

KAPLAN UNIVERSITY

2005–2006 CATALOG ADDENDUM

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Addenda are published on a regular basis and reflect changes to policies and programs based on decisions made by the University during the previous term.



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CONTACT INFORMATION

KAPLAN UNIVERSITY

Residential Campus

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Davenport, IA 52807
Tel: 800.747.1035 (Toll Free)

Online Programs

6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 866.527.5268 (Toll Free)

Online Registrar's Office

550 West Van Buren, 7th Floor
Chicago, IL 60607
Tel: 312.777.6333
Tel: 800.817.8272 (Toll Free)
Fax: 800.588.4127 (Toll Free)

Prior Learning

Assessment Center
550 West Van Buren, 7th Floor
Chicago, IL 60607
Fax: 800.582.9261 (Toll Free)

POLICY CHANGES

UNIVERSITY INFORMATION

ACCREDITING AGENCIES, APPROVALS, AND MEMBERSHIPS

The following change to Kaplan University's accreditation, approvals, and memberships is effective July 12, 2006:

- Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting the National Training Standard for the following certificates for students who complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure:

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

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

The following changes to Kaplan University's accreditation, approvals, and memberships are effective June 14, 2006:

- 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 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 Assistant program is 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:
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
Tel: 312.553.9355
- Kaplan University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission:
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Tel: 888.224.6684 (Toll Free)

- Kaplan University is a licensed testing center for the Institute of Certified Travel Agents (ICTA).
- Kaplan University is recognized by the Iowa Department of Education. Qualified students of Kaplan University are eligible to receive Iowa state tuition grants. Kaplan University is approved by the Iowa and Illinois Divisions of Vocational Rehabilitation and the Iowa Private Industry Area Council.
- Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.
- Kaplan University is approved to train eligible students by the Workforce Development Center.
- Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS AND PROCEDURES

GENERAL UNDERGRADUATE AND GRADUATE ADMISSIONS REQUIREMENTS

The following changes to Kaplan University's General Undergraduate and Graduate Admissions Requirements are effective June 14, 2006:

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 again prior to clinical courses or externship experience.
9. The state and various other agencies may require criminal background checks before a student can be placed in an externship or take professional licensing, certification, or registration exams. Students who have prior felony convictions may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states even if the exam is taken and successfully completed. Students are responsible for inquiring about current requirements prior to enrolling in the program of their choice.
10. Students in the Master of Arts in Teaching and Learning program can enroll in no more than three courses per term. Students in the Master of Business Administration program can enroll in no more than two courses per term. Students in the Master of Science in Criminal Justice program can enroll in no more than three courses per term.
11. Students in an advanced start program must furnish an official transcript indicating receipt of an associate's degree or bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If transcripts are not submitted by the end of the first term, the student will be blocked from future classes until such documentation is provided. If, for any reason, the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

UNDERGRADUATE

Nursing Program

General Considerations

The following changes to Kaplan University's Admissions Requirements and Procedures for the Bachelor of Science in Nursing program are effective June 14, 2006:

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.
- 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.

- 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 in the University Catalog.
- Submit proof of student nurse professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million aggregate by the end of the first term. Failure to submit appropriate documentation evidencing proof of such insurance in a timely fashion may result in dismissal from the Bachelor of Science in Nursing program.

GRADUATE

Master of Arts in Teaching and Learning and Master of Education

The following changes to Kaplan University's Admissions Requirements and Procedures for the Master of Arts in Teaching and Learning and Master of Education programs are effective June 14, 2006:

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

- An official transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. 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 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.
- Kaplan University recommends that applicants have achieved a minimum GPA of 2.75 (out of 4.0), but all eligible candidates will be considered.
- A minimum 250-word personal statement that meets the following guidelines:
 1. Master of Arts in Teaching and Learning candidates should share their classroom teaching experience and educational background. Include if you are:
 - a. A practicing K-12 educator
 - b. A practicing educator outside K-12
 - c. State certified to teach
 2. Candidates in the Master of Arts in Teaching and Learning program have job-embedded projects that require them to work with students. Describe the group of learners you will be working with as you complete the program.
 3. Master of Education candidates should reflect on the following question: What is your commitment, as a professional educator, to ensuring that your students will be successful learners?

Master of Arts in Teaching and Learning Program

The following changes to Kaplan University's Admissions Requirements and Procedures for the Master of Arts in Teaching and Learning program are effective March 15, 2006:

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.

Master of Education Program

(Is being piloted in Iowa in 2006 and in specific regions throughout the country in 2007.)

The following changes to Kaplan University's Admissions Requirements and Procedures for the Master of Education program are effective March 15, 2006:

Prior to enrolling in the program, program candidates will be required to:

- Provide proof, prior to entering the program, of passing a background check/FBI screening and the Praxis I examination and submit their scores. Minimum acceptable Praxis I scores are established by the Dean and are as follows:
 - Reading: 173
 - Mathematics: 172
 - Writing: 172
- Transcripts must be received by the Kaplan University Prior Learning Assessment Center. 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 beginning student teaching.
- Candidates for the Master of Education will be required to complete a minimum of 100 hours of field work prior to student teaching, and their schedule must be flexible to accommodate this. Candidates will be required to set up a field experience schedule with field supervisors and practicum teachers prior to the start of each term.
- Immunization may be required prior to student teaching.
- Candidates for the Master of Education will apply for an initial teacher license from the state of Iowa.
- Candidates must submit passing scores on the Praxis II test to Kaplan University by the middle of the second term.

Iowa Teacher Intern Certificate

(Offered in the state of Iowa exclusively)

The following changes to Kaplan University's Admissions Requirements and Procedures for the Iowa Teacher Intern Certificate program are effective June 14, 2006:

Admission to the Iowa Teacher Intern Certificate (I.T.I.C.) 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, students may be required to take additional courses prior to the internship year.

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 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.

- The submitted transcript must verify that the candidate meets the state minimum 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, and English. All content area

courses must be taken 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 contract from a school district to work as a full-time teacher.
- Appropriate documentation of post-baccalaureate work experience. The prospective intern candidate will be asked to submit a resume for his or her work experience for at least the previous three years. This requirement may be waived at the discretion of the Dean and licensing official.
- Submission of a 250-word personal statement, in which candidates reflect on the following question:

What is your commitment, as a professional educator, to ensuring that your students will be successful learners?

- Candidates must interview with and be approved by the prospective local community school district in which they intend to work during the internship year.
- Proof of passing the Praxis I examination and submission of scores. Minimum acceptable Praxis I scores are established by the Dean and are as follows:
 - Reading: 173
 - Mathematics: 172
 - Writing: 172
- Prior to being admitted to the program, candidates must pass an FBI screening and background check.
- Immunization may be required prior to the internship.
- Candidates for the I.T.I.C. program will apply for an initial teacher license from the state of Iowa.
- If for any reason candidates do not secure a teaching contract, they will be automatically enrolled in Kaplan University's Master of Education program.
- Candidates must submit passing scores on the Praxis II test to Kaplan University by the middle of the second term.

Teacher interns must spend a minimum of 72 hours in the field during the first two terms. Therefore, interns must have flexible work schedules to ensure the minimum amount of hours required are met. The Dean has final discretion to approve candidates into the program.

Professional Development for Teachers Program

Kaplan University's Admissions Requirements and Procedures for the Professional Development for Teacher's program are effective March 15, 2006:

The Professional Development for Teachers program has established the following requirements for admission:

- Prior to enrollment, candidates will be required to sign an attestation that 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.
- Kaplan University recommends that applicants have achieved a minimum GPA of 2.75 (out of 4.0), but all eligible candidates will be considered.
- Students may not be enrolled in more than four courses per term.
- The Professional Development for Teachers program is for practicing secondary 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, students must be actively employed as a teacher in a secondary setting.

Master of Business Administration

The following changes to Kaplan University's Admissions Requirements and Procedures for the Master of Business Administration program are effective June 14, 2006:

The Master of Business Administration program admits candidates with:

- An official transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. If official transcripts are not submitted by the end of the second 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 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.

Master of Science in Criminal Justice

The following changes to Kaplan University's Admissions Requirements and Procedures for the Master of Science in Criminal Justice program are effective June 14, 2006:

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 their 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

The following changes to Kaplan University's Alternative Admissions Procedures for Graduate Students are effective June 14, 2006:

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. 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

In addition, any student applying to the Master of Business Administration program 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 M.B.A. 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 M.B.A.?
- 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?

PLACEMENT ASSESSMENT

ONLINE

The following changes to Kaplan University's Placement Assessment policy for online students are effective March 15, 2006:

Students who do not possess at least an associate's degree (A.S., A.A., A.A.S, or A.A.&S.) must complete placement exams in English and math to determine their appropriate placement in sections of 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 requirement 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.

PRIOR LEARNING ASSESSMENT

TRANSFER OF CREDIT

Specific Guidelines for Undergraduate Programs

Additional Guidelines for the Nursing Program

The following changes to Kaplan University's Transfer of Credit policy for Bachelor of Science in Nursing students are effective June 14, 2006:

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

Specific Guidelines for Graduate Programs

The following changes to Kaplan University's Transfer of Credit policy for graduate programs are effective June 14, 2006:

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 601, and ED 602. 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 Electronic Presentation Portfolio (EPP), including ED 501, ED 605, ED 606, and ED 607.
9. By the middle of their second term of study, Master of Education and Iowa Teacher Intern Certificate candidates must provide proof that they have passed the Praxis II examination with minimum scores established by the Educational Testing Service.
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 the Master of Business Administration program may not use transfer credit to replace GB 500 and GB 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 Electronic Presentation 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 (P.D.T.) program may transfer up to four credits of specific, identified courses from the P.D.T. 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.

