in mediation, the three stages of the family and divorce mediation process, parenting issues in divorce, and cataloging resolutions resulting from the mediation.
6 Quarter Credit Hours
Prerequisite: PA 412

PA 416: EMPLOYMENT DISPUTE RESOLUTION

This course is intended to provide the student with an understanding of current legal issues in the area of employer-employee relations. The course will cover such issues as selection, discrimination, privacy, and termination and will include the examination of pertinent federal rules and legislation. Businesses are relying on various dispute resolution techniques in order to speed up the time and reduce the costs associated with resolving employment matters. This course is designed to provide the paralegal with an understanding of the processes and the skills needed to assist lawyers who work in this area. The course will cover criticisms of the present structure of mandatory arbitration in the nonunion sector, as well as grievance mediation, grievance procedures

in workplaces with extensive union participation, and a study of the trends in dispute resolution in the public sector.
6 Quarter Credit Hours
Prerequisites: Students enrolled in a Paralegal Studies program: PA 101 and PA 412; students enrolled in a Legal Studies program: LS 102 and PA 412

PA 450: MEDICAL MALPRACTICE LITIGATION

Litigation in the medical sector continues to grow. This course is designed to give students an understanding of medical malpractice issues in the context of the health care process and the health care system as a whole. This course will cover a number of topics related to medical malpractice litigation. These topics include the importance of quality, cost, and access to health care; quality assessment and assurance strategies; the policy advantages and disadvantages of the current tort system; the significance of liability issues of long-term care providers as a growing part of the health care industry; possible defenses to a malpractice action; and the importance of causation in a medical malpractice case.
6 Quarter Credit Hours
Prerequisites: PA 112 and PA 310

PA 499: BACHELOR'S CAPSTONE IN PARALEGAL STUDIES

This course builds on the concepts of all of the paralegal courses students have mastered in the bachelor's program. The capstone course integrates problem-solving techniques and research skills studied in the paralegal program and applies them to fact-scenarios that present legal issues. Students research the relevant secondary and primary sources in order to draft the required legal documents.
4 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

Professional Studies

CS 110: HUMAN DYNAMICS

Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success.
Onsite only
5 Quarter Credit Hours
Prerequisite: None
Fulfills professional studies core requirement

CS 111: ACADEMIC STRATEGIES FOR THE CRIMINAL JUSTICE PROFESSIONAL

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
Fulfills professional studies core requirement

CS 112: ACADEMIC STRATEGIES FOR THE PARALEGAL 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
Fulfills professional studies core requirement

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
Fulfills professional studies core requirement

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
Fulfills professional studies core requirement

CS 115: ACADEMIC STRATEGIES

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
Fulfills professional studies core requirement

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
Fulfills professional studies core requirement

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

Fulfills professional studies core requirement

CS 210: CAREER DEVELOPMENT STRATEGIES

This course introduces the student to the life-long process of career development. Emphasis is placed on exploring possible professions and making sound career choices. Self-assessment activities will enable the students to identify their current qualifications and preferences for a profession and set goals to fill gaps that may exist. Students will prepare a 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 Effective Writing I course (CM 102– CM 109)

Fulfills professional studies core requirement

CS 220: EXTERNSHIP

This course gives students practical job experience in their chosen career field. Students apply for externships with assistance from their program advisor. Externships are for a minimum of 150 hours and are graded as pass/fail.

Onsite only

5 Quarter Credit Hours

Prerequisite: Last term or permission of Program Coordinator

CS 410: ADVANCED CAREER DEVELOPMENT STRATEGIES

This course will assist students in constructing short- and long-term career development strategies and goals that emphasize the importance of life-long 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

Fulfills professional studies core requirement

SCIENCE

SC 115: PRINCIPLES OF NUTRITION

This is an introductory-level course in which students investigate the essential nutrients with regard to food sources, function, digestion, absorption, and metabolism, and learn how to apply nutritional principles to food choices. Special attention is given to how individual nutritional requirements affect the current and future health of the individual. Students will learn how nutritional needs change from infancy through adulthood, including pregnancy and the senior stages of life. The relevance of course content will be discussed in both a personal and professional context.

5 Quarter Credit Hours

Prerequisite: None

Fulfills science core requirement

SC 155: CHEMISTRY IN CONTEXT

Students explore the importance of chemistry as it applies to their professional and personal lives. Topics include pH balance, the chemistry of drugs and pharmaceuticals, energy production and chemical bonding, pollution, and global warming.

5 Quarter Credit Hours

Prerequisite: None

Fulfills science core requirement

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 related fields.

5 Quarter Credit Hours

Prerequisite: 200-level mathematics class or above

Fulfills science core requirement

SC 225: ENVIRONMENTAL SCIENCE

This course introduces students to the scientific principles used to understand the environment and to the interrelations among human societies and the different environments they live in. The course begins with an overview of the human, technological, and natural issues affecting the environment, including the distinct ethical perspective individuals and societies have taken towards the environment. Then, following a survey of basic principles of organism life and interaction, the bulk of the course will be devoted to a study of human society and its positive and negative interrelations with the environment. The relevance of course content will be discussed in both a personal and professional context.

5 Quarter Credit Hours

Prerequisite: None

Fulfills science core requirement

SC 240: ASTRONOMY

This course presents a conceptual, descriptive, and guided exploration of the cosmos. Areas of focus include the history, foundations, and tools of astronomy; the solar system; the nature, variety, and formation of stars; galaxies; cosmic origins; and the search for life in the cosmos. Common misconceptions in astronomy are also addressed.

Onsite only

5 Quarter Credit Hours

Prerequisite: None

Fulfills science core requirement

SOCIAL SCIENCE

SS 114: CHILD DEVELOPMENT AND LEARNING

This course will survey normative and non-normative cognitive, social, and emotional development in children and adolescents. Students will use developmental theory to understand why problems occur and how they may be resolved in a particular age group. Using their understanding of how children and adolescents learn and develop, students will develop strategies to provide classroom assistance that supports the intellectual, social/emotional, and personal development of all learners.

5 Quarter Credit Hours

Prerequisite: None

Fulfills social science core requirement

SS 120: AMERICAN FILM AND SOCIETY— 1930s THROUGH 1960s

Students examine the reciprocal relationship of film to American society from its boom in the 1930s through the 1960s. Students examine the historical, social, economic, and political factors that influenced the industry, as well as the industry's impact on society. Students will look at works selected from the early decades, examining language and images of masculinity, femininity, class, and race relations in film, to gain an understanding of how film reflects and perpetuates the culture of the times and affects our own personal and professional relationships.

2 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102– CM 109)

Partially fulfills communication, social science, or diversity and culture core requirement

SS 124: INTRODUCTION TO PSYCHOLOGY

This course provides a broad introduction to the field of psychology, one of the social sciences. Students are introduced to the major areas of psychology. They are introduced to psychological theories and concepts, as well as the history and major figures of the field. Topics include disorders and treatments, personality and learning theories, and the internal and external factors that influence human development and behavior. Additionally, this course emphasizes how psychological principles and concepts relate to our personal and professional relationships.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Fulfills social science core requirement

SS 144: SOCIOLOGY

In order to become effective members of society, students need to be able to recognize the social rules and patterns that will affect them, their communities, and their futures, both personally and professionally. To help students become more effective, this course explores culture and socialization, groups and social institutions, social inequality, and social change as well as examining the structure and dynamics of human society.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Fulfills social science core requirement

SS 204: MACROECONOMICS

This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.

5 Quarter Credit Hours

Prerequisites: 100-level computer course and 200-level mathematics course

Fulfills economics or social science core requirement

SS 220: AMERICAN FILM AND SOCIETY— 1970s TO PRESENT

This course is a continuation of SS 120: American Film and Society–1930s Through 1960s; however, it may be taken as a stand-alone course. The course is designed to expand students' knowledge of the reciprocal relationship of film to American society from the 1970s onward. Focusing on films selected from the 1970s through recent times, the course examines how the industry both reflects and perpetuates aspects of culture by examining the historical, social, economic, and political factors that influenced the industry during that time frame and how the film industry influences all of us, both socially and in the workplace.

3 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Partially fulfills communication, social science, or diversity and culture core requirement

SS 224: MICROECONOMICS

This course is an introduction to microeconomics. The factors that affect the economy and markets, such as supply, demand, and the choices that consumers make, are emphasized.

5 Quarter Credit Hours

Prerequisites: 100-level computer course and 200-level mathematics course

Fulfills economics or social science core requirement

SS 230: MAKING HISTORY—THE FOUNDING FATHERS

The Founding Fathers remain significant examples of leadership, rigorous critical thinking, and commitment to a cause higher than one's individual circumstances. Each unit of the course focuses on a different Founding Father and the event which gained them notoriety. As a result, students will gain a full understanding not only of the individual's place in history, but also of the ways in which that individual influenced, and in some cases, was influenced by, the circumstances of the period. Using this method, students will appreciate how events such as the emergence of a distinct American culture, the Declaration of Independence, the American Revolution, the Constitution, and the formation of the early republic did not happen in a vacuum. Rather, as the course will emphasize, these events that Americans today take for granted occurred as a result of the agonizing decisions and significant hardships that the Founding Fathers embraced.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Fulfills history or social science core requirements

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 and critical thinking skills will be valuable personally and professionally.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Fulfills history or social science core requirement

SS 260: GENDER AND SOCIETY

This course presents the sociology of gender in society, from the formation of childhood gender roles to socially constructed ideas of femininity and masculinity. Students will 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 childcare.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Fulfills social science or diversity and culture core requirement

SS 270: SOCIAL PROBLEMS

This course explores the problems that transcend individual solutions, such as inequality, poverty, racial and gender discrimination, and environmental pollution, as well as how social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

Fulfills diversity and culture or social science core requirement

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 pre-industrial era; the rise of manufacturing enterprises in the nineteenth century with a concentration 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

Fulfills history core requirement

SS 350: DEVELOPMENTAL PSYCHOLOGY

Human development occurs throughout our lifespan; 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 lifespan, 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

Fulfills social science core requirement

SS 360: AMERICAN WOMEN

This course examines how gender shapes the experience of women in their social, political, and professional roles. The exploration includes the impact of class, religion, race, and ethnicity on gender roles 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

Fulfills diversity and culture, history, or social science core requirement

SS 430: SOCIOLOGY OF WORK

This course helps students gain a deeper understanding of the phenomenon called work. Using what C.W. Mills calls "sociological imagination" to link the changes in everyday work life with the forces of world history, students gather important insights into the working life by bearing in mind how it has transformed through history.