TECHNOLOGY REQUIREMENTS

STUDENT TECHNOLOGY REQUIREMENTS FOR ONLINE COURSES

The following changes to Kaplan University's Student Technology Requirements for Online Courses are effective March 15, 2006:

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.

ACADEMIC INFORMATION

ADDING COURSES

The following change to Kaplan University's Adding Courses policy is effective December 14, 2005:

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 the University Catalog for late start information. All schedule changes must be requested through the student's Academic Advisor.

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 the University Catalog for late start information. All schedule changes for onsite students must be requested through Academic Services and reviewed by Financial Aid.

ATTENDANCE/TARDINESS POLICY

The following changes to Kaplan University's Attendance/Tardiness policy are effective March 15, 2006:

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 Associate Dean of Students if they feel an error has been made in their attendance calculation.

Graduate School of Management

The specific requirements for attendance in the Graduate School of Management 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. Students failing to meet attendance standards will receive a seven-day warning. A student failing to attend classes for 14 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from the program after a final warning.
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.

ONSITE

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

The specific requirements for attendance in onsite classes are:

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

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

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

The following addition to Kaplan University's Certification, State Board, and National Board Exams policy is effective July 12, 2006:

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.

DEFINITION OF AN ACADEMIC YEAR

The following changes to Kaplan University's Definition of an Academic Year are effective March 15, 2006:

UNDERGRADUATE

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

GRADUATE

Master of Science in Criminal Justice, Master of 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.

GRADUATION REQUIREMENTS

GRADUATE

Master of Education

The following changes to Kaplan University's Graduation Requirements for the Master of Education program are effective December 14, 2005:

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

Iowa Teacher Intern Certificate

The following changes to Kaplan University's Graduation Requirements for the Iowa Teacher Intern Certificate program are effective March 15, 2006:

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

ACADEMIC STANDARDS

ACADEMIC GRADING SYSTEM

UNDERGRADUATE

The following changes to Kaplan University's Undergraduate Academic Grading System are effective December 14, 2005:

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

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

The following changes to Kaplan University’s Graduate Academic Grading System are effective January 4, 2006:

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 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 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

UNDERGRADUATE

Nursing Program

The following changes to Kaplan University’s Academic Progress Standards for the Bachelor of Science in Nursing program are effective December 14, 2005:

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

ACADEMIC PROBATION

UNDERGRADUATE

Non-Nursing Programs

The following change to Kaplan University’s Academic Probation policy for non-nursing, undergraduate students is effective December 14, 2005:

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.

HONORS AND AWARDS

GRADUATE

The following changes to Kaplan University's Honors and Awards for graduate students are effective March 15, 2006:

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

The following changes to Kaplan University's Pass/Fail Option policy for online students are effective March 15, 2006:

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

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

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 Program

Students enrolled in the Professional Development for Teachers program may elect to take courses on a pass/fail basis. Students must elect to take a course pass/fail by the Tuesday of the second week of the term. Students who must submit grades to employers, to funding agencies, to other academic programs, or who anticipate transferring to another institution should also consult the appropriate offices before electing the pass/fail option.

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

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

PLAGIARISM POLICY

The following changes to Kaplan University's Plagiarism Policy are effective June 14, 2006:

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

- Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is the student's own work.
- Any form of cheating on examinations.
- Altering academic or clinical records.
- Falsifying information for any assignments.
- Submitting an assignment(s) that was partially or wholly completed by another student.
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.
- Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.

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

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

A discussion thread, computer program, marketing plan, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be the original work of the student submitting it. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all

submitted coursework. Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

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

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

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

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

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

Procedures for processing plagiarism offenses are as follows:

ONLINE STUDENTS

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

ONSITE STUDENTS

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

DISPUTE OF PLAGIARISM CHARGES

All plagiarism disputes must be made by the student within 10 days of the mailing of the official letter by the University. Students may choose to file a grievance report. This is a formal process where the student, with the assistance of 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 the University Catalog.

REINSTATEMENT PROCEDURES

The following changes to Kaplan University's Reinstatement Procedures for graduate students are effective June 14, 2006:

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.

PROGRAM AND COURSE CHANGES

ARTS AND SCIENCES

The following program changes are effective March 15, 2006:

VII. ASSOCIATE OF SCIENCE IN INTERDISCIPLINARY STUDIES

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)	5
Elective: Diversity and Culture	5
Elective: Ethics	5
Elective: History	5
Elective: Humanities/Social Science	5
Elective: Science	5
MAJOR REQUIREMENTS	
IS 299: Associate's Capstone in Interdisciplinary Studies	3
Electives: 100/200-level Electives or Emphasis Area	30
Total Program Requirements	90

EMPHASIS AREAS

Option I: Educational Paraprofessional‡

SS 114: Child Development and Learning	5
EP 101: Introduction to Classroom Management	5
EP 210: Math Methods	5
EP 220: Reading and Writing Methods	5
EP 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

The following program change is effective July 12, 2006:

Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting the National Training Standard for the following certificates for students who complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure:

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

Courses taken outside a student's degree plan are not eligible for federal financial aid. Therefore, students who wish to take additional courses to receive the CNSS certifications but do not have sufficient open electives 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.

The following program changes are effective June 14, 2006:

VII. BACHELOR OF SCIENCE IN BUSINESS

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	5
Elective: Diversity and Culture	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

(continued on next page)

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

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
IT 430:	Project Management#	6
SA 400:	Business Process Analysis	6
SA 410:	Risk Analysis and Strategy	6
SA 411:	Risk Management	6

Select one of the following three emphasis area courses:

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

*Onsite and developmental students will take CM 102: 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 in place of MT 300.

**Taken as an open elective requirement.

The following program changes are effective June 14, 2006:

VII. BACHELOR OF SCIENCE IN BUSINESS-OPTION A

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
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	5
Elective: Diversity and Culture	5
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100-level or above	10
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

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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
IT 430:	Project Management#	6
SA 400:	Business Process Analysis	6
SA 410:	Risk Analysis and Strategy	6
SA 411:	Risk Management	6

Select one of the following three emphasis area courses:

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

*Onsite and developmental students will take CM 102: 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 in place of MT 300.

**Taken as an open elective requirement.

The following program changes are effective March 15, 2006:

VII. ADVANCED START BACHELOR OF SCIENCE IN BUSINESS

CURRICULUM

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
A.A.S./A.S./A.A./B.A./B.S. Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
MM 201: College Algebra (or higher)	
100/200: Accounting Course	
100/200: Computer Course	
100/200: Management Course	
IT 133: Software Applications*	
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

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

FINANCE EMPHASIS PREREQUISITES

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

MANAGEMENT OF INFORMATION SYSTEMS EMPHASIS PREREQUISITES

CM 220: Effective Writing II
 MM 201: College Algebra
 AC 114: Accounting I
 AC 116: Accounting II
 IT 101: Introduction to Information Technology
 IT 163: Database Management
 IT 273: LAN Concepts
 100/200: Management Course

BUSINESS SECURITY AND ASSURANCE EMPHASIS PREREQUISITES

CM 220: Effective Writing II
 MM 201: College Algebra
 AC 114: Accounting I
 AC 116: Accounting II
 IT 273: LAN Concepts
 100/200: Computer Course
 100/200: Management Course

The following program changes are effective June 14, 2006:

VII. BACHELOR OF SCIENCE IN MANAGEMENT

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: Social Science#	10
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: History 300/400-level	6
Elective: Communications 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:	
MT 351: Economics of Information	6
MT 355: Marketing Research	6
MT 359: Advertising in the 21st Century	6
MT 451: Business and Technological Change	6
IT 430: Project Management	6
IT 476: Web Marketing and E-Commerce	6
Option II: Health Care Management	
MT 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
IT 430: Project Management	6

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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

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

†Onsite students will take CS 110: Human Dynamics.

‡Taken as an open elective requirement.

§Taken in place of MT 310.

#Students choosing the health care management emphasis area must take SS 204 as an open elective.

The following program changes are effective June 14, 2006:

VII. BACHELOR OF SCIENCE IN MANAGEMENT—OPTION A

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
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MT 310: Ethics and the Legal Environment	6
Elective: Social Science#	10
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: History 300/400-level	6
Elective: Communications 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100-level or above	10
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:	
MT 351: Economics of Information	6
MT 355: Marketing Research	6
MT 359: Advertising in the 21st Century	6
MT 451: Business and Technological Change	6
IT 430: Project Management	6
IT 476: Web Marketing and E-Commerce	6
Option II: Health Care Management	
MT 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
IT 430: Project Management	6

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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

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

†Onsite students will take CS 110: Human Dynamics.

‡Taken as an open elective requirement.

§Taken in place of MT 310.

#Students choosing the health care management emphasis area must take SS 204 as an open elective.

The following program changes are effective March 15, 2006:

VII. ADVANCED START BACHELOR OF SCIENCE IN MANAGEMENT

CURRICULUM

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
A.A.S./A.S./A.A./B.A./B.S. Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
MM 201: College Algebra (or higher)	
100/200: Accounting Course	
100/200: Computer Course	
100/200: 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 PREREQUISITES

IT 117/IT 255: Introduction to Web Design, or E-Commerce Development

HEALTH CARE MANAGEMENT EMPHASIS PREREQUISITES

SS 204: Macroeconomics*

SALES AND MARKETING EMPHASIS PREREQUISITES

MT 219: Marketing

HUMAN RESOURCE MANAGEMENT EMPHASIS PREREQUISITE

HR 400: Employment and Staffing*

*Taken as an open elective requirement.

The following changes to the program description are effective March 15, 2006:

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.