6 Quarter Credit Hours

Prerequisite: CM 220

Fulfills social science core requirement

SS 440: ABNORMAL PSYCHOLOGY

This course presents an integrative and multidimensional perspective to the fascinating field of abnormal psychology. Students will acquire basic knowledge of various psychological disorders, including depression, anxiety, and psychotic and mood disorders. Students will be introduced to how abnormal behavior is defined, assessed, and diagnosed using the current classification system, as well as the limitations of assessment. The course

will provide an overview of the various models used to understand psychological disorders and the therapeutic approaches used to treat them. Additionally, students will be given an overview of the legal, economic, and sociocultural influences on abnormal behavior and the mental health system in order to gain a greater understanding of how mental illness affects all in our society.

6 Quarter Credit Hours
Prerequisites: CM 220 and SS 124 (recommended)

TRAVEL AND TOURISM

TT 102: DOMESTIC GEOGRAPHY

This course presents the United States, Canada, and the Caribbean as a wide variety of destinations, providing tourist and recreational opportunities. Students explore the locations of major cities, waterways, capitals, and tourist attractions, as well as examine the cultural trends and the climates. The study also includes knowledge of government-approved codes for major airports within the United States, Canada, and the Caribbean. The purpose of this course is to present applied geography, cultures, and societies based on the destination and all that it offers. This course helps prepare students to become certified as a Travel Associate (CTA).

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 106: METHODS AND PRINCIPLES OF RESERVATIONS

This course in travel reservations provides a comprehensive overview of career, ticket writing, reference materials, and procedures and philosophies used in professional travel and tourism facilities. Travel and tourism relationships are defined, and students are trained to function efficiently and retain genuine enthusiasm for the variety of requests and opportunities in the working world. Resource manuals found in the library, industry jargon, and codes are emphasized to help students in this fast-changing field.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 110: TRAVEL SALES AND MARKETING

Sales and marketing provides detailed analysis of marketing and public relations techniques utilized in the travel and tourism industry. The course approaches the subject of vacation sales as a controlled conversation (counseling) by qualifying the client. Up-selling, research, overcoming objections, and closing the sale are developed through role playing to obtain powerful sales techniques. Media effectiveness and advertising psychology are emphasized through customer understanding, service, and repeat business.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 120: COMPUTER RESERVATION I

This course introduces students to the basic knowledge of access codes and entry formats of computerized reservation systems. It involves applications of structure of passenger reservations, domestic itineraries, access to airline availability, and tariffs, with concentration on practical skills and complete passenger histories and recaps.

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 106

TT 180: COMPUTER RESERVATION II

This course is designed to enhance knowledge and proceeds into the specific areas of car rental, cruises, hotel reservations, and additional information accessible through the airline reservation system. In addition, students acquire the expertise to follow international reservations itinerary functions, stars, and queues. Upon completion of this course, students have a thorough knowledge of all phases of the reservation system and are able to complete a perfect international PNR.

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 120

TT 202: INTERNATIONAL GEOGRAPHY

This course studies the location of international countries and capital cities, major tourist attractions, the principal points of interest in each major destination, transportation systems, forms of government, requirements for entry, and climate.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 220: TRAVEL INTERNET RESEARCH

This course familiarizes students with current issues and industry trends that change the travel industry. Students learn to properly probe and research using the Internet, negotiate with suppliers, and price the final independent tour, and how to become environmentally and socially responsible in giving the client exactly what was requested by analyzing preferences, spending trends, technological advances, and emerging markets. Destination knowledge is applied to match products to client needs. This course helps prepare students to become certified as a Travel Associate (CTA).

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 106

TT 280: GLOBAL CLASSROOM

Students use team building and critical thinking skills to analyze destinations. This course is designed to educate students to understand and experience the planning, destination, and evaluation of a preplanned familiarization trip by working as a flexible team. Students complete a well-defined, detailed journal of their experiences and complete the USTOA tour certification. This course helps prepare students to become certified as a Travel Associate (CTA).

Onsite only
5 Quarter Credit Hours
Prerequisites: TT 102 and TT 120

TT 293–296: ASSOCIATE'S-LEVEL TRAVEL EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only
TT 293: 3 Quarter Credit Hours
TT 294: 4 Quarter Credit Hours
TT 295: 5 Quarter Credit Hours
TT 296: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

TT 299: ASSOCIATE'S CAPSTONE IN TRAVEL

This training enables students who have already learned the intricacies of the travel industry to apply this knowledge in a live environment (externship) that includes comprehensive employability skills and professional image. Students are prepared for positions with airlines, travel agencies, hotels, cruise lines, car rental companies, tour operators, and convention and tourism bureaus. Course instruction is based on conditions similar to those encountered on the job. Class discussion and realistic role-playing form an integral part of the customer service relations learning. Students learn to promote and maintain positive customer relations and goodwill. This assessment course helps to prepare students to become certified with national standards (ICTA) as a Travel Associate (CTA).

Onsite only
3 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

Please Note: All programs included in this Catalog prepare students for any of a number of job opportunities and are not meant to lead to any particular outcome, regardless of the program's title. Although Kaplan University assists students with job placement, finding a job is ultimately the responsibility of the student. Kaplan University does not guarantee that any student will be placed in any particular job, or at all.

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Kaplan University Faculty and Administration

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PRESIDENT
JD, Yale Law School
AB, Duke University
Mr. Rosen is president and chief operating officer of Kaplan University. He has led the institution's efforts into the burgeoning online higher learning market through Kaplan University and Concord Law School. Previously, Mr. Rosen served as a staff attorney for *The Washington Post* newspaper, then moved to *Newsweek* as assistant counsel in 1988 before coming to Kaplan, Inc., in 1992. He served as center administrator, regional director, and vice president of field management prior to assuming the role of chief operating officer in early 1997. He currently serves on the Board of Trustees of The Children's Aid Society in New York City.

RONALD BLUMENTHAL
SENIOR VICE PRESIDENT, ADMINISTRATION
MSW, Washington University
BA, University of Missouri
Mr. Blumenthal is a 30-year veteran of the Kaplan organization. His primary responsibility is for the regulatory and accreditation areas of Kaplan University's educational endeavors.

JEFF CONLON
PRESIDENT, KAPLAN HIGHER EDUCATION CAMPUSES
MBA, Northwestern University
BA, Brown University
Mr. Conlon has been with Kaplan since January 1993. He most recently served as chief executive officer at Score!, and previously managed test prep centers in Chicago before serving as regional director in South Florida and later Washington, D.C.

LISA GEFEN SICILIAN
SENIOR VICE PRESIDENT, HUMAN RESOURCES, KAPLAN HIGHER EDUCATION
JD, Emory University School of Law
BA, Goucher College
Ms. Gefen Sicilian is responsible for all Kaplan Higher Education Online legal matters as well as the human resource functions. Prior to joining Kaplan, Ms. Gefen Sicilian served as vice president and corporate secretary of United States Sugar Corp., where she was responsible for the development and implementation of strategic legal decision making. She has significant experience in both litigation and corporate legal matters. She began her legal career clerking for three judges at the Federal Energy Regulatory Commission and went on to practice law at the Washington, D.C., offices of Sidley & Austin and Verner, Liipfert, Bernhard, McPherson & Hand. She is a member of the Maryland and District of Columbia Bar Associations.

STEVEN HANCOCK
CHIEF MARKETING OFFICER
MBA, Columbia University
MA and BA, Queens College
Mr. Hancock is the chief marketing officer for Kaplan University. Previously, he was chief marketing officer at Royal Caribbean Cruise Lines and Citigroup.

DAVID HARPOOL
CHIEF OPERATING OFFICER FOR ACADEMICS AND PROVOST
PhD, Saint Louis University
JD, University of Missouri–Columbia
BS, Southwest Missouri State University
Dr. Harpool is the chief operating officer for academics. Previously, he was president of Argosy University and regional vice president of Education Management. He is the author of *Survivor College: Best Practices of Traditional and For-Profit Colleges*. Dr. Harpool is also an analyst for NBC and CNN.

HAROLD LEVY
EXECUTIVE VICE PRESIDENT AND GENERAL COUNSEL, KAPLAN HIGHER EDUCATION
Prior to joining Kaplan in 2003, Mr. Levy was a New York City Schools Chancellor. Before becoming chancellor, Mr. Levy was director of global compliance at Citigroup, Inc., where he organized and managed the world's largest financial services compliance group. He is a graduate of Cornell University and Cornell Law School. He received an MA from the University of Oxford and has honorary doctorates from Bard, Baruch, and St. Francis Colleges.

GREGORY MARINO
SENIOR VICE PRESIDENT, OPERATIONS
BS, University of Maryland University College
MCSE
Since joining Kaplan, Inc., in 1993 as an intern, Mr. Marino has been instrumental in many different roles. After a three-year tenure at two of the Kaplan Test Prep centers in Long Island and Queens, New York, he was a project manager in technology, then director of technology operations. In 2001, he was named vice president of operations for then Kaplan College.

MATT SEELYE
CFO, KAPLAN HIGHER EDUCATION
BBA, James Madison University
Mr. Seelye is CFO for Kaplan Higher Education, which includes Kaplan University and Kaplan Higher Education Campuses.

CHARLES THORNBURGH
VICE PRESIDENT FOR STRATEGIC INITIATIVES
BA, Stanford University
Mr. Thornburgh currently serves as the vice president for strategic initiatives. In over a decade in the education and technology fields, Mr. Thornburgh has served as a teacher, trainer, product developer, and chief executive for a variety of educational organizations. Mr. Thornburgh founded three separate educational technology companies, and this experience has given him a unique viewpoint on what it takes to translate the promise of educational technology into practice in real-world learning environments. Mr. Thornburgh also served on the SIIA Education Board of Directors.

TOM WEST
CHIEF INFORMATION OFFICER
MBA, Florida Institute of Technology
BS, University of North Carolina at Charlotte
Mr. West has extensive experience leading complex information systems organizations. He previously spent 25 years in information technology within Pfizer, General Electric, and Citigroup. His background includes operations, telecommunications, mergers and acquisitions, application development/migration, call center integration, and e-commerce implementation. He has regional experience in Asia, Australia, South America, Mexico, and Europe.

CORE FACULTY

ARTS AND SCIENCES

CONNIE BOSSE
VICE PRESIDENT, ARTS AND HEALTH SCIENCES
MBA and BS, Boston University
Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

SARA SANDER
DEAN, COLLEGE OF ARTS AND SCIENCES
MA and BA, University of Arkansas at Fayetteville
Ms. Sander began her career with Kaplan University in 1977. She has served in a variety of positions including professor of communications and languages and program coordinator for the College of Arts and Sciences. Her experience includes over a decade of teaching adult learners, with a focus in the last six years in online education and administration.