The following program changes are effective June 14, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION/ACCOUNTING

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	5
Elective: Diversity and Culture	5
Elective: Economics	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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 14, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION/ACCOUNTING—OPTION A

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
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: Economics	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
Elective: 100-level or above	5
Total Program Requirements	90

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 14, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION/MANAGEMENT

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	5
Elective: Diversity and Culture	5
Elective: Economics	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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 14, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION/MANAGEMENT—OPTION A

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
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: Economics	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
Elective: 100-level or above	5
Total Program Requirements	90

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective March 15, 2006:

V. HEALTH CARE MANAGEMENT CERTIFICATE

CURRICULUM

Courses	Credits
PREREQUISITE REQUIREMENTS	
MT 101: Introduction to Management	
CERTIFICATE REQUIREMENTS	
MT 302: Organizational Behavior	6
MT 305: Health Care Organization and Delivery	6
MT 315: Operations Management in Health Care	6
MT 460: Management Policy and Strategy	6
MT 471: The Legal and Ethical Environment of Health Care	6
MT 475: Outcomes Assessment and Quality Management	6
Total Program Requirements	36

The following program changes are effective December 14, 2005:

ACCOUNTING ASSISTANT DIPLOMA

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
Elective: Accounting 100/200-level	5
IT 153: Spreadsheet Applications	5
CS 210: Career Development Strategies	2
Externship	5
Total Program Requirements	67

The following program changes are effective June 14, 2006:

BUSINESS MANAGEMENT DIPLOMA

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
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 219: Marketing	5
IT 153: Spreadsheet Applications	5
CS 210: Career Development Strategies	2
Externship	5
Total Program Requirements	67

CRIMINAL JUSTICE

The following program changes are effective June 14, 2006:

I. MASTER OF SCIENCE IN CRIMINAL JUSTICE

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
ELECTIVES	
CJ 520: Issues in Private Security	5
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
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.

The following program changes are effective March 15, 2006:

VII. BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

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: Communications 300/400-level	6
Elective: Ethics	5
Elective: Diversity and Culture	5
Elective: Science	5
Elective: Social Science 300/400-level	6
Elective: Humanities 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 345: Supervisory Practices in Criminal Justice OR	
CJ 444: Managing Criminal Justice Organizations	6
CJ 343: Comparative Justice Systems OR	
CJ 350: Organized Crime	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
Option IV: Forensic Psychology	
SS 124: Psychology	5
CJ 233: Introduction to Forensic Psychology	5
CJ 325: Psychology for Law Enforcement	6
SS 440: Abnormal Psychology	6
CJ 440: Crisis Intervention	6

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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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective March 15, 2006:

VII. BACHELOR OF SCIENCE IN CRIMINAL JUSTICE—OPTION A

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
MM 201: College Algebra (or higher)	5
Elective: Communications 300/400-level	6
Elective: Ethics	5
Elective: Diversity and Culture	5
Elective: Science	5
Elective: Social Science 300/400-level	6
Elective: Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100/200-level	10
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 345: Supervisory Practices in Criminal Justice OR	
CJ 444: Managing Criminal Justice Organizations	6
CJ 343: Comparative Justice Systems OR	
CJ 350: Organized Crime	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
Option IV: Forensic Psychology	
SS 124: Psychology	5
CJ 233: Introduction to Forensic Psychology	5
CJ 325: Psychology for Law Enforcement	6
SS 440: Abnormal Psychology	6
CJ 440: Crisis Intervention	6

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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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective March 15, 2006:

VII. ADVANCED START BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

CURRICULUM

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
A.A.S./A.S./A.A./B.A./B.S. 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	
Computer Course: 100-level or above	
Mathematics Course: 200-level or above	
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 345: Supervisory Practices in Criminal Justice OR	
CJ 444: Managing Criminal Justice Organizations	6
CJ 343: Comparative Justice Systems OR	
CJ 350: Organized Crime	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. Please see the Bachelor of Science in Criminal Justice degree plan for emphasis area requirements.

The following program changes are effective March 15, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE

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	5
Elective: Diversity and Culture	5
Elective: Ethics	5
Elective: Social Science	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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective March 15, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE—OPTION A

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
MM 201: College Algebra (or higher)	5
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: Ethics	5
Elective: Social Science	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	20
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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective December 14, 2005:

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.

I. PRIVATE SECURITY CERTIFICATE

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

The following changes to the program description are effective March 15, 2006:

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 assignments that are job-embedded and therefore require candidates to teach to a consistent group of learners.

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

To demonstrate their knowledge of the program's four knowledge goals (diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships), candidates will provide evidence of meeting five program outcomes, and will choose to focus their studies in one of 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, graduates will be awarded a Master of Arts degree.

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

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

The following program changes are effective June 14, 2006:

II. MASTER OF ARTS IN TEACHING AND LEARNING

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

(continued on next page)

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
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 following changes to the program description are effective March 15, 2006:

The Master of Education program is being piloted in Iowa in 2006 and in specific regions throughout the country in 2007. The curriculum prepares degree candidates to become qualified, certified secondary teachers.

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

Upon successful completion of the program courses, successful student teaching, completion of field experience hours, and completion of the Electronic Presentation Portfolio, graduates will be awarded a Master of Education degree. The Program Director will recommend the graduate to the Iowa Board of Educational Examiners to receive an Iowa Initial Teacher License. The Master of Education degree program consists of a minimum of 56 quarter credit hours.

The following program changes are effective December 14, 2005:

II. MASTER OF EDUCATION

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
ED 511: Introduction to Teaching Methods	4
ED 521: Reading in the Content Areas	4
ED 531: Methods of Secondary Student Assessment	4
Choose one of the following four Methods courses:	
ED 541: Methods of Teaching Secondary English Language Arts	4
ED 551: Methods of Teaching Secondary Mathematics	4
ED 561: Methods of Teaching Secondary Science	4
ED 571: Methods of Teaching Secondary Social Studies	4
ED 581: Methods of Secondary Classroom Management	4
ED 601: Secondary Student Teaching (Clinical Internship)	9
ED 602: Secondary Student Teaching Seminar	1
Total Program Requirements	56

By the middle of the second term of study, degree candidates for the Master of Education program must provide proof that they have passed the Praxis II examination. Minimum acceptable Praxis II scores are established by the Educational Testing Service.

IOWA TEACHER INTERN CERTIFICATE

The following changes to the program description are effective March 15, 2006:

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, the field experience hours, and the Electronic Presentation Portfolio, the intern will receive a certificate and be eligible to receive an Iowa Initial Teacher License.

Kaplan University began enrolling the first cohort in February 2006. All field experiences and internships must be conducted in specific, piloted Area Education Agencies (AEAs).

The following program changes are effective December 14, 2005:

I. IOWA TEACHER INTERN CERTIFICATE

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 532: Curriculum Design	5
ED 543: Education and Psychology of Exceptional Children	4
ED 605: Internship Seminar I	2
ED 606: Internship Seminar II	2
ED 607: Internship Seminar III	1
POSTINTERNSHIP YEAR	
ED 513: Child and Adolescent Development	4
ED 553: History and Philosophy of Education	4
Total Program Requirements	44

By the middle of the second term of study, candidates for the Iowa Teacher Intern Certificate program must provide proof that they have passed the Praxis II examination. Minimum acceptable Praxis II scores are established by the Educational Testing Service.

PROFESSIONAL DEVELOPMENT FOR TEACHERS PROGRAM

The following program description is effective March 15, 2006:

The Professional Development for Teachers program is for practicing secondary teachers. All coursework contains assignments that are job-embedded and therefore require candidates to teach to a consistent group of learners.

The following program changes are effective June 14, 2006:

I. PROFESSIONAL DEVELOPMENT FOR TEACHERS PROGRAM

CURRICULUM

Courses	Credits
PROFESSIONAL DEVELOPMENT FOR TEACHERS—2 CREDITS	
Choose 2 credits from the following courses:	
PD 721: Topics in Mathematics: Principles of Number and Operation (Grades 9-12)	2
PD 722: Topics in Mathematics: Algebra (Grades 9-12)	2
PD 731: Topics in the Sciences: Inquiry in Life Science (Grades 9-12)	2
PD 732: 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 from the following courses:	
PD 721: Topics in Mathematics: Principles of Number and Operation (Grades 9-12)	2
PD 722: Topics in Mathematics: Algebra (Grades 9-12)	2
PD 731: Topics in the Sciences: Inquiry in Life Science (Grades 9-12)	2
PD 732: Topics in the Sciences: Inquiry in Physical Science (Grades 9-12)	2
Total Program Requirements	4
PROFESSIONAL DEVELOPMENT FOR TEACHERS—6 CREDITS	
Choose 6 credits from the following courses:	
PD 721: Topics in Mathematics: Principles of Number and Operation (Grades 9-12)	2
PD 722: Topics in Mathematics: Algebra (Grades 9-12)	2
PD 731: Topics in the Sciences: Inquiry in Life Science (Grades 9-12)	2
PD 732: Topics in the Sciences: Inquiry in Physical Science (Grades 9-12)	2
Total Program Requirements	6
PROFESSIONAL DEVELOPMENT FOR TEACHERS—8 CREDITS	
Choose 8 credits from the following courses:	
PD 721: Topics in Mathematics: Principles of Number and Operation (Grades 9-12)	2
PD 722: Topics in Mathematics: Algebra (Grades 9-12)	2
PD 731: Topics in the Sciences: Inquiry in Life Science (Grades 9-12)	2
PD 732: Topics in the Sciences: Inquiry in Physical Science (Grades 9-12)	2
Total Program Requirements	8

INFORMATION SYSTEMS AND TECHNOLOGY

The following program changes are effective June 14, 2006:

VII. BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

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
IT 101: Introduction to Information Technology	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MM 309: Discrete Mathematics	6
Elective: Economics	5
Elective: Diversity and Culture	5
Elective: Ethics 100/200-level	5
Elective: Communications 300/400-level	6
Elective: History/Humanities 300/400-level	6
CS 410: Advanced Career Development Strategies	2
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

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Option III: Web Development		
IT 245:	Website Development	5
IT 247	Website Tools	5
IT 373:	Graphics and Multimedia for Web Design	6
IT 470	Advanced Web Languages for Web Design	6
IT 476:	Web Marketing and E-Commerce	6
IT 478:	Web Servers and Security	6
Option IV: Database		
Electives:	200-level	10
IT 350:	Structured Query Language	6
IT 354:	Database Design	6
IT 452:	Advanced Query Design and Reporting	6
IT 456:	Database Administration	6
Option V: Multimedia and Animation		
IT 245:	Website Development	5
IT 247	Website Tools	5
IT 373:	Graphics and Multimedia for Web Design	6
IT 490:	Animation Behaviors	6
IT 492:	Website Animation Integration	6
IT 496:	Animation for Gaming	6

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 14, 2006:

VII. ADVANCED START BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

CURRICULUM

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
A.A.S./A.S./A.A./B.A./B.S. Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
MM 201: College Algebra (or higher)	
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	
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
MM 201: College Algebra
IT 101: Introduction to Information Technology
IT 117: Introduction to Web Design
IT 163: Database Management
IT 182: Introduction to Programming
IT 193: Introduction to Visual Basic
IT 273: LAN Concepts
IT 293: Advanced Visual Basic

NETWORK ADMINISTRATION EMPHASIS PREREQUISITES

CM 220: Effective Writing II
MM 201: College Algebra
IT 101: Introduction to Information Technology
IT 117: Introduction to Web Design
IT 163: Database Management
IT 182: Introduction to Programming
IT 278: Network Administration
IT 273: LAN Concepts
IT 283: Networking Cases

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WEB DEVELOPMENT EMPHASIS PREREQUISITES

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

MULTIMEDIA AND ANIMATION EMPHASIS PREREQUISITES

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

The following program changes are effective June 14, 2006:

VII. ASSOCIATE OF APPLIED SCIENCE IN COMPUTER INFORMATION SYSTEMS

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	5
Elective: Economics	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.

The following program changes are effective December 14, 2005:

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.

V. INTERNET AND WEBSITE DEVELOPMENT CERTIFICATE

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

The following program changes are effective December 14, 2005:

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.

V. INTRODUCTION TO COMPUTER PROGRAMMING LANGUAGE CERTIFICATE

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

The following program changes are effective December 14, 2005:

COMPUTER SYSTEMS TECHNICIAN DIPLOMA

This program is available onsite only.

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

NURSING AND HEALTH CARE

BACHELOR OF SCIENCE IN NURSING

The following changes to the program description are effective June 14, 2006:

The Bachelor of Science in Nursing degree is considered a standard requirement for registered nurses seeking broader professional responsibilities and career opportunities. Kaplan University's degree program centers around health promotion, risk reduction, disease prevention, information and health care technologies, ethics, human diversity, management theory, and health care systems and policies. A defining feature of the curriculum is its increased focus on leadership. The program features a capstone course, a requisite clinical course, and a professional development plan that includes career planning.

The Bachelor of Science in Nursing program enables registered nurses to complete the education needed to enhance clinical skills, better meet the increasingly complex demands of patient care, and qualify for employment in numerous nursing and management specialties. Additionally, the program is an excellent foundation from which to pursue graduate nursing studies.

Associate's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer. In addition to possessing an associate's degree or diploma in nursing, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete courses at Kaplan University other than those listed under the Bachelor of Science in Nursing degree's major requirements.

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

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

The following program changes are effective March 15, 2006:

VII. BACHELOR OF SCIENCE IN NURSING

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: Science (Microbiology)	5
Elective: Social Science (Human Growth and Development)	5
Elective: History/Humanities (100/200)	5
Elective: Mathematics (100/200)	5
Electives: Prior Nursing Credit	42
	90
CORE REQUIREMENTS	
IT 133: Software Applications	5
MM 207: Statistics	5
HU 280: Bioethics	5
CM 220: Effective Writing II	5
SS 124: Psychology OR	
SS 144: Sociology	5
Elective: Diversity and Culture (100/200)	5
Electives: 300/400-level electives must be completed from two of the following areas: Communications, 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

The following program changes are effective December 14, 2005:

V. ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTANT

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
SS 124: Psychology	5
MA 104: Anatomy and Physiology I	5
MA 208: Medical Law and Bioethics	5
Elective: Communications	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: Diseases of the Human Body	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

The following program changes are effective December 14, 2005:

V. ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

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
SS 124: Psychology	5
MA 104: Anatomy and Physiology I	5
MA 208: Medical Law and Bioethics	5
Elective: Communications	5
MAJOR REQUIREMENTS	
MA 107: Anatomy and Physiology II	5
MA 146: Medical Terminology	5
MA 156: Diseases of the Human Body	5
MA 178: Medical Coding and Insurance	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

The following program changes are effective December 14, 2005:

MEDICAL ASSISTANT DIPLOMA

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: Diseases of the Human Body	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

PARALEGAL STUDIES

BACHELOR OF SCIENCE IN PARALEGAL STUDIES

The following changes to the program outcomes are effective December 14, 2005:

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 elements and principles of law.
2. **Research:** Find relevant primary and secondary legal sources in electronic and print media, and apply them to specific fact scenarios using prescribed analysis and argument.
3. **Investigation:** Apply investigative techniques to support the development of legal arguments.
4. **Communications:** Produce communications using theoretical and practical concepts from specialized areas of law.
5. **Critical Thinking:** Analyze and problem solve logically and ethically within the paralegal practice.
6. **Application:** Apply knowledge of the paralegal's role in law office practices.

The following program changes are effective March 15, 2006:

VIII. BACHELOR OF SCIENCE IN PARALEGAL STUDIES

CURRICULUM

Courses	Credits
CORE REQUIREMENTS	
CM 104: Effective Writing I for Paralegal 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	5
Elective: Diversity and Culture	5
Elective: History	5
Elective: Communications 300/400-level	6
Elective: Social Science 300/400-level	6
Elective: Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100/200-level ‡	10
Electives: 300/400-level	18

(continued on next page)

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
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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

*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 as an open elective requirement.

The following program changes are effective March 15, 2006:

VIII. BACHELOR OF SCIENCE IN PARALEGAL STUDIES—OPTION A

CURRICULUM

Courses	Credits
CORE REQUIREMENTS	
CM 104: Effective Writing I for Paralegal 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
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: History	5
Elective: Communications 300/400-level	6
Elective: Social Science 300/400-level	6
Elective: Humanities 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
Electives: 200-level Paralegal Electives	10
Electives: 300/400-level Paralegal Electives or Emphasis Area Courses	24
Total Program Requirements	180
EMPHASIS AREAS	
Option I: Office Management	
MT 302: Organizational Behavior	6
MT 340: Conflict Resolution and Team Dynamics	6
PA 305: Law Office Management	6
PA 402: Employment Law	6
Option II: Alternative Dispute Resolution	
CM 310: Communication and Conflict	6
PA 412: Alternative Dispute Resolution	6
PA 415: Family Law and Divorce Mediation	6
PA 416: Employment 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

*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 as an open elective requirement.

The following program changes are effective March 15, 2006:

VIII. ADVANCED START BACHELOR OF SCIENCE IN PARALEGAL STUDIES

CURRICULUM

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
A.A.S./A.S./A.A./B.A./B.S. 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	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: Communications 300/400-level	6
Elective: Social Science 300/400-level	6
Elective: Humanities 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 following changes to the program outcomes are effective December 14, 2005:

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. **Theory and Principles:** Define the basic elements and principles of law.
2. **Research:** Find relevant primary and secondary legal sources in electronic and print media, and apply them to specific fact scenarios.
3. **Investigation:** Gather information from diverse sources through investigative techniques.
4. **Communications:** Produce legal documents that synthesize and analyze theoretical and practical concepts from specialized areas of law.
5. **Critical Thinking:** Analyze and problem solve logically and ethically within the paralegal practice.
6. **Application:** Apply knowledge of the paralegal's role in law office practices.

The following program changes are effective March 15, 2006:

VIII. ASSOCIATE OF APPLIED SCIENCE IN PARALEGAL STUDIES

CURRICULUM

Courses	Credits
CORE REQUIREMENTS	
CM 104: Effective Writing I for Paralegal Studies Majors*	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	5
Elective: Diversity and Culture	5
Elective: History	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

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective March 15, 2006:

VIII. ASSOCIATE OF APPLIED SCIENCE IN PARALEGAL STUDIES—OPTION A

CURRICULUM

Courses	Credits
CORE REQUIREMENTS	
CM 104: Effective Writing I for Paralegal Studies Majors*	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
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
Elective: Communications	5
Elective: Diversity and Culture	5
Elective: History	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
Electives: Paralegal Electives 200-level or above	10
Total Program Requirements	90

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

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective December 14, 2005:

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.

PROGRAM OUTCOMES

1. Demonstrate the ability to effectively communicate in the legal environment.
2. Demonstrate the ability to apply ethical decision making in the practice of paralegal.
3. Demonstrate the ability to apply critical thinking to resolve paralegal practice problems.
4. Demonstrate the ability to synthesize and analyze theoretical and practical concepts from a variety of areas of legal specializations.
5. Demonstrate the ability to apply and employ basic office secretarial skills to produce legal forms and documents.
6. Demonstrate the ability to produce written legal correspondence and documentation.