PATRICIA JONES
ASSOCIATE DEAN OF STUDENTS, COLLEGE OF ARTS AND SCIENCES
MBA, Northwestern University, Kellogg School
BA, Saint Xavier University
Ms. Jones is the associate dean of students for the College of Arts and Sciences and the School of Nursing and Health Science. Previously, she held operations management positions with TheScientificWorld, an Internet start-up company, Reader's Digest, and Time Warner.

DIANNE FOWLER
ASSISTANT DEAN OF CURRICULUM, COLLEGE OF ARTS AND SCIENCES
MBA and BS, Wichita State University
Ms. Fowler has specialized training and certification in instructional design theory, corporate training, and legal studies, as well as doctorate work in economics. Ms. Fowler has over seven years experience in curricular and instructional design, online course delivery, and curriculum measurement in a higher education environment. She has taught both campus-based and online courses for over eight years. Ms. Fowler also has over 20 years of professional business experience. In her current position, she is responsible for overseeing the curriculum of the College of Arts and Sciences, as well as course development, curriculum measurement and monitoring, and for ensuring compliance with specific accreditation requirements.

KARA VAN DAM
ASSISTANT DEAN OF FACULTY, COLLEGE OF ARTS AND SCIENCES
PhD (ABD) and MA, University of North Carolina at Chapel Hill
BGS, University of Michigan
Ms. Van Dam has taught writing and gender studies at Kaplan University and writing, linguistics, and communication at the University of North Carolina. She was previously the chair of the Department of Composition. Her research interests include rhetoric and composition, linguistics, and history. She is currently completing her PhD in historical sociolinguistics.

CHE BAYSINGER
CHAIR, DEPARTMENT OF COMMUNICATIONS, COLLEGE OF ARTS AND SCIENCES
PhD, Rutgers University
MA and BA, Michigan State University
Dr. Baysinger has taught at Kaplan University since October 2005. She has been teaching communication courses for the past 20 years, most recently at Oneonta State University in New York.

MARLA CARTWRIGHT
CHAIR, DEPARTMENT OF STUDENT SUCCESS, COLLEGE OF ARTS AND SCIENCES
MA and BS, Middle Tennessee State University
Prior to becoming chair, Ms. Cartwright served as both assistant chair of the composition department and as the writing center coordinator for the Kaplan University Writing Center. She has 12 years college teaching experience, including writing and literature classes. Prior to joining Kaplan in 2004, she was a community producer for iVillage.com.

JON EADS
CHAIR, DEPARTMENT OF MATHEMATICS AND SCIENCES, COLLEGE OF ARTS AND SCIENCES
PhD, Purdue University
BA, Central College
Dr. Eads is the chair of the Department of Mathematics and Sciences at Kaplan University. Prior to joining Kaplan University online, Dr. Eads served as a mathematics instructor and the onsite program coordinator for Arts and Sciences at Kaplan University's Davenport campus.

ALAN GOUSIE
CHAIR, DEPARTMENT OF COMPOSITION, COLLEGE OF ARTS AND SCIENCES
MA, University of Rhode Island
MA and BA, Rhode Island College
Mr. Gousie has taught at Kaplan University since early 2004. He joined the full-time faculty in the Department of Composition in January 2005, after 22 years of corporate training and development. Mr. Gousie has also taught writing and literature courses for other on-ground colleges in Rhode Island.

PATRICIA GRACE
CHAIR, DEPARTMENT OF PROFESSIONAL STUDIES, COLLEGE OF ARTS AND SCIENCES
MS, University of Wisconsin–Stout
MA, University of Illinois–Champaign/Urbana
BS, University of Wisconsin–Stevens Point
Ms. Grace has taught for Kaplan University since 2004. Prior to joining Kaplan University, she worked for many years in the field of psychology as a mental health therapist and director of clinics both in the public and private sector. During this time, she also developed curriculum for other online and onsite schools. Since 2000, she has taught both online and onsite classes in psychology, sociology, humanities, and ethics.

CATHERINE MISENER
CHAIR, DEPARTMENT OF SOCIAL SCIENCES, COLLEGE OF ARTS AND SCIENCES
PhD (ABD) and MA, University of Michigan
BA, St. Mary's University
Before assuming the position of chair of the Department of Social Sciences, Ms. Misener taught as an adjunct faculty for Kaplan University. In addition to teaching a variety of online sociology and gender courses, she is working on her dissertation at the University of Michigan. She is exploring the challenges facing work-at-home mothers.

JEFFERY SCOTT ROBINSON
CHAIR, DEPARTMENT OF HUMANITIES, COLLEGE OF ARTS AND SCIENCES
DMin, Drew University
MDiv, Emory University
BA, Clemson University
Dr. Robinson is chair of the Department of Humanities at Kaplan University. He served as chair of the Humanities and Religion Department at the University of Phoenix–Houston campus for the two years prior to joining the Kaplan team. Before becoming an educator, he was a United Methodist minister for 17 years in urban, suburban, and rural communities.

LUDMILA BATTISTA
PROGRAM DIRECTOR, ASIS EDUCATIONAL PARAPROFESSIONAL EMPHASIS AREA, COLLEGE OF ARTS AND SCIENCES
MA, Montclair State University
BA, Rutgers University
As academic program director of the educational paraprofessional emphasis area, Ms. Battista's focus is on program development and faculty supervision, as well as teaching EP courses. She is also passionate about providing resources and supporting career opportunities for graduates of the program. Ms. Battista's background is in elementary and adult education, curriculum development, and assessment.

CAROL FORREY
PROGRAM DIRECTOR, AS IN INTERDISCIPLINARY STUDIES, COLLEGE OF ARTS AND SCIENCES
MA, Nova Southeastern University
BA, University of Florida
Ms. Forrey is the academic program director for the College of Arts and Sciences at Kaplan University. Ms. Forrey began teaching for Kaplan University in 2002. Prior to working for Kaplan, she had a private practice as a mental health counselor and taught classes in psychology for a community college.

ALFRED BASTA
ASSISTANT CHAIR, DEPARTMENT OF MATHEMATICS AND SCIENCES, COLLEGE OF ARTS AND SCIENCES
PhD and BSc, Alexandria University
Dr. Basta is the assistant chair of the Department of Mathematics and Sciences at Kaplan University. Prior to joining Kaplan University online, Dr. Basta served as a mathematics, computer science, and information technology professor for on-ground colleges in Georgia.

ELIZABETH C. DUNN
ASSISTANT CHAIR, DEPARTMENT OF MATHEMATICS
AND SCIENCES, COLLEGE OF ARTS AND SCIENCES
MAT, Chatham College
BSEd, Millersville University
Miss Dunn joined Kaplan University as an adjunct instructor in April 2004, then took on administrative duties in April 2005. Prior to her time with Kaplan, Miss Dunn taught K–12 music and grade 6 through postsecondary math for 11 years, directed many musical organizations, and performed professionally as a vocalist and instrumentalist.

MICHELLE FISCHER
ASSISTANT CHAIR, DEPARTMENT OF PROFESSIONAL
STUDIES, COLLEGE OF ARTS AND SCIENCES
MSW, Temple University
BA, Millersville University
Ms. Fischer is assistant chair of the Department of Professional Studies at Kaplan University. She has been teaching in the Department of Professional Studies since 2004, after 15 years in consulting and private practice. Prior to coming to Kaplan, Ms. Fischer also taught on-ground college classes in psychology and sociology in Pennsylvania.

LISA GERARDY
ASSISTANT CHAIR, DEPARTMENT OF COMPOSITION,
COLLEGE OF ARTS AND SCIENCES
MLS, Fort Hays State University
BA, Florida International University
Mrs. Gerardy joined Kaplan University's Department of Composition in 2004. Prior to working for Kaplan University, Mrs. Gerardy taught composition, literature, and creative writing courses at colleges and universities throughout South Florida.

CHRIS HALEM
ASSISTANT CHAIR, DEPARTMENT OF PROFESSIONAL
STUDIES, COLLEGE OF ARTS AND SCIENCES
MA and BA, Hunter College
Ms. Halem has taught at Kaplan University since 2004. She became assistant chair of the Department of Professional Studies, focusing on career development courses, in January 2006. Prior to coming to Kaplan University, Ms. Halem spent 20 years doing corporate training and development.

PAMELA KLEM
ASSISTANT CHAIR, DEPARTMENT OF PROFESSIONAL
STUDIES, COLLEGE OF ARTS AND SCIENCES
EdD (ABD), NOVA Southeastern University
MEd, Washington State University
BA and BS, Eastern Washington State University
Ms. Klem joined the Kaplan online faculty in February 2004, after 23 years as a therapist in private practice. She has taught various courses for other colleges, as well as teaching state-wide mandated courses.

TANYA PETERSON
ASSISTANT CHAIR, DEPARTMENT OF COMPOSITION,
COLLEGE OF ARTS AND SCIENCES
MA, Chapman University
BA, Pepperdine University
Ms. Peterson has taught at Kaplan University since October 2004. She joined the full-time faculty at Kaplan in January 2005. She has also taught composition and literature courses at other on-ground and online colleges in California.

DARCY SCHULTZ
ASSISTANT CHAIR, DEPARTMENT OF PROFESSIONAL
STUDIES, COLLEGE OF ARTS AND SCIENCES
PhD, University of Nebraska–Lincoln
MA, University of Nebraska–Kearney
BSEd, Central Missouri State University
Dr. Schultz is an assistant chair in the Department of Professional Studies at Kaplan University. Before her employment with Kaplan University, where she began as an adjunct in the Department of Composition, Dr. Schultz taught composition and literature at the University of Nebraska at Kearney.

LINDA VILLAREAL
ASSISTANT CHAIR, DEPARTMENT OF HUMANITIES,
COLLEGE OF ARTS AND SCIENCES
MA, BA, and Professional Certificate in Applied Ethics,
University of West Florida
Ms. Villareal is the assistant department chair for the Department of Humanities. Before joining Kaplan University, she retired from the U.S. Navy in 1994 and taught as a classroom instructor for the University of West Florida and Pensacola Junior College. She developed and teaches online introductory courses in philosophy and religion for the University of West Florida.

CONNIE BONNE
INTERIM COORDINATOR FOR RESIDENTIAL CAMPUS,
COLLEGE OF ARTS AND SCIENCES
BA, University of Iowa

YASMEEN ALEEM
MS, Illinois State University
BS, Loyola University Chicago

JUDY C. ARCHER
EdD and MS, University of Kentucky
BME and BA, Greenville College

ERICA ARNOLD-WYCHE
MA, University of St. Thomas
BA, University of Wisconsin

ALTHEA ARTIS
PhD (ABD), Capella University
MA, Asuza Pacific University
BA, University of Laverne

MARSHA BASS
MSEd and BA, Indiana University

JULIETA BEAM
MEd and BA, Lynn University
BS, Universidad Catolica Argentina

JOSEPH TREVOR BELCHER
MS, Capella University
BS, Mid-America Bible College

DEBORAH BRIEN
MS, North Carolina Agricultural and Technical State
University
MIS and BS, Bryant College

SUSAN COLLER
MA and BS, Northern Michigan University

ABDOL DAGHIGHI
MS and MS, University of Texas at Austin
BS, University of Science & Technology, Tehran

ELIZABETH DONNELLAN
MEd, Rhode Island College

BETSY DUKE
PhD and MA, University of Alabama at Tuscaloosa
BS and BSEd, Athens State University

DANA ERATO
MEd and BAEd, University of North Carolina at
Charlotte

PENNY FREELAND
MFA, Sarah Lawrence College
BA, Queens College

CHARITE FULLER
MS, Troy State University
BA, Auburn University

MICHELLE GOODMAN
MAT, Wayne State University
MS, University of Wisconsin–Stout

FRAN GREGG
MLS, Fort Hays State University
BA, College of Mount Saint Vincent

JULIE HALBRITTER
MA, Indiana University of Pennsylvania
BA, University of California at Santa Barbara

VIRGINIA HARPER
MEd, Stephen F. Austin State University
BS, Texas A&M

JENNIFER HARRISON
MA, University of Richmond
BA, Virginia Wesleyan College

KAREN HOLLERAN
MA, Duquesne University
BA, Waynesburg College

CARRIE WELLS HOLLIBAUGH
MA, Hardin-Simmons University
BA, University of Central Florida

JULIE JACKSON
MA, Auburn University
BS, Xavier University

JOAN JANOWICH
MA, Nova Southeastern University
BA, North Central College

DAN JOHNSON
MA and BA, Iowa State University

LEON A. JOHNSON
MS, Troy University
BS, Upper Iowa University

MARK JOHNSTON
EdD (ABD), University of Massachusetts–Boston
MS, Cambridge College
MS, Salem State College
BS, Merrimack College

ALETHEA KAISER
MEd, Iowa State University
BA, St. Ambrose University

JUDY KELLY
MSc and BSc, London School of Economics and Political Science, University of London

TERESA KELLY
MA and BA, Agnes Scott College

RATHI KRISHNAN
MA, California State University at Long Beach
MA and BA, Bangalore University

DEE LANGTON
MSEd, Nazareth College of Rochester
BA, St. John Fisher College

KAREN LAWLER
MA and BA, Californian Polytechnic State University

DEBORAH LINDSEY
MS and BS, Murray State University
AA, University of Kentucky, Henderson Campus

ELLEN MANNING
DLitt et Phil, University of South Africa, Pretoria
MA, Brooklyn College
BS, Long Island University

CATHARINA MARSHALL
MA, Western Michigan University
BA, Aquinas College

DIANE L. MARTINEZ
MA and BS, New Mexico State University

DEBRA R. MITCHELL
MA, Brandeis University
BA, University of Massachusetts

JAY OSLAKOVIC
MISM, University of Phoenix
MBA, Northern Illinois University
MS and BS, Florida Technological University

JENNIFER PROPP
MA and BA, Saint Xavier University

ANN D. REICH
MA and BA, California State University, Sacramento

MICHELLE REINHARDT
MA, Western State College
BA, Immaculata College

GRETCHEN REXACH
MS, Florida International University
BA, University of Miami

JULIE RILEY
MS and BA, Mount Saint Mary College

MELINDA ROBERTS
PhD and MS, The Pennsylvania State University
BS, Montana State University–Bozeman

CATHY RODRIGUEZ
MEd, University of Phoenix Online
MA, Old Dominion University
BA, Florida Atlantic University

KIRA SHANK
MEd, University of North Florida
BA, University of Pittsburgh

MICHAEL SOMERS
MA, Northern Michigan University
BA, Albion College

JANET STALLARD
MA, Appalachian State University
BA, Hollins College

TONI STARCHER
JD, Capital University Law School
MS and BA, West Virginia University

ELIZABETH STEPP
PhD, University of Kentucky
MS, Middle Tennessee State University
BS, Vanderbilt University

CAROLYN STEVENSON
EdD, Roosevelt University
MS, Governor's State University
BA, Northern Illinois University

JAMIE THORNTON
MA, Texas Christian University
BA, University of Texas

IRENE TSAPARA
PhD and MS, University of Illinois
BS, University of Patras

PATRICIA TYMON
MLS and BA, Louisiana State University

NOAH TYSICK
MA, Central Michigan University
BA, Saginaw Valley State University

KEITH VALENZA
MEd, Purdue University
BS, Indiana University

ROBERT VAUGHAN
PhD (ABD) and MDiv, George Fox University
BA, Azusa Pacific University

JOSEF VICE
MA, BA, and BS, Jacksonville State University

CRYSTAL WILLIAMS
PhD (ABD), MA and BA, University of Oklahoma

ALLISON WOODS
MA, Bowling Green State University
BS, Ohio University

BUSINESS AND MANAGEMENT

Graduate

ERIC GOODMAN
DEAN, GRADUATE SCHOOL OF MANAGEMENT
PhD, MS, and BS, University of Colorado at Boulder
Dr. Goodman serves as professor and dean for the Graduate School of Management. Prior to joining Kaplan University, he served as the dean of management at Colorado Technical University. Before his academic career as a professor and administrator, Dr. Goodman worked for over 15 years in a variety of management, human resource, and consulting positions. His research on topics such as organizational culture and change has appeared in various publications and has been presented at a variety of conferences. Dr. Goodman is a member of various professional organizations, including the Academy of Management, where he serves on the Executive Committee of the Organization Development and Change Division.

ROBERT RODRIGUEZ
ASSISTANT DEAN OF CURRICULUM, GRADUATE SCHOOL OF MANAGEMENT
PhD, Benedictine University
MS, Keller Graduate School of Management
BS, St Could State University
Prior to joining Kaplan University, Dr. Rodriguez served as faculty chair for Capella University and received the University's 2005 Faculty of the Year Award. Prior to that role, Dr. Rodriguez taught at the Kellstadt Graduate School of Business at DePaul University. He has also held human resource leadership roles at several Fortune 500 firms, including 3M, BP Amoco, and RR Donnelley and Sons. He is an active professional speaker and involved in several nonprofit organizations, including his position as chairman of the board for the Hispanic Alliance for Career Enhancement.

KERI NELSON
ACADEMIC CHAIR, MASTER OF SCIENCE IN MANAGEMENT, GRADUATE SCHOOL OF MANAGEMENT
PhD, Capella University
MBA and BBA, St. Ambrose University
AAS, Scott Community College
AAS, Community College of the Air Force
Dr. Nelson is the chair of the MSM program at Kaplan University. Dr. Nelson has been with Kaplan University since January 2001, teaching online for the Undergraduate School of Business and the Graduate School of Management, and onsite at the Davenport, Iowa campus. Prior to joining Kaplan University, Dr. Nelson worked in the finance industry and served in the United States Air Force.

SANDRA C. TAYLOR
ACADEMIC CHAIR, GRADUATE SCHOOL OF MANAGEMENT
PhD and BA, University of Georgia
MBA and MS, Georgia State University
Dr. Taylor has been with Kaplan University since 2003, first as a professor and course lead in the School of Business and later as a member of the accreditation team for the MBA program. Her teaching and training experience include delivering management courses for undergraduate and graduate students at the University of Wisconsin–Green Bay, the University of Wisconsin–Milwaukee, the University of Georgia, and Georgia Southern University. In addition to her teaching experience, Dr. Taylor served as the assistant director for counseling and placement at Clayton State College. Additionally, she served as a professional in human resource management for several years at both federal and local government agencies.

ARDITH BOWMAN
PhD, Fielding Graduate University
MBA and BS, University of Washington–Seattle

ROBERT FETTER
PhD, Colorado Technical University
MS, Chapman College
BS, Regis College

RITA GUNZELMAN
MBA, Colorado Technical University
BS, Kansas State University

TIMOTHY J. LONEY
DPA and MPA, University of Southern California
MSA, George Washington University
BS, Southern Connecticut State University

JOEL OLSON
PhD, Colorado State University
MA, Denver Seminary
BS, University of Minnesota–Duluth

MICHAEL TOWNSEND
PhD, Breyer State University
MBA, Baker College
BS, University of Southern Mississippi

Undergraduate

JANE BRAVO
DEAN, UNDERGRADUATE SCHOOL OF BUSINESS
EdD, Nova Southeastern University
MEd, Florida Atlantic University
BA, University of South Florida
Dr. Jane Bravo brings 36 years of educational experience in academic and business environments to Kaplan University. She has international experience, having worked in Mexico where she lived for 22 years, and experience in both the public and private sectors. She was the founder and general director of Mind Matters, an educational consulting firm for schools in the United States and Mexico, and has been a guest speaker at numerous seminars and international conferences. Her experience includes designing and implementing courses for the University of Alabama, the Autonomous University of Tlaxcala, The University of the Americas, and Anahuac University.

BETH DAMON
ASSISTANT DEAN OF CURRICULUM,
UNDERGRADUATE SCHOOL OF BUSINESS
MEd, University of Akron
BS, Ohio University
Ms. Damon comes to Kaplan University with extensive experience in curriculum design and project management in both public and private school systems. She has developed and implemented curriculum for more than 5,000 students in over 15 school districts. Ms. Damon has also been a guest speaker at various conferences and workshops throughout the United States.

CATHERINE FLYNN
ASSISTANT DEAN OF FACULTY, UNDERGRADUATE SCHOOL OF BUSINESS
PhD, Colorado Technical University
MA, Western State of Colorado
Dr. Flynn is the assistant dean of faculty in the Undergraduate School of Business. Prior to joining Kaplan University, Dr. Flynn served as director of distance learning with Colorado Technical University.

Dr. Flynn has also been on the teaching faculty with Colorado School of Mines and the University of Maryland University College.