II. LEGAL SECRETARY CERTIFICATE

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

TRAVEL AND TOURISM

The following program changes are effective June 14, 2006:

V. ASSOCIATE OF APPLIED SCIENCE IN TRAVEL BUSINESS MANAGEMENT

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	5
Elective: Ethics	5
Elective: Social Science	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

The following program changes are effective December 14, 2005:

TRAVEL PROFESSIONAL DIPLOMA

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

DISCONTINUED PROGRAMS

As of March 15, 2006, the following programs are no longer available for enrollment:

ACCOUNTING AND FINANCE CERTIFICATE

HEALTH CARE MANAGEMENT CERTIFICATE

As of January 16, 2006, the following programs are no longer available for enrollment:

CRIME SCENE TECHNICIAN CERTIFICATE

TERRORISM AND NATIONAL SECURITY MANAGEMENT CERTIFICATE

As of December 14, 2005, the following program is no longer available for enrollment:

PATHWAY TO PARALEGAL CERTIFICATE

DISCONTINUED COURSES

As of June 14, 2006, the following courses are no longer available for enrollment:

- ED 506: Teaching Students with Behavior Disorders
- ED 573: Using Technology: Fundamentals of Integration
- ED 583: Using Technology: Practical Applications
- ED 584: Teaching Exceptional Students in Inclusive Settings
- ED 594: Teaching Students with Learning Disabilities
- ED 593: Using Technology: Applications in the Content Areas
- MH 591: Topics in Mathematics: Principles of Number and Operation (Grades 9-12)
- MH 592: Topics in Mathematics: Algebra (Grades 9-12)
- MT 101: Introduction to Management
- PA 293-296: Associate's-Level Paralegal Externship
- PA 493-496: Bachelor's-Level Paralegal Externship
- PA 210: Legal Research I
- PA 211: Legal Research II
- SE 591: Topics in the Sciences: Inquiry in Life Science (Grades 9-12)
- SE 592: Topics in the Sciences: Inquiry in Physical Science (Grades 9-12)

As of March 15, 2006, the following courses are no longer available for enrollment:

- ED 504: Literacy Education in Primary Grades
- ED 514: Literacy Education in Intermediate Grades
- ED 524: Literacy Education in Adolescence
- ED 534: Teaching ESL in the Content Areas
- ED 544: Language and Culture of Bilingual Students
- ED 554: Using Technology in Instructional Settings
- ED 564: Web Design in the Classroom Setting
- ED 574: Technology in Special Education
- LT 513: Methods of Teaching English Language Arts (Grades 6–12)

As of December 14, 2005, the following courses are no longer available for enrollment:

- ED 505: Methods of Teaching Reading
- ED 515: Methods of Reading Diagnosis and Assessment
- ED 525: Methods of Elementary Student Assessment
- ED 535: Methods of Teaching Elementary Mathematics

- ED 545: Methods of Teaching Elementary Science
- ED 555: Methods of Teaching Elementary Language Arts and Social Studies
- ED 565: Methods of Teaching Health and Physical Education
- ED 575: Methods of Teaching Music and Visual Arts
- ED 585: Methods of Elementary Classroom Management
- ED 603: Elementary Student Teaching (Clinical Internship)
- ED 604: Elementary Student Teaching Seminar

REVISED COURSE NUMBERS

As of March 15, 2006, the following courses will be listed under revised course numbers:

- HR 420: Employment Law will replace HR 480: Employment Law and Labor Relations
- MT 315: Operations Management in Health Care will replace MT 301: Operations Management in Health Care
- MT 305: Health Care Organization and Delivery will replace MT 371: Health Care Organization and Delivery

COURSE PREREQUISITE CHANGES

The following course prerequisite changes are effective June 14, 2006:

- MT 203: HUMAN RESOURCE MANAGEMENT
Prerequisite: BU 100
- MT 209: SMALL BUSINESS MANAGEMENT
Prerequisites: BU 100, MT 217, and MT 219
- MT 219: MARKETING
Prerequisite: BU 100
- MT 300: MANAGEMENT OF INFORMATION SYSTEMS
Prerequisites: BU 100 and IT 133
- MT 310: ETHICS AND THE LEGAL ENVIRONMENT
Prerequisite: BU 100
- MT 320: RESEARCH AND PRESENTATION
Prerequisite: BU 100
- MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS
Prerequisite: BU 100
- MT 371: HEALTH CARE ORGANIZATION AND DELIVERY
Prerequisites: BU 100
- MT 429: POLITICAL ECONOMY
Prerequisite: BU 100, SS 204, and SS 224
- MT 435: OPERATIONS MANAGEMENT
Prerequisites: BU 100, MT 217, MT 219, and MT 340
- MT 451: BUSINESS AND TECHNOLOGICAL CHANGE
Prerequisites: BU 100, MT 203, MT 217, MT 219, and MT 340
- MT 460: MANAGEMENT POLICY AND STRATEGY
Prerequisites: BU 100, MT 217, MT 219, and MT 435

The following course prerequisite changes are effective March 15, 2006:

AC 114: ACCOUNTING I

Prerequisite: IT 133

AC 116: ACCOUNTING II

Prerequisites: AC 114 and IT 133

AC 122: PAYROLL ACCOUNTING

Prerequisites: AC 114 and IT 133

AC 152: COMPUTERIZED ACCOUNTING

Prerequisites: AC 114 and IT 133

AC 239: MANAGERIAL ACCOUNTING

Prerequisites: AC 116 and IT 133

AC 256: FEDERAL TAX

Prerequisites: AC 114 and IT 133

AC 300: INTERMEDIATE ACCOUNTING I

Prerequisites: AC 116 and IT 133

AC 301: INTERMEDIATE ACCOUNTING II

Prerequisites: AC 116, AC 300, and IT 133

AC 410: AUDITING

Prerequisites: AC 116, AC 301, and IT 133

AC 420: COST ACCOUNTING

Prerequisites: AC 116, AC 301, and IT 133

AC 430: ADVANCED TAX — CORPORATE

Prerequisites: AC 116, AC 301, and IT 133

GB 571: Power and Negotiation

Prerequisite: GB 500

HR 400: EMPLOYMENT AND STAFFING

Prerequisite: MT 203

HR 410: EMPLOYEE TRAINING AND DEVELOPMENT

Prerequisite: MT 203

MA 165: CLINICAL COMPETENCIES I

Prerequisite: MA 104

MA 205: MEDICAL EXTERNSHIP AND EVALUATION (MA)

Prerequisite: Completion of all medical classes and career development

MA 265: CLINICAL COMPETENCIES II

Prerequisites: MA 107 and MA 165

MM 305: QUANTITATIVE METHODS

Prerequisites: MM 207 and IT 133

MR 203: MEDICAL EXTERNSHIP AND EVALUATION (MT)

Prerequisite: Completion of all medical classes and career development

MT 209: SMALL BUSINESS MANAGEMENT

Prerequisites: MT 101, MT 217, and MT 219

MT 217: FINANCE

Prerequisites: AC 114, IT 133, and MM 207

MT 219: MARKETING

Prerequisite: MT 101

MT 310: ETHICS AND THE LEGAL ENVIRONMENT

Prerequisite: MT 101

MT 320: RESEARCH AND PRESENTATION

Prerequisite: MT 101

MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS

Prerequisite: MT 101

MT 355: MARKETING RESEARCH

Prerequisites: MM 207 and MT 219

MT 359: ADVERTISING IN THE 21ST CENTURY

Prerequisite: MT 219

MT 425: MANAGERIAL FINANCE AND ACCOUNTING

Prerequisites: AC 114, AC 116, and IT 133

MT 429: POLITICAL ECONOMY

Prerequisites: MT 101, SS 204, and SS 224

MT 435: OPERATIONS MANAGEMENT

Prerequisites: MT 101, MT 217, MT 219, and MT 340

MT 450: MARKETING MANAGEMENT

Prerequisites: MT 219, MT 355, and MT 359

MT 451: BUSINESS AND TECHNOLOGICAL CHANGE

Prerequisites: MT 101, MT 203, MT 217, MT 219, and MT 340

MT 455: SALESFORCE MANAGEMENT

Prerequisite: MT 219

MT 460: MANAGEMENT POLICY AND STRATEGY

Prerequisites: MT 101, MT 217, MT 219, and MT 435

MT 471: THE LEGAL AND ETHICAL ENVIRONMENT OF HEALTH CARE

Prerequisites: MT 211, MT 219, and SS 204

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT

Prerequisites: MM 207 and MT 435

MT 480: CORPORATE FINANCE

Prerequisites: MT 217 and MT 425

NU 304: HEALTH/WELLNESS ASSESSMENT (LAB COURSE)

Prerequisite: NU 300 or concurrent enrollment in NU 300

NU 310: NURSING RESEARCH

Prerequisites: NU 304 or concurrent enrollment in NU 304, and MM 207

NU 410: EMERGING CONCEPTS IN AGING AND ALTERNATIVE THERAPIES

Prerequisite: NU 350

NU 499: BACHELOR'S CLINICAL (CAPSTONE IN NURSING)

Prerequisites: NU 450 or concurrent enrollment in NU 450, and HU 280

The following course prerequisite changes are effective
December 14, 2005:

CM 110: NONVERBAL COMMUNICATIONS

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

CM 202: MASS COMMUNICATIONS

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

CM 205: INTRODUCTION TO INTERCULTURAL COMMUNICATION

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

CM 206: INTERPERSONAL COMMUNICATIONS

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

CM 240: TECHNICAL WRITING

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

CS 210: CAREER DEVELOPMENT STRATEGIES

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

CS 410: ADVANCED CAREER DEVELOPMENT STRATEGIES

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

HU 105: HISTORY OF IDEAS IN CIVILIZATION

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

HU 201: VOICES OF WESTERN CULTURE— ARTS AND IDEAS

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 110: HUMAN GEOGRAPHY

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 120: AMERICAN FILM AND SOCIETY—1930S THROUGH 1960S

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 144: SOCIOLOGY

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 220: AMERICAN FILM AND SOCIETY—1970S TO PRESENT

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 236: AMERICAN GOVERNMENT AND POLITICS

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 270: SOCIAL PROBLEMS

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

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 are used:

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

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: INDEPENDENT DIRECTED STUDY I†

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The student 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.