LAURIE MILLAM
ACADEMIC PROGRAM DIRECTOR, NEW STUDENT EXPERIENCE, UNDERGRADUATE SCHOOL OF BUSINESS
MBA, St. Ambrose University
BA, Marycrest International University
AA, Scott Community College
Ms. Millam is currently the academic program director for the new student experience for the Undergraduate School of Business at Kaplan University. Previously, she taught with the Davenport Community School District, was an educational advisor at Black Hawk College, and has more than 15 years of business experience.

REBECCA HERMAN
DEPARTMENT CHAIR, HUMAN RESOURCES/ ORGANIZATIONAL BEHAVIOR, UNDERGRADUATE SCHOOL OF BUSINESS
PhD (ABD), Capella University
MA, University of Phoenix
BS, University of Evansville
Ms. Herman is the full-time academic department chair for human resources and organizational behavior in the Undergraduate School of Business. Prior to her career in academia, Ms. Herman enjoyed a successful corporate career in human resource management and is a certified Senior Professional of Human Resources. Prior to joining Kaplan University, she taught on-ground management courses as well as statistics. Ms. Herman is currently researching her dissertation on servant leadership and workplace spirituality.

THOMAS C. HEWETT
DEPARTMENT CHAIR, HEALTH CARE MANAGEMENT, UNDERGRADUATE SCHOOL OF BUSINESS
PhD, Century University
MBA, Pepperdine University
BBA, Georgia State University
Dr. Hewett is a full-time department chair for Kaplan University, where he manages faculty, development, and curriculum for health care management, strategic planning, and business ethics courses. His experience and education include 30 plus years in the health care industry and teaching in higher education.

CATHY HOCHANADEL
DEPARTMENT CHAIR, MARKETING, UNDERGRADUATE SCHOOL OF BUSINESS
MBA, Rockhurst University
BS, St. Louis University
Ms. Hochanadel is the marketing department chair in the Undergraduate School of Business at Kaplan University. Prior to joining Kaplan University, she was a marketing manager for Trammell Crow Company. She is pursuing a PhD in business administration with concentration courses in marketing at Touro University International.

THOMAS SCHAEFER
DEPARTMENT CHAIR, OPERATIONS MANAGEMENT, UNDERGRADUATE SCHOOL OF BUSINESS
DBA, University of Sarasota
BS, University of South Florida
Prior to becoming the academic chair for the operations management department at Kaplan University,

Dr. Schaefer served as the director of operations for a Fortune 500 company in the wholesale distribution industry.

MICHAEL WOODS
DEPARTMENT CHAIR FOR RESIDENTIAL CAMPUS, UNDERGRADUATE SCHOOL OF BUSINESS
PhD, Iowa State University
MS and BS, University of Illinois at Urbana-Champaign

DAVID BOUVIN
DBA and MBA, Argosy University, Sarasota
BA, Roberts Wesleyan College

JIM DESENO
MFA, Tufts University
BA, Southern Illinois University

KAROL FRONC
MBA, Iowa State University
BS, Slovak Agricultural University in Nitra

AUBREY GLAZMAN
LLB, University of London
MBA, University of Western Ontario
BCom, University of Toronto

ANA MACHUCA
MBA, Webster University
BS, Florida Southern College

THERESA PAVONE
PhD, Capella University
MA, University of Phoenix
BS, Eastern Michigan University

ERNESTO SABORIO
MBA, Florida International University
BS, University of Michigan

DENNIS STROUBLE
PhD and JD, Texas Tech University
MS, University of Southern California

CRIMINAL JUSTICE

CHRISTOPHER CAYWOOD
PROGRAM VICE PRESIDENT FOR CRIMINAL JUSTICE
JD, AM, and AB, University of Michigan
MBA, University of Chicago
Mr. Caywood brings 20 years of experience in business and law to Kaplan University. This experience gives him a practical perspective on criminal justice and paralegal studies that focuses on preparing students for today's complex job market. Prior to joining Kaplan University, Mr. Caywood served in a number of business roles with increasing responsibility for Sears, Roebuck and Co., Baxter International, and Motorola. Mr. Caywood started his career with the law firm of Nixon Peabody LLP of Boston and then McDermott, Will & Emery of Chicago. He has published and lectured on a variety of topics.

AMY SURBER
INTERIM ASSOCIATE DEAN OF STUDENTS, SCHOOL OF CRIMINAL JUSTICE
MSMFT, Northwestern University
BA, University of Missouri
Ms. Surber oversees academic advising operations for the Schools of Criminal Justice and Legal Studies

as the interim associate dean of students, having previously served as an academic advising manager for Kaplan University's School of Criminal Justice. Her prior professional experience includes therapy/social services work, project management, and editing positions.

Graduate

GENE SCARAMELLA
DEAN, GRADUATE SCHOOL OF CRIMINAL JUSTICE
EdD, Northern Illinois University
MA and BS, Western Illinois University
Dr. Scaramella has been a faculty professor at Western Illinois University and Lewis University; an adjunct professor for the Department of Criminal Justice at both the University of Illinois at Chicago and Moraine Valley Community College; and a research director for the Office of International Criminal Justice at the University of Illinois at Chicago. Dr. Scaramella is also a former member of both the Chicago Police Department and the Cook County Sheriff's Office, and spent most of his career in the organized crime units of both agencies.

MARIO GIANNONI
ASSOCIATE DEAN OF CURRICULUM, GRADUATE SCHOOL OF CRIMINAL JUSTICE
EdD, Northern Illinois University
MS and BA, Lewis University
AAS, Chicago City Colleges
Dr. Giannoni is the associate dean of curriculum for the Graduate School of Criminal Justice. Previously, he was a professor of criminal justice at Lewis University and an adjunct instructor of criminal justice at the University of Illinois at Chicago. Dr. Giannoni, a retired Chicago police officer with 32 years of experience, has worked as a crime scene investigator, assisted with research and development for Chicago's community policing program, and served as an instructor at the Chicago Police Academy.

EDWARD SHANNON
ASSOCIATE DEAN OF FACULTY, GRADUATE SCHOOL OF CRIMINAL JUSTICE
EdD, Northern Illinois University
MS and BA, Lewis University
Dr. Shannon was formerly chairperson of the Criminal/Social Justice Department at Lewis University. A retired Chicago police officer, he served in the U.S. Army (1969–1989) as an active-duty service member and reservist (EOD). His academic interests include professionalism in policing, the advancement of adult education concepts in police training, and competency-based police training.

ANDREW CARPENTER
PhD, University of California, Berkeley
BPhil, University of Oxford
BA, Amherst College

STEVEN M. COX
PhD, MA, and BS, University of Illinois, Urbana/Champaign

ALEX DEL CARMEN
PhD and MS, Florida State University, College of Criminology
BS, Florida International University

ROBERT HANSER
PhD and MA, Sam Houston State University

CLOUD H. MILLER III
PhD, MS, and BS, Florida State University
JD, Atlanta Law School

Undergraduate

FRANK DIMARINO
DEAN, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
LLM, George Washington University
JD, Case Western Reserve School of Law
AB, Georgetown University
Mr. DiMarino joined Kaplan University in January 2004, and has served as both an undergraduate and graduate faculty member in the School of Criminal Justice. In 2006, he received the Kaplan University award for Outstanding Graduate Faculty Member. He was a federal prosecutor for 17 years, specializing in the prosecution of financial crimes, and a United States Army Judge Advocate General's Officer during Operation Desert Storm. Mr. DiMarino has presented papers annually before the Midwest Sociological Society along with members of the Kaplan University graduate criminal justice faculty.

ROBERT C. WINTERS
ASSISTANT DEAN OF FACULTY AND DEPARTMENT CHAIR OF LAW AND CERTIFIED FRAUD EXAMINER CLASS GROUPS, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
JD and BS, Western State University
AS, Moraine Valley Community College
Mr. Winters joined Kaplan University in 2003 as an adjunct instructor and has taught undergraduate law classes and developed the Comparative Criminal Justice course for the graduate criminal justice program. Prior to joining Kaplan University, he was associated with several Southern California law firms engaged in criminal defense, international law, and business matters. Mr. Winters has presented papers annually before the Midwest Sociological Society along with members of the Kaplan University criminal justice faculty.

TERRY L. CAMPBELL
CHAIR OF CJ 101 AND CJ 102 COURSES, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
MPA, University of Arkansas (Little Rock)
BS, University of Arkansas (Pine Bluff)
Prior to joining Kaplan University, Mr. Campbell was an associate professor in the Department of Law Enforcement and Justice Administration at Western Illinois University. He retired from corrections where he served as warden/assistant warden, working with maximum security, death row, and medium security inmates, parole administrator, and special weapons and tactical team leader for the Arkansas Department of Corrections. Mr. Campbell is also a certified police officer in the state of Illinois and has testified as an expert witness on law enforcement and corrections issues.

LARYSA DOLYNIUK
CHAIR OF 300- AND 400-LEVEL COURSES, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
LLM and JD, DePaul University
LLM, University of Illinois at Urbana-Champaign
BA, Northwestern University
Ms. Dolyniuk is chair of the 300- and 400-level courses in the Undergraduate School of Criminal Justice. Prior to joining Kaplan University, she worked as an attorney and CPA for various firms, including LaSalle Bank, Arthur Andersen, and Blackman Kallick Bartelstein, LLP in Chicago.

BRIAN FRANK
CHAIR OF 100- AND 200-LEVEL COURSES, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
MS, Lynn University
BS, Rowan University
Mr. Frank is chair of the 100- and 200-level courses in the Undergraduate School of Criminal Justice. He is formerly an intelligence analyst for the U.S. Military Intelligence and Army Criminal Investigation Division. Mr. Frank has been teaching in higher education and training police officers for the past 10 years in South Florida.

RAYMOND TURANO
CHAIR OF CERTIFICATE PROGRAMS, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
MA, Western Illinois University
BS, Aurora University
Mr. Turano is chair of certificate programs for the Undergraduate School of Criminal Justice. He is the commander of detectives with the Elmhurst, Illinois Police Department. He is also a detective supervisor with the DuPage County Illinois Major Crimes Task Force. His 27-year law enforcement career includes experience in homicide, narcotics, and gang-related investigations. Mr. Turano is pursuing his doctorate, with a research concentration in police ethics. He has extensive teaching experience at the university and continuing professional education levels.

MARC ZUCKER
CHAIR OF FORENSIC PSYCHOLOGY COURSES, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
PsyD and MS, Nova Southeastern University
MA, John Jay College of Criminal Justice
Dr. Marc Zucker is an academic chair for the Undergraduate School of Criminal Justice overseeing the forensic psychology emphasis area. He has experience providing psychological services in jails, prisons, a variety of mental health facilities, private practice, and in criminal and civil courts, and in training law enforcement personnel. Dr. Zucker has conducted research in conjunction with the FBI and has published in the field of hostage/crisis negotiations, as well as presented at numerous conferences and symposiums on the topic of sex offenders.

ERIC THOMPSON
ASSISTANT CHAIR OF CJ 101 AND CJ 102 COURSES, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE
MS and BS, California State University, Long Beach
Mr. Thompson has been with Kaplan University since July 2003 and is presently the assistant academic chair for CJ 101 and CJ 102 courses within the Undergraduate School of Criminal Justice. Prior to working for Kaplan, he was a U.S. pretrial

services officer in the Northern District of Illinois, a U.S. Medicare fraud examiner in Los Angeles, California, and employed in the computer forensic software industry. Mr. Thompson is currently a doctoral candidate at the University of Illinois at Chicago, where he is examining criminal computer behavior.

JOHN PRESTON
DEPARTMENT COORDINATOR FOR RESIDENTIAL CAMPUS, SCHOOL OF CRIMINAL JUSTICE
MS and BA, University of Alabama at Tuscaloosa
Mr. Preston is the program coordinator for the Undergraduate School of Criminal Justice at the Kaplan University campus. He is a former Tuscaloosa County, Alabama deputy sheriff and police officer from the Metropolitan Nashville Police Department. He served as an identification/extradition officer and field training officer and was a member of the tactical team.

JEAN CAPDEVILA
JD, University of Iowa

NICK HALLEY
Army War College
MS, University of Virginia
BS, United States Military Academy West Point

TIMOTHY KOZYRA
JD, South Texas College of Law
BS, Niagara University

CHERYL L. S. SARNA
JD and BA, Loyola University Chicago
MA, DePaul University

TAMARA SCHNEPEL
MSCJ, Saint Ambrose University
BA, Marycrest International University

DENA WEISS
MS, Virginia Commonwealth University
BA, Mary Baldwin College

EDUCATION

JOHN LANEAR
VICE PRESIDENT, NURSING AND EDUCATION
PhD, University of Wisconsin–Madison
JD, University of Missouri–Kansas City
BS, Missouri State University
Dr. LaNear comes to Kaplan University with over 10 years of experience in higher education teaching and administration. Most recently, he taught and researched in the areas of education law, higher education governance, and academic freedom at the University of Wisconsin–Milwaukee. Prior to that, Dr. LaNear served as a program director, campus director, and vice president for enrollment management. Before entering the field of higher education, Dr. LaNear practiced law in private civil practice and also served as an assistant attorney general in Missouri.

RON KERN
DEAN, HIGHER EDUCATION STUDIES, GRADUATE SCHOOL OF EDUCATION
PhD, University of North Texas–Denton
MA, University of Texas at San Antonio
BS, University of Central Oklahoma
Dr. Kern began his career at Kaplan University as chair for curriculum and accreditation for the School of Legal Studies. He comes to to the Dean's position with an impressive history of senior leadership positions (including program coordinator, dean, and vice president for academic affairs) in higher education. Additionally, Dr. Kern has served as a faculty member, earning various teaching awards and numerous grants.

BECKY L. SHERMIS
DEAN, TEACHER EDUCATION, GRADUATE SCHOOL OF EDUCATION
MA, University of Texas
BS, University of Tennessee
Mrs. Shermis brings 25 years of teaching and school administrative experience to Kaplan University. Before coming to Kaplan University, she served as executive director of the School Board of Broward County, Florida. In this capacity, she managed development and professional quality for approximately 300 schools and 30,000 employees. Her prior work includes K–12 educational consulting and training in Texas, Indiana, and Florida. She has also served as a school principal, teacher, professional developer, and curriculum designer. She has a Gifted Education Endorsement from the Texas Education Agency and an Elementary Administration and Supervision License from Indiana.

RISA BLAIR
ASSISTANT DEAN OF CURRICULUM, GRADUATE SCHOOL OF EDUCATION
EdD, Nova Southeastern University
MS and BA, University of Hartford
Dr. Blair brings 13 years of teaching experience in higher education, K–12 teaching settings, and online education to Kaplan University. In addition to her work with the Graduate School of Education, Dr. Blair is an adjunct faculty member for Kaplan University's School of Information Systems and Technology. She comes with a strong background in technology and communications, business and management, instructional design, and online and traditional teaching. In addition, Dr. Blair spent a semester in Israel as an assistant professor using state-of-the-art telecommunication resources for her students to interact around the globe and learn in engaging online environments.

LYNN MASSENZIO
ASSISTANT DEAN OF FACULTY, GRADUATE SCHOOL OF EDUCATION
PhD, Georgia State University
MS, Georgia Institute of Technology
BA, Rutgers University
Dr. Massenzio is the assistant dean of faculty for the Master of Arts in Teaching and Learning and Master of Education programs. She was previously assistant professor of education at LaGrange College in Georgia, where she trained both traditional and nontraditional students for entry into the teaching

profession. She held a similar role as clinical instructor at Georgia State University, preparing nontraditional graduate students to teach science in middle and secondary schools. In addition, Dr. Massenzio transitioned from a career in business to a career in education, where she taught high school physics and biology. Dr. Massenzio holds a secondary certification in biology and broad field science.

ROBIN JAMES
CHAIR, MASTER OF EDUCATION PROGRAM, GRADUATE SCHOOL OF EDUCATION
PhD, University of New Mexico
MA, Arizona State University
BA, American University
In addition to teaching undergraduate English composition and ESL courses at public and private colleges and universities for many years, Dr. James has taught graduate education courses to experienced teachers in Kaplan University's Master of Arts in Teaching and Learning program as well as the NYC Teaching Fellows Program at Mercy College. At Kaplan K12 Learning Services, she tailored State English Language Assessment test preparation materials to the ELL population and collaboratively developed ELA curriculum materials for the Philadelphia school system.

GLORIA ZUCKER
CHAIR, MASTER OF ARTS IN TEACHING AND LEARNING PROGRAM, GRADUATE SCHOOL OF EDUCATION
EdD, Nova Southeastern University
MS, Florida International University
BA, Kean University
Dr. Zucker oversees course development and teaches courses in the Master of Arts in Teaching and Learning program at Kaplan University. She has been a teacher educator and specialist in online teacher education since 1994. She began her career in education as a public school teacher in New Jersey and Florida, and became the director of special services for a New Jersey school district in 1980. Following this, she became assistant superintendent for curriculum, instruction, and special services, and served as an evaluation committee member for the Middle States Association of Colleges and Schools. Dr. Zucker has worked as an adjunct professor for Rutgers University, Nova Southeastern University, New Jersey City University, Kean University, and Nevada State College. She is also an approved professional developer for the State of New Jersey Professional Development Initiative.

MARY BROWN
ASSISTANT CHAIR, MASTER OF ARTS IN TEACHING AND LEARNING PROGRAM, GRADUATE SCHOOL OF EDUCATION
EdD, Nova Southeastern University
MEd and BA, California University of Pennsylvania
Dr. Brown assists with course development and teaches courses in the Master of Arts in Teaching and Learning program at Kaplan University. Prior to joining Kaplan University, Dr. Brown taught at every level within the public school system and completed several writing assessment contracts with the state of Nevada. Additionally, Dr. Brown has professional experience as a speech writer, DJ, news writer/announcer, and newspaper journalist and has taught at the college level as an adjunct instructor.

CAROL RUBEL
EdD, Nova Southeastern University
MS, Fordman University
MS, City College of New York
BA, Lehman College

INFORMATION SYSTEMS AND TECHNOLOGY

NICHOLE KARPEL
DEAN, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MEd, The Pennsylvania State University
BA, Eastern Connecticut State University
Ms. Karpel is dean of the School of Information Systems and Technology. Prior to joining Kaplan University in 2003, Ms. Karpel worked overseas as a project manager. She has over 10 years experience in higher education and the corporate environment.

JULIO A. LOPEZ
ASSISTANT DEAN OF CURRICULUM, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
PhD, Capella University
MSIT, Barry University
BS, Mercy Collage
Dr. Lopez has been involved with online education since 1997 as a facilitator, course developer, instructional designer, and academic dean with various colleges and universities. His many accomplishments include the development and launch of the first regionally accredited online BA in business administration fully delivered in Spanish, a first in U.S. higher education.

GREG ROSE
ASSISTANT DEAN OF FACULTY, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MS, Western Illinois University
BA, Loyola University
Mr. Rose has designed and built numerous websites, including database-driven portals and e-commerce sites for local and national companies. He has written, designed, and directed numerous video, print, and multimedia productions. He has held training and teaching positions at Western Illinois University, Xerox Connect, and Microsoft Corp.

DANA ANDERSON
ACADEMIC CHAIR OF FOUNDATION COURSES, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MA and MEd, Florida Gulf Coast University
BA, University of South Florida
Mr. Anderson is an academic chair in the School of Information Systems and Technology at Kaplan University. Prior to joining Kaplan University, he was an information technology instructor, the director of distance education, and the academic webmaster at Southwest Florida College.

MICHAEL L. BELL
ACADEMIC CHAIR OF WEB DESIGN AND MULTIMEDIA, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MEd, Troy University
BA, Jacksonville State University
Mr. Bell is the department chair of Web design and multimedia for the School of Information Systems and Technology. His experience in education includes teaching K–5, middle school, and high school students. Additionally, he has been an adjunct professor of IT at several state universities in Alabama.

JEAN KOTSIOVOS
ACADEMIC CHAIR OF PROGRAMMING AND DATABASE, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MA, Governors State University
BS, University of Illinois
Ms. Kotsiovos is the department chair of programming and database management for the School of Information Systems and Technology. Prior to becoming chair, she was an adjunct instructor for Kaplan University. Ms. Kotsiovos began her career as a MIS Consultant in 1986 and has experience with software applications, databases, programming, and Web development. She has been working in higher education for the past 12 years and has held positions both as an instructor and an administrator for IT programs.

ANTONIO LORET DE MOLA
ACADEMIC CHAIR OF NETWORKING, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MSM, National Louis University
BA, Loyola University of Chicago
Mr. Loret de Mola is a former senior manager of marketing and product management for Lucent Technologies and a former program and marketing manager for Comnet International Company. He previously served as dean for the School of Information Technologies and the School of Business at Colorado Technical University Online. Mr. Loret de Mola has also taught a variety of courses for the Continuing Adult Education Program at Benedictine University.