1 Quarter Credit Hour
Prerequisite: None

BU 482: INDEPENDENT DIRECTED STUDY II‡

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The student 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.

2 Quarter Credit Hours
Prerequisite: None

BU 483: INDEPENDENT DIRECTED STUDY III‡

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The student 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.

3 Quarter Credit Hours
Prerequisite: None

BU 484: INDEPENDENT DIRECTED STUDY IV‡

In this course, students in the School of Business will engage in an inde-

pendent, directed-studies project focused on a self-selected research project. The student 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.

4 Quarter Credit Hours
Prerequisite: None

BU 485: INDEPENDENT DIRECTED STUDY V‡

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The student 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.

5 Quarter Credit Hours
Prerequisite: None

BU 486: INDEPENDENT DIRECTED STUDY VI‡

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The student 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.

6 Quarter Credit Hours
Prerequisite: None

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 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 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 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

*Effective December 14, 2005

†Effective March 15, 2006

‡Effective June 14, 2006

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 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.

1-5 Quarter Credit Hours

Prerequisite: Permission of the Dean

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 115)

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 115)

CM 104: EFFECTIVE WRITING I FOR PARALEGAL 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 115)

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 115)

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 115)

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 115)

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

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 107)

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 107)

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

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

CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL*

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 114: ACADEMIC STRATEGIES FOR THE IT PROFESSIONAL*

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 115: 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

*Effective December 14, 2005

†Effective March 15, 2006

‡Effective June 14, 2006

support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

ED 500: INTRODUCTION TO THE M.A. PROGRAM*

This course introduces candidates to the Kaplan University education program mission statement; the Reflective Decision-Maker Model; the program competencies, knowledge, performance, and disposition indicators required of successful teachers; and the Electronic Presentation Portfolio, an archive of coursework samples that is required for successful completion of the Master of Arts degree.

2 Quarter Credit Hours

Prerequisite: None

ED 501: INTRODUCTION TO THE M.ED. PROGRAM*

This course introduces candidates to the Kaplan University education program mission statement, the Reflective Decision-Maker Model, and the program competencies and their associated knowledge, disposition, and performance indicators. The course also gives candidates an orientation to the Electronic Presentation Portfolio, an archive of work accomplished throughout the program, which is required for successful completion of the Master of Education degree.

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 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 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 601: SECONDARY STUDENT TEACHING (CLINICAL INTERNSHIP)*

All Master of Education degree candidates will undertake a supervised student teaching experience of at least 12 weeks in a public or private school setting. Designed as the culmination of preparation for teaching, this teaching activity is conducted under the supervision of a cooperating teacher and a Kaplan University supervisor. Candidates will be required to show evidence of all nine program competencies in the course of their clinical internship.

9 Quarter Credit Hours

Prerequisites: Successful completion of all degree program coursework with a 3.0 GPA, acceptable Praxis II scores, and an application for Student Teacher Placement approved by the Center for Teacher Placement

Coresquisite: ED 602

ED 605: 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 606: 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 607: 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

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

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

Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

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

Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog, and should be preceded by ET 501: Using Technology: Fundamentals of Integration.

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

Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog. Ideally, the course will be taken as the third course in sequence with ET 501 and ET 502.

*Effective December 14, 2005

†Effective March 15, 2006

*Effective June 14, 2006

HR 400: EMPLOYMENT AND STAFFING*

In this course, students explore the role of personnel administration in the area of human resource management by examining the areas of employee recruiting, retention, and development. Topics focus on how an organization can implement effective recruiting and development policies. These factors will include the topics of compensation and benefits packages, recruitment sources and techniques, electronic recruitment, competency-based recruiting and interviewing, why employees leave, rewards, recognition and opportunities, and balancing work with personal life.

6 Quarter Credit Hours

Prerequisite: none

HR 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

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

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 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 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 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

Prerequisites: IT 331 or MT 300

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

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 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

LS 102: INTRODUCTION TO THE LAW‡

In this course, students will get an introductory overview of law as it developed historically, the American legal system, and the role and influence of law in society, business and personal behavior, communication, and thought.

5 Quarter Credit Hours

Prerequisite: None

*Effective December 14, 2005

†Effective March 15, 2006

‡Effective June 14, 2006

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

Prerequisites: PA 102, PA 110, PA 112, and PA 201

LS 490: LEGAL PHILOSOPHY*

This course provides the student with an opportunity to look at a number of historically significant philosophical and legal thinkers and theories. The student will analyze and compare them to the American theoretical and philosophical system. Critical thinking skills and communication competence are built through the individual and collaborative discussion and analysis process. Upon completion of the final project, the student will be able to identify the most historically significant legal philosophers and assess American legal philosophy in historical context. Further, philosophical thinking that contributed directly to the design of our system will be understood in current legal context.

6 Quarter Credit Hours

Prerequisite: PA 102, PA 110, PA 201, PA 253

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

Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog

LT 503: TEACHING WRITING ACROSS THE CURRICULUM (GRADES K-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 minilesson, cooperative learning groups, peer reviews, student/teacher conferencing, journaling, and portfolios. In addition, the course explores evaluation rubrics for assessing student achievement.

4 Quarter Credit Hours

Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog

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

MH 591: 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. Candidates' work will culminate in a Professional Action Project on teaching to state and national standards in mathematics.

2 Quarter Credit Hours

Prerequisite: None

MH 592: 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. Candidates' work will culminate in a Professional Action Project on the teaching of algebra.

2 Quarter Credit Hours

Prerequisite: None

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.

2 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 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 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 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

*Effective December 14, 2005

†Effective March 15, 2006

‡Effective June 14, 2006

MT 371: 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: MT 101

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

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 450: LEADERSHIP CONCEPTS IN POPULATION-FOCUSED NURSING†

This course integrates and applies the major concepts of previous nursing courses to families, groups, and popu-

lations. 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 CARE - B.S.N. COMPLETION*

In this course, students in the School of Nursing and Health Care's B.S.N. 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; must be a 300- or 400-level student

NU 499: BACHELOR'S CLINICAL (CAPSTONE IN NURSING)*

This course represents the culmination of the B.S.N. 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 and HU 280; last term or permission of the Dean

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 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: PA 101

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 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 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 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: PA 101 and PA 412

PD 721: 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. Candidates' work will culminate in a Professional Action Project on teaching to state and national standards in mathematics.

2 Quarter Credit Hours

Prerequisite: None

PD 722: 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. Candidates' work will culminate in a Professional Action Project on the teaching of algebra.

2 Quarter Credit Hours

Prerequisite: None

*Effective December 14, 2005

†Effective March 15, 2006

*Effective June 14, 2006

**PD 731: 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. Candidates' work will culminate in a Professional Action Project on the teaching of life science.

2 Quarter Credit Hours

Prerequisite: None

**PD 732: 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. Candidates' work will culminate in a Professional Action Project on the teaching of physical science.

2 Quarter Credit Hours

Prerequisite: None

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

**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

**SE 591: 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. Candidates' work will culminate in a Professional Action Project on the teaching of life science.

2 Quarter Credit Hours

Prerequisite: None

**SE 592: 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. Candidates' work will culminate in a Professional Action Project on the teaching of physical science.

2 Quarter Credit Hours

Prerequisite: None

*Effective December 14, 2005

†Effective March 15, 2006

‡Effective June 14, 2006

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: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

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

SS 124: 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 107)

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 107)

Fulfills history and 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 combined with critical thinking skills will be valuable personally and professionally.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102-CM 107)

SS 265: U.S. HISTORY TO 1877†

This course examines the struggles that shaped the colonies and the emerging nation, including wars over land and trade; colonial-era slave revolts, civil wars, and religious ferment; the revolutionary struggle for home rule; post-revolutionary contests over

race and gender equality; and constitutional debates over governmental power and economic interests.

Onsite Only

5 Quarter Credit Hours

Prerequisite: CM 102

Fulfills history core requirement

SS 266: U.S. HISTORY: 1877 TO PRESENT†

How does American life in the early twenty-first century reflect the change and turmoil of the last century and a half? What do we have in common with the Americans of the Gilded Age, the Great Depression, or the Civil Rights Era, and how are we different? In this course, students explore the period since 1877, using the tools of the historian to draw their own connections and conclusions.

Onsite Only

5 Quarter Credit Hours

Prerequisite: CM 102

Fulfills history core requirement

*Effective December 14, 2005

†Effective March 15, 2006

*Effective June 14, 2006

KAPLAN UNIVERSITY ADMINISTRATORS AND ACADEMIC LEADERSHIP

SENIOR ADMINISTRATORS

ANDREW S. ROSEN—PRESIDENT

J.D., YALE LAW SCHOOL
A.B., DUKE UNIVERSITY

Mr. Rosen is president and chief operating officer of Kaplan University. He has led the institution's efforts into the burgeoning online higher learning market through Kaplan University and Concord Law School. Previously, Mr. Rosen served as a staff attorney for The Washington Post newspaper, then moved to Newsweek as assistant counsel in 1988 before coming to Kaplan, Inc., in 1992. He served as center administrator, regional director, and vice president of field management prior to assuming the role of chief operating officer in early 1997. He currently serves on the Board of Trustees of The Children's Aid Society in New York City.