JAN MCDANOLDS
ACADEMIC CHAIR OF NETWORKING, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MS, Capitol College
BFA, Brigham Young University
Microsoft Certified Systems Engineer (MCSE Windows NT and Windows 2000)
Ms. McDanolds is the networking department chair for the School of Information Systems and Technology. She has over 20 years experience in personal computer sales, marketing, and education, including the position of product marketing manager with Compaq Computer. She was one of the first Kaplan University technology instructors, developing and teaching Microsoft MCSE courses, LAN administration, and computer networking.

MONIQUE SLUYMERS
ACADEMIC CHAIR OF SOFTWARE APPLICATIONS, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
MITE, Dalhousie University
BA, University of Guelph
Ms. Sluymers is the academic chair of software applications for the School of Information Systems and Technology. Her experience includes more than a 10-year career in higher education in both academic and student affairs. She has worked as an educational technology consultant for various universities and colleges in the U.S. and Canada, focusing on online education and faculty development.

GARY CANFIELD
BS, Kaplan University

TERRY MILLER
MBA and MS, Aspen University
BS, McNeese State University

MARIE ROSSMANN
MS, Western Illinois University
BS, University of Dubuque

LEGAL STUDIES

CHRISTOPHER CAYWOOD
PROGRAM VICE PRESIDENT FOR LEGAL STUDIES
JD, AM, and AB, University of Michigan
MBA, University of Chicago
Mr. Caywood brings 20 years of experience in business and law to Kaplan University. This experience gives him a practical perspective on criminal justice and paralegal studies that focuses on preparing students for today's complex job market. Prior to joining Kaplan University, Mr. Caywood served in a number of business roles with increasing responsibility for Sears, Roebuck and Co., Baxter International, and Motorola. Mr. Caywood started his career with the law firm of Nixon Peabody LLP of Boston and then McDermott, Will & Emery of Chicago. He has published and lectured on a variety of topics.

WILLIAM WESTON
DEAN, SCHOOL OF LEGAL STUDIES
PhD, Rutherford University
JD, University of Maryland
ABML, Loyola College
Dr. Weston was previously an associate dean and professor of law at Concord Law School and a member of the faculty at Kaplan University. He has more than thirty years of teaching experience and has been widely published. Dr. Weston is active in the American Bar Association, where he chairs the Standing Committee on Professional Responsibility of the General Practice Division, and the Committee on Ethics and Technology of the Center for Professional Responsibility.

AMY SURBER
INTERIM ASSOCIATE DEAN OF STUDENTS, SCHOOL OF LEGAL STUDIES
MSMFT, Northwestern University
BA, University of Missouri
Ms. Surber oversees academic advising operations for the Schools of Criminal Justice and Legal Studies as the interim associate dean of students, having previously served as an academic advising manager for Kaplan's School of Criminal Justice. Her prior professional experience includes therapy/social services work, project management, and editing positions.

KAREN EVANS
ASSISTANT DEAN OF CURRICULUM, SCHOOL OF LEGAL STUDIES
PhD, University of Virginia
MA, University of South Florida
BA, University of California, Davis
Dr. Evans serves as the assistant dean of curriculum for the School of Legal Studies. Previously, she was a vice president of product development at LessonLab.

SHEREE PACE
ASSISTANT DEAN OF FACULTY, SCHOOL OF
LEGAL STUDIES
JD, Ohio Northern University, Petitt College of Law
BS, Green Mountain College
Ms. Pace is the assistant dean of faculty for the School of Legal Studies. Prior to joining Kaplan University, Ms. Pace was the director of education at Platt College in Cerritos, California, where she managed all programs including the ABA-approved paralegal program. She has over six years of teaching experience in traditional and online paralegal programs.

MARTIN CONNOR
ACADEMIC CHAIR, SCHOOL OF LEGAL STUDIES
JD, University of North Dakota
BA, University of Arizona
Professor Connor chairs the Curriculum Committee at Kaplan University in addition to his duties as academic chair. Prior to joining Kaplan, he taught on-ground and online college courses in California.

ELAINE S. LERNER
ACADEMIC CHAIR, SCHOOL OF LEGAL STUDIES
JD, Whittier Law School
BA, Stetson University
Prior to working for Kaplan University, Ms. Lerner practiced law in California in her own practice (trusts/estates), and worked as a corporate contracts attorney and an attorney in a civil legation law firm. Ms. Lerner is also an experienced educator of 20 years teaching in private, public, and for-profit educational institutions.

ELLEN TSAGARIS
DEPARTMENT CHAIR FOR RESIDENTIAL CAMPUS,
SCHOOL OF LEGAL STUDIES
PhD, Southern Illinois University
JD and MA, University of Iowa
BA, Augustana College
Dr. Tsagaris's prior employment includes Southern Illinois University, Augustana College, and Black Hawk College; the latter two in the Quad City Area. She worked on death penalty cases and criminal appeals for courts and private firms in California, Iowa, and Illinois. She is active in community organizations as a board and committee member and belongs to writer's groups and charitable organizations. Dr. Tsagaris has won awards for writing and teaching, and has freelanced for various periodicals for over twenty years.

CHARLES W. WEINSTOCK
ACADEMIC CHAIR, SCHOOL OF LEGAL STUDIES
JD, University of Missouri-Columbia School of Law
AB, University of Missouri-Columbia
Mr. Weinstock is an academic chair for the School of Legal Studies presently overseeing seven different courses offered in the paralegal area. Prior to joining Kaplan, Mr. Weinstock was a full-time practitioner of law, co-owner of an alternative dispute resolution company, and an adjunct professor for Webster University teaching law-related courses.

JOHN BERUBE
JD, University of Maine School of Law
BA, Bowdoin College

JEROME COLEMAN
JD, University of Missouri
BS and BA, University of Missouri at St. Louis

JANE MCELLIGOTT
JD, Suffolk University Law School
BA, University of Massachusetts Lowell

NURSING AND HEALTH SCIENCE

CONNIE BOSSE
VICE PRESIDENT, ARTS AND HEALTH SCIENCES
MBA AND BS, Bostom University
Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

DIANN L. MARTIN
DEAN, UNDERGRADUATE PROGRAM,
SCHOOL OF NURSING AND HEALTH SCIENCE
DNS and MSN, Rush University College of Nursing
BSN, Loyola University of Chicago
Dr. Martin brings 28 years of health administration and executive leadership experience to Kaplan University. Previously she was director of clinical operations for Patient Care, Inc., administrator for Elmhurst Memorial Home Health and Hospice, and executive vice president for CareMed in Chicago.

GWEN G. MORSE
DEAN, GRADUATE PROGRAM, SCHOOL OF NURSING
AND HEALTH SCIENCE
PhD, University of Arizona
MSN and BSN, California State University,
Dominguez Hills
Prior to joining Kaplan University, Dr. Morse was a faculty member at a number of universities, including University of Maine, University of San Diego, California State University Dominguez Hills, Regis University, and Walden University, where she taught in a wide variety of settings ranging from undergraduate to doctoral and traditional classroom to online. Dr. Morse's clinical background includes critical care nursing and a position as director of education in a multi-system hospital setting. Her research interests are women's health and online pedagogy.

PATRICIA JONES
ASSOCIATE DEAN OF STUDENTS, SCHOOL OF NURSING
AND HEALTH SCIENCE
MBA, Northwestern University, Kellogg School
BA, Saint Xavier University
Ms. Jones is the associate dean of students for the College of Arts and Sciences and the School of Nursing and Health Science. Previously, she held operations management positions with TheScientificWorld, an Internet start-up company, Reader's Digest, and Time Warner.

SHEILA BURKE
ASSISTANT DEAN OF FACULTY, SCHOOL OF NURSING
AND HEALTH SCIENCE
MSN and MBA, University of Phoenix
BSN, Rush University
RN
Ms. Burke has held executive nursing and management positions in a variety of health care organizations. Previously, she also served as a home care administrator and organizational consultant, and created and led staff education and quality improvement programs.

RICHARD RUANE
ASSISTANT DEAN OF CURRICULUM, SCHOOL OF
NURSING AND HEALTH SCIENCE
MA, University of North Texas
BS, Hardin-Simmons University
Mr. Ruane is the assistant dean of curriculum for the School of Nursing and Health Science. He has been with Kaplan University since 2001 and has served as instructional designer, editorial lead, and course production associate. In his career, he has also worked as an editorial assistant and technical editor and as an instructor for higher education institutions.

BECKY BONEFAS
ACADEMIC CHAIR, HEALTH SCIENCE, SCHOOL OF
NURSING AND HEALTH SCIENCE
MA, Saint Mary's University of Minnesota
BS, University of Iowa
AAS, Kaplan University
Ms. Bonefas first joined the Kaplan University faculty at the Davenport campus in 2005. She was previously employed by the Mayo Clinic and Iowa Health System, where she worked as a medical technologist.

DORIS PARRISH
ACADEMIC CHAIR, ASSOCIATE OF SCIENCE IN NURSING
PROGRAM, SCHOOL OF NURSING AND HEALTH SCIENCE
PhD, University of Texas at Austin
MSN, Russell Sage College
BSN, SUNY Plattsburgh
Prior to joining Kaplan University in 2005, Dr. Parrish was chair of the Department of Nursing at Lycoming College. She has also served as an officer on active duty in the Army and retired from the U.S. Army Reserve. Prior positions include faculty member at Mount Saint Mary College, clinical nurse specialist in OB and assistant director of the School of Nursing at Geisinger Medical Center, and consultant in nursing education, research, and MCN in Home Health.

KAREN CUMMINS
MSN, University of Illinois at Chicago
BSN, Marycrest College

BARBARA GUNDERSON
MSN, University of Iowa
BSN, St. Olaf College
RN, BCPNP

ROALD MOYERS
BA, St. Ambrose University

CHERYL WAGNER
MSN and MBA, University of Iowa College of Nursing
BSN and BA, Marycrest College

TRAVEL AND TOURISM

LISA ZERBONIA
INTERIM COORDINATOR FOR THE RESIDENTIAL
CAMPUS, TRAVEL AND TOURISM
BA, North Texas State University
Ms. Zerbonia has over 18 years of travel industry experience. She is a graduate of Delta Air Lines and American Airlines training centers, as well as the Walt Disney World College for Knowledge. The National Tour Foundation selected her for outstanding scholastic achievement in the tourism industry. She also holds a DS and TAP from the Institute of Certified Travel Agents.