RONALD BLUMENTHAL—SENIOR VICE PRESIDENT, ADMINISTRATION

M.S.W., WASHINGTON UNIVERSITY
B.A., UNIVERSITY OF MISSOURI

Mr. Blumenthal is a 30-year veteran of the Kaplan organization. His primary responsibility is for the regulatory and accreditation areas of Kaplan University's educational endeavors.

DAVID CLINEFELTER—VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

PH.D. AND M.A., OHIO STATE UNIVERSITY
B.A., GRACELAND UNIVERSITY

Prior to joining Kaplan University, Dr. Clinefelter was the president of Graceland University, where he also served as chairman of the board of directors of SkillPath Seminars, a Graceland subsidiary. He has also worked in K-12 education as a teacher, high school principal, and superintendent of schools.

JEFF CONLON—PRESIDENT, KAPLAN HIGHER EDUCATION CORP.

M.B.A., NORTHWESTERN UNIVERSITY
B.A., BROWN UNIVERSITY

Mr. Conlon has been with Kaplan since January 1993. He most recently served as chief executive officer at Score!, and previously managed test prep centers in Chicago before serving as regional director in South Florida and later Washington, D.C.

LISA GEFEN SICILIAN—SENIOR VICE PRESIDENT, LEGAL AND HR, KAPLAN HIGHER EDUCATION

J.D., EMORY UNIVERSITY SCHOOL OF LAW
B.A., GOUCHER COLLEGE

Ms. Gefen Sicilian is responsible for all Kaplan Higher Education 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

M.B.A., COLUMBIA UNIVERSITY
M.A. AND B.A., 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

PH.D., SAINT LOUIS UNIVERSITY
J.D., UNIVERSITY OF MISSOURI—COLUMBIA
B.S., 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 M.A. from the University of Oxford and has honorary doctorates from Bard, Baruch, and St. Francis Colleges.

GREGORY MARINO—SENIOR VICE PRESIDENT, OPERATIONS

MCSE

Mr. Marino is responsible for admissions. Since joining Kaplan, Inc., in 1993 as an intern, Mr. Marino has been instrumental in many different roles. After a three-year tenure at two of the Kaplan Test Prep centers in Long Island and Queens, New York, he was project manager in technology, then director of technology operations. In 2001, he was named vice president of operations for then Kaplan College.

MATT SEELYE—CFO, KAPLAN HIGHER EDUCATION

B.B.A., JAMES MADISON UNIVERSITY

Mr. Seelye is CFO for Kaplan Higher Education, including Kaplan University and Kaplan Higher Education Corp.

CHARLES THORNBURGH—VICE PRESIDENT FOR STRATEGIC INITIATIVES

B.A., 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 currently serves on the SIIA Education Board of Directors.

TOM WEST—CHIEF INFORMATION OFFICER

M.B.A., FLORIDA INSTITUTE OF TECHNOLOGY
B.S., UNIVERSITY OF NORTH CAROLINA
AT CHARLOTTE

Mr. West has extensive experience leading complex information systems organizations. He previously spent 25 years in information technology within Pfizer, General Electric, and 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.

ACADEMIC LEADERSHIP

ARTS AND SCIENCES

CONNIE BOSSE—PROGRAM VICE PRESIDENT FOR ARTS AND SCIENCES

M.B.A. AND B.S., BOSTON UNIVERSITY

Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

SARA SANDER—DEAN, COLLEGE OF ARTS AND SCIENCES

M.A. AND B.A., UNIVERSITY OF ARKANSAS AT FAYETTEVILLE

Ms. Sander began her career with Kaplan University in 1977. She has served in a variety of positions including professor of communications and languages and program coordinator for the College of Arts and Sciences. Her experience includes over a decade of teaching adult learners, with a focus in the last six years in online education and administration.

PATRICIA JONES—ASSOCIATE DEAN OF STUDENTS, COLLEGE OF ARTS AND SCIENCES

M.B.A., NORTHWESTERN UNIVERSITY,
KELLOGG SCHOOL
B.A., 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 Care. Previously, she held operations management positions with TheScientificWorld, an Internet start-up company, Reader's Digest, and Time Warner.

BUSINESS

JANE BRAVO—ACTING DEAN, SCHOOL OF BUSINESS AND ASSISTANT DEAN OF CURRICULUM, SCHOOL OF BUSINESS

ED.D., NOVA SOUTHEASTERN UNIVERSITY
M.ED., FLORIDA ATLANTIC UNIVERSITY
B.A., UNIVERSITY OF SOUTH FLORIDA

Dr. Bravo has her degree in higher education with a concentration in curriculum development. She has designed and implemented courses for the University

of Alabama in Mexico, The Autonomous University of Tlaxcala, The University of the Americas, Anahuac University, and Endicott College.

TRACEY HESS—ASSOCIATE DEAN OF STUDENTS, SCHOOL OF BUSINESS

CRIMINAL JUSTICE

CHRISTOPHER CAYWOOD—PROGRAM VICE PRESIDENT FOR CRIMINAL JUSTICE

J.D., A.M., AND A.B., UNIVERSITY OF MICHIGAN
M.B.A., 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.

GENE SCARAMELLA—DEAN, GRADUATE SCHOOL OF CRIMINAL JUSTICE

ED.D., NORTHERN ILLINOIS UNIVERSITY
M.A. AND B.S., WESTERN ILLINOIS UNIVERSITY

Dr. Scaramella has been a faculty professor at Western Illinois University and Lewis University; an adjunct professor for the Department of Criminal Justice at both the University of Illinois at Chicago and Moraine Valley Community College; and a research director for the Office of International Criminal Justice at the University of Illinois at Chicago. Dr. Scaramella is also a former member of both the Chicago Police Department and the Cook County Sheriff's Office, and spent most of his career in the organized crime units of both agencies.

FRANK DIMARINO—DEAN, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE

J.D., CASE WESTERN RESERVE SCHOOL OF LAW
LL.M., GEORGE WASHINGTON 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.

AMY SURBER—INTERIM ASSOCIATE DEAN OF STUDENTS, SCHOOL OF CRIMINAL JUSTICE

M.S.M.F.T., NORTHWESTERN UNIVERSITY
B.A., UNIVERSITY OF MISSOURI

Ms. Surber oversees academic advising operations for the Schools of Criminal Justice and Paralegal 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.

EDUCATION

JOHN LANEAR—PROGRAM VICE PRESIDENT FOR EDUCATION

PH.D., UNIVERSITY OF WISCONSIN-MADISON
J.D., UNIVERSITY OF MISSOURI-KANSAS CITY
B.S., 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.

BECKY L. SHERMIS—DEAN, GRADUATE SCHOOL OF EDUCATION

M.A., UNIVERSITY OF TEXAS
B.S., UNIVERSITY OF TENNESSEE

Mrs. Shermis brings 25 years of teaching and school administrative experience to Kaplan University. She most recently served as executive director of the School Board of Broward County, Florida. In this capacity, she managed development and professional quality for approximately 300 schools and 30,000 employees. Her prior work includes administrative consulting in both Florida and Indiana, where she also served as principal of a magnet school. Mrs. Shermis has taught and developed curriculum for gifted programs at the elementary level in Texas and Indiana. She has a Gifted Education Endorsement from the Texas Education Agency and an Elementary Administration and Supervision License from Indiana.

PAULA NYSTROM—ASSOCIATE DEAN OF STUDENTS, GRADUATE SCHOOL OF EDUCATION

M.B.A., UNIVERSITY OF MIAMI
B.S., LOCK HAVEN UNIVERSITY

Ms. Nystrom is the associate dean of students for the Graduate School of Education. Previously, she held operations management positions with Federal Express and American Express. In addition, she has extensive experience in the performance engineering and project management arenas. Ms. Nystrom began her career as a communications officer in the U.S. Marine Corps.

INFORMATION SYSTEMS AND TECHNOLOGY

NICHOLE KARPEL—DEAN, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

M.ED., PENNSYLVANIA STATE UNIVERSITY
B.A., 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.

TRACEY HESS—ASSOCIATE DEAN OF STUDENTS, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

MANAGEMENT

ERIC GOODMAN—ACTING DEAN, GRADUATE SCHOOL OF MANAGEMENT

PH.D., M.S., AND B.S., UNIVERSITY OF COLORADO AT BOULDER

Dr. Goodman is the acting dean for the Graduate School of Management. Prior to joining Kaplan University, he served as the dean of management at Colorado Technical University. 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.

TRACEY HESS—ASSOCIATE DEAN OF STUDENTS, GRADUATE SCHOOL OF MANAGEMENT

NURSING

CONNIE BOSSE—PROGRAM VICE PRESIDENT FOR NURSING AND HEALTH CARE

M.B.A. AND B.S., BOSTON UNIVERSITY

Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

DIANN L. MARTIN—DEAN, SCHOOL OF NURSING AND HEALTH CARE

D.N.S. AND M.S.N., RUSH UNIVERSITY COLLEGE OF NURSING

B.S.N., LOYOLA UNIVERSITY OF CHICAGO

Dr. Martin brings 28 years of health administration and executive leadership experience to Kaplan University. Previously she was director of clinical operations for Patient Care, Inc., administrator for Elmhurst Memorial Home Health and Hospice, and executive vice president for CareMed in Chicago.

PATRICIA JONES—ASSOCIATE DEAN OF STUDENTS, SCHOOL OF NURSING AND HEALTH CARE

M.B.A., NORTHWESTERN UNIVERSITY,
KELLOGG SCHOOL

B.A., 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 Care. Previously, she held operations management positions with TheScientificWorld, an Internet start-up company, Reader's Digest, and Time Warner.