JANN KOERT
BA, Augustana College

UNIVERSITY ADMINISTRATORS

KRISTINA BELANGER
PROGRAM VICE PRESIDENT, CONTINUING
AND PROFESSIONAL STUDIES
JD, University of Miami School of Law
BA, Marietta College
Ms. Belanger has practiced law and developed curriculum for paralegal studies, criminal justice, and legal nurse consulting. Over the last 13 years, she has held several academic, administrative, and marketing positions for online education institutions. Continuing and Professional Studies (CAPS) offers a variety of career enhancing, not-for-credit certificates through Health Care Pathways and the Business and Finance Sector. Programs include: financial planning, wealth management, project management, risk management, executive coaching, legal nurse consulting, forensic nursing, life care planning, case management, and geriatric care management.

SHARON CARRINGTON
DIRECTOR, MANAGEMENT DEVELOPMENT
MS, University of Bridgeport
BA, Berea College
Ms. Carrington is the director of management development for Kaplan University and supports 240 directors, deans, and managers in Florida and Chicago through training, coaching, and mentoring.

CHRIS DUNHAM
EXECUTIVE DIRECTOR OF ACADEMIC SERVICES
AND TECHNOLOGY
MBA, Webster University
BS, Southwest Missouri State
Mr. Dunham brings 20 years of experience in business and technology to Kaplan University. This experience gives him a perspective on academic curriculum that makes practical sense in today's complex job markets. Previously, he was campus president of Commonwealth Business College and prior to that was director of online learning for Argosy University's Chicago campuses. He is currently working on his Doctor of Business Administration degree at Argosy University.

CLAIRE GALLICANO
DIRECTOR OF COMPLIANCE
MA, University of Phoenix
BS, Kutztown University of Pennsylvania
Ms. Gallicano's previous posts include director of admissions at Moore College of Art, director of student services at the Pennsylvania Academy of Fine Arts, assistant director of the St. Joseph's University MBA program, and director of student management at American InterContinental University.

RUBEN GARCIA, JR.
VICE PRESIDENT, FINANCIAL AID
MS, Texas A&M University–Kingsville
BA, Texas A&I University
Mr. Garcia began his career in education as a work study student at Texas A&I University. He continued his career at Texas A&M–Kingsville as a financial aid counselor. He managed all technology processing within the office, as well as the customer service division. He worked at Indiana University-Purdue University Fort Wayne as an associate director of financial aid, where he successfully led the effort to automate the financial aid office. In 2000, Mr. Garcia became the director of financial aid at Vincennes University in Vincennes, Indiana. Prior to coming to Kaplan University, Mr. Garcia was vice president of student finance at two online universities, where he managed both student accounts and financial aid.

SCOTT KILGORE
VICE PRESIDENT, ADMISSIONS
MBA, University of Iowa
BA, University of Nebraska
Mr. Kilgore received his commission in the U.S. Army as a cavalry officer. For the past 12 years, he has worked in all capacities of the teleservices industry, assisting Fortune 500 companies achieve their marketing objectives. He is leveraging this experience to integrate contact center disciplines to the admissions arena of Kaplan's for-profit education division.

CHAK LAU
VICE PRESIDENT, CHIEF LEARNING OFFICER
PhD and MA, University of Minnesota–
Minneapolis/St. Paul
Dr. Lau has more than 20 years experience in business consulting, learning, and development and he has a wealth of experience in learning technology, structure, processes, and curriculums to enhance performance, learning, and leadership development. Most recently, Dr. Lau was as an executive for IBM Learning and a Partner-in-Charge for Arthur Andersen worldwide learning curriculums.

MIKE LORENZ
DIRECTOR OF ACADEMIC SERVICES STRATEGY
Mr. Lorenz taught high school before entering higher education administration. His first experience with distance learning was as a graduate student, grading Latin 101 correspondence courses. Since then, he has served in and/or supervised departments of academic advising, course development, registrar, prior learning assessment, and career services.

GENE SCARAMELLA
DEAN OF GRADUATE PROGRAMS
EdD, Northern Illinois University
MA and BS, Western Illinois University
Dr. Scaramella has been a faculty professor at Western Illinois University and Lewis University; an adjunct professor for the Department of Criminal Justice at both the University of Illinois at Chicago and Moraine Valley Community College; and a research director for the Office of International Criminal Justice at the University of Illinois at Chicago. Dr. Scaramella is also a former member of both the Chicago Police Department and the Cook County Sheriff's Office, and spent most of his career in the organized crime units of both agencies.

RONALD TRAUTMAN
VICE PRESIDENT AND GENERAL MANAGER,
CONTINUING AND PROFESSIONAL STUDIES
BA, Florida Atlantic University
Prior to his current role, Mr. Trautman was vice president of marketing and business development for Kaplan University. Before joining Kaplan University, he was chief executive officer for Cyberads, Inc., and previously worked with MediaOne for 15 years.

ONSITE ADMINISTRATORS

THOMAS BEAUDRY
IT MANAGER
AAS, Spartan School of Aeronautics
MCP NT, MCP 2000, MCSE-NT, MCSE 2000
Prior to working for Kaplan University, Mr. Beaudry was employed with Bank One for three years as the server support supervisor for all data centers in the downtown Chicago area.

CONNIE BISHOP
ASSISTANT DIRECTOR, FINANCIAL AID
AAS, Anoka Ramsey Community College, Minneapolis
Ms. Bishop began her career at Kaplan University as an assistant registrar for the online school. In 2003, she became a financial aid coordinator for the Davenport campus. She was recently promoted to the position of assistant director. Her previous experience includes being a financial planner for Prudential.

JANE L. BOLLMANN
DIRECTOR OF CAREER SERVICES
BS, Murray State University
Ms. Bollman has been with Kaplan University for 16 years. She was formerly the department coordinator for the business department at Colerain High School. She is very active in the business community in the Quad Cities.

CHRISTINE CHRISTOPHERSON
ASSISTANT DIRECTOR, FINANCIAL AID
BAA, American Institute of Commerce
Mrs. Christopherson has developed a strong knowledge of financial aid through six years of experience at Kaplan University. A year after graduating from AIC, she became a financial aid processor for Kaplan. She has since learned all aspects of financial aid. Having acquired the assistant director position, she continues to expand her knowledge in her field of expertise. She is pursuing her bachelor's degree in business management.

TIM COLE
INTERIM CAMPUS PRESIDENT
MBA and BBA

BRANDI COOK
BUSINESS MANAGER
BS, Kaplan University
AAS, Black Hawk College
Mrs. Cook has been with Kaplan University for over seven years. She previously worked for the residential admissions department and also served as the online student accounts manager for Kaplan University.

DIANE FALL
DIRECTOR OF STUDENT SERVICES
MS and BA, Western Illinois University
Prior to joining Kaplan University, Ms. Fall was the gender equity coordinator at Black Hawk College, where she also served in positions dealing directly with students in career advising. Ms. Fall also has worked for over 20 years in the social service field, working with troubled youth and families and as a foster care specialist. She was initially hired as the market development specialist for Kaplan University's Davenport campus and connected the school with business, which reinforced her work as an adjunct instructor teaching Advanced Career Development Strategies for the University.

JANET GEHRLS
REGISTRAR
BA, Augustana College
Diploma, American Institute of Commerce
Ms. Gehrls has been with the University for the past 16 years. Prior to her work with Kaplan University, she worked as a substitute teacher, a preschool teacher, and daycare provider. She also has experience as a sales associate and assistant manager.

ROBERT HOFFMANN
DIRECTOR OF ADMISSIONS
Mr. Hoffmann has 14 years experience in proprietary college admissions. He began his career as an outside and inside admissions representative for a private college. Once he was promoted to director of admissions, he stayed in that role for four years before joining Kaplan University in 2001. He is now director of the onsite admissions department.

G.H. "MAC" MCNEAL
CAMPUS ACADEMIC DEAN, DAVENPORT
PhD and MN, University of Washington, Seattle
BSN, Northern Illinois University
AAS, Black Hawk College
Prior to joining Kaplan University in 2003, Dr. "Mac" was director of patient services support at Genesis Health Systems. His prior employment has included director of rural health clinics for Morrison Community Hospital, administrative officer for USA Health Clinics Rock Island Arsenal, director of nursing for the University of Pittsburgh– Bradford, director of instructional media for the University of Washington School of Nursing, preceptor family nurse practitioner for UW Seattle, psychiatric nurse for East Moline State Hospital, USMC artillery, milk lab technician, and farmer.

JENNIFER SMITH
DIRECTOR, ACADEMIC RESOURCE CENTER/LIBRARY
MLS, Simmons College
BA, University of Wisconsin–Madison
Ms. Smith has over six years of experience providing reference services in public and academic libraries. Prior to joining Kaplan University, Ms. Smith was a government documents librarian at the Boston Public Library.

DON WILSKE
DIRECTOR OF FINANCE
MBA, St. Ambrose University
Prior to joining Kaplan University, Mr. Wilske was the chief financial officer for the Illinois Community College Board in Springfield, Illinois, where he was responsible for the operating and capital budgets for the Illinois community college system and also for the agency's technology services operations. He previously held the position of chief financial officer at Black Hawk College and worked in public accounting and the automobile industry.

MICHAEL WOODS
RESIDENTIAL CHAIR AND PROGRAM COORDINATOR
PhD, Iowa State University
MA and BA, University of Illinois
Dr. Woods brings to his position over 15 years of hands-on and theoretical experience in marketing communications, leadership development, and organizational communications. He has become nationally and internationally recognized for his research, teaching, and outreach efforts in marketing communications, service learning, and organizational development. Over the past 15 years he has lived and worked in the Slovak Republic, Ukraine, Canada, and Michigan.

Other Information

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Suite 190 and 400
Atlanta, GA 30313

CAREER CENTERS OF TEXAS
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El Paso, TX 79907

CAREER CENTERS OF TEXAS–BROWNSVILLE
1900 North Expressway
Brownsville, TX 78521

CAREER CENTERS OF TEXAS–CORPUS CHRISTI
South Coast Plaza
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Corpus Christi, TX 78416

CAREER CENTERS OF TEXAS–FORT WORTH
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Fort Worth, TX 76103

CHI INSTITUTE–BROOMALL
Lawrence Park Shopping Center
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CHI INSTITUTE–SOUTHAMPTON
520 Street Road
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FLORIDA EDUCATION CENTER–LAUDERHILL
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HAGERSTOWN BUSINESS COLLEGE–FREDERICK
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Cedar Falls, IA 50613

HAMILTON COLLEGE–CEDAR RAPIDS
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HAMILTON COLLEGE–COUNCIL BLUFFS
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HERITAGE COLLEGE–LAS VEGAS
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HESSER COLLEGE–NASHUA
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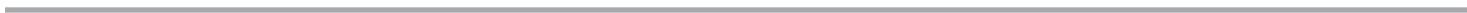
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