PARALEGAL STUDIES

CHRISTOPHER CAYWOOD—PROGRAM VICE PRESIDENT FOR PARALEGAL STUDIES AND ACTING DEAN, SCHOOL OF PARALEGAL STUDIES

J.D., A.M., AND A.B., UNIVERSITY OF MICHIGAN
M.B.A., 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 PARALEGAL STUDIES
M.S.M.F.T., NORTHWESTERN UNIVERSITY
B.A., UNIVERSITY OF MISSOURI

Ms. Surber oversees academic advising operations for the Schools of Criminal Justice and Paralegal 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.

UNIVERSITY ADMINISTRATORS

KRISTINA BELANGER—PROGRAM VICE PRESIDENT FOR CONTINUING AND PROFESSIONAL STUDIES
J.D., UNIVERSITY OF MIAMI SCHOOL OF LAW
B.A., MARIETTA COLLEGE

Ms. Belanger has practiced law and developed curriculum for paralegal studies, criminal justice, and legal nurse consulting. Over the last 12 years, she has held several academic, administrative, and marketing positions for online education institutions.

WILLEM BROOKE-DEBOCK—DIRECTOR, FIRST-TERM EXPERIENCE/DEPARTMENT CHAIR, PROFESSIONAL STUDIES
M.S. AND B.A., MARLBORO COLLEGE

Mr. Brooke-deBock has been involved in higher education for 20 years in a variety of capacities. He has taught sociology at the undergraduate level, as well as worked in student affairs, institutional development, and grant writing. In the late 1990s, his career shifted toward work in Internet technologies. He has managed teams that developed a learning platform for Massachusetts General Hospital, as well as interactive websites for various educational services companies. He has been with Kaplan University since 2000 in various roles, including academic advisor, director of curriculum development, and dean of students for the continuing education programs.

SHARON CARRINGTON—DIRECTOR, MANAGEMENT DEVELOPMENT
M.S., UNIVERSITY OF BRIDGEPORT
B.A., BEREA COLLEGE

Ms. Carrington is the director of management development for Kaplan University and supports 240 directors, deans, and managers in Florida and Chicago through training, coaching, and mentoring.

CHRIS DUNHAM—EXECUTIVE DIRECTOR OF ACADEMIC SERVICES AND TECHNOLOGY
M.B.A., WEBSTER UNIVERSITY
B.S., SOUTHWEST MISSOURI STATE

Mr. Dunham brings 20 years of experience in business and technology to Kaplan University. This experience gives him a perspective on academic curriculum that makes practical sense in today's complex job markets. Previously, he was campus president of 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
M.A., UNIVERSITY OF PHOENIX

B.S., 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 M.B.A. program, and director of student management at American InterContinental University.

RUBEN GARCIA, JR.—VICE PRESIDENT, FINANCIAL AID

M.S., TEXAS A&M UNIVERSITY—KINGSVILLE
B.A., TEXAS A&I UNIVERSITY
Mr. Garcia began his career in education as a work study 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
M.B.A., UNIVERSITY OF IOWA
B.A., UNIVERSITY OF NEBRASKA

Mr. Kilgore received his commission in the U.S. Army as a cavalry officer. For the past 12 years, he has worked in all capacities of the teleservices industry, assisting Fortune 500 companies achieve their marketing objectives. He is leveraging this experience to integrate contact center disciplines to the admissions arena of Kaplan's for-profit education division.

CHAK LAU—VICE PRESIDENT, CHIEF LEARNING OFFICER

PH.D. AND M.A., 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.

VANESSA NAZARIO—REGISTRAR
B.S., LOYOLA UNIVERSITY

Prior to joining Kaplan University, Ms. Nazario worked on leading large-scale implementations of student information systems for institutions of higher learning such as Brandeis University, Jersey City University, University of Kansas, and University of Massachusetts. She also held positions as associate and assistant director of student information systems at DePaul University and Loyola University. She is currently pursuing a master's degree at Loyola University.

GENE SCARAMELLA—DEAN OF GRADUATE PROGRAMS

ED.D., NORTHERN ILLINOIS UNIVERSITY
M.A. AND B.S., WESTERN ILLINOIS UNIVERSITY
Dr. Scaramella has been a faculty professor at Western Illinois University and Lewis University; an adjunct professor for the Department of Criminal Justice at both the University of Illinois at Chicago and Moraine Valley Community College; and a research director for the Office of International Criminal Justice at the University of Illinois at Chicago. Dr. Scaramella is also a former member of both the Chicago Police Department and the Cook County Sheriff's Office, and spent most of his career in the organized crime units of both agencies.

RONALD TRAUTMAN—VICE PRESIDENT OF MARKETING AND BUSINESS DEVELOPMENT
B.A., FLORIDA ATLANTIC UNIVERSITY

Mr. Trautman is vice president of marketing and business development for Kaplan University. Prior to joining Kaplan University, he was chief executive officer for Cyberads, Inc., and previously worked with MediaOne for 15 years.

GREG VIGIL—EXECUTIVE DIRECTOR OF FINANCE, KAPLAN HIGHER EDUCATION
M.B.A., HARVARD UNIVERSITY

B.S., UNIVERSITY OF COLORADO AT BOULDER
Prior to his current role at Kaplan University, Mr. Vigil was the business unit manager for Concord Law School and the Kaplan University School of Continuing and Professional Studies. He has experience in public accounting and the financial services industry.

ONSITE ADMINISTRATORS

THOMAS BEAUDRY—IT MANAGER

A.A.S., SPARTAN SCHOOL OF AERONAUTICS
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.

JANE L. BOLLMANN—DIRECTOR OF CAREER SERVICES

B.S., MURRAY STATE UNIVERSITY
Ms. Bollman has been with Kaplan University for 13 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.

CONNIE BONNE—DIRECTOR OF ACADEMIC SERVICES
B.A., UNIVERSITY OF IOWA

Ms. Bonne has four years' experience with the admissions department at the Kaplan University campus, where she has worked with both online and onsite students. Previously, she taught elementary and middle school for 16 years.

JENNIFER CHRISTIANSEN—DIRECTOR OF ACADEMIC RESOURCE CENTER

M.L.S., UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
B.A., UNIVERSITY OF ILLINOIS AT CHICAGO
Ms. Christiansen has over nine years of experience providing reference services in public and academic libraries. Previously, she was the Internet department supervisor for Stanislaus County Library in Modesto, California.

ROBERT COX—NETWORK ADMINISTRATOR

B.S.E.E., NORTHERN ILLINOIS UNIVERSITY
A.A.S., WAUBONSEE COMMUNITY COLLEGE
MCSE CERTIFIED

Mr. Cox has taught information technology and math courses at Kaplan University. He has also worked for John Deere's IT support division.

ED DEJAEGER—CAMPUS PRESIDENT

E.D.M., CASE WESTERN RESERVE UNIVERSITY
E.M.B.A., UNIVERSITY OF NOTRE DAME
M.A., MARQUETTE UNIVERSITY
B.B.A., ST. AMBROSE UNIVERSITY

Prior to joining Kaplan University, Dr. DeJaeger was the dean of graduate studies at the Indiana Institute of Technology. He has also taught courses in the Executive M.B.A. program and Executive Continuing Education Division at the University of Notre Dame and has served in various executive positions for several domestic multinational HVAC companies.

SCOTT ERVIN—DIRECTOR OF HIGH SCHOOL ADMISSIONS

GRADUATE OF THE AMERICAN INSTITUTE OF COMMERCE

Mr. Ervin worked both as a high school admissions representative and a high school presenter in the proprietary school business before joining Kaplan University as the director of high school admissions. Mr. Ervin has also coached middle school football for the past five years.

BRANDI FARNUM—BUSINESS MANAGER

B.S., KAPLAN UNIVERSITY
A.A.S., BLACK HAWK COLLEGE

Ms. Farnum has been with Kaplan University for over six years. She previously worked for the residential admissions department and also served as the online student accounts manager for Kaplan University.

B.J. FLAHERTY—STUDENT SERVICES AND TRAVEL PROGRAM COORDINATOR

B.S., CALIFORNIA COAST UNIVERSITY

Ms. Flaherty has been involved in education since April 1985, when she was an instructor in the Travel and Tourism Department. In addition to teaching, she was offered and accepted the opportunity to train for the Pacific Institute Goal Training World Wide. She has facilitated training for several colleges and companies for about eight years.

JANET GEHRLS—REGISTRAR

B.A., AUGUSTANA COLLEGE
DIPLOMA, AMERICAN INSTITUTE OF COMMERCE

Ms. Gehrls has been with the University for the past 15 years. Prior to her work with Kaplan University, she worked as a substitute teacher, a preschool teacher, and daycare provider. She also has experience as a sales associate and assistant manager.

ROBERT HOFFMANN—DIRECTOR OF ADMISSIONS

Mr. Hoffmann began his career in college admissions in 1988. Initially hired at a private college as an outside representative to meet with prospective students, he was promoted to director of admissions and stayed in that role for four years before starting at Kaplan University in 2001.

SUE MCCABE—DIRECTOR OF FINANCIAL AID

A.A., BLACK HAWK COLLEGE
DIPLOMA, SCOTT COMMUNITY COLLEGE

Ms. McCabe has developed a strong background in federal student aid through her experience at Palmer College of Chiropractic and as financial aid director of Hamilton College. She has spent three years working in special education and was instrumental in the development of a program to prepare and place students in the workforce. She is currently pursuing her bachelor's degree in business management.

DON WILSKE—DIRECTOR OF FINANCE

M.B.A., ST. AMBROSE UNIVERSITY

Prior to joining Kaplan University, Mr. Wilske was the chief financial officer for the Illinois Community College Board in Springfield, Illinois, where he was responsible for the operating and capital budgets for the Illinois community college system and also for the agency's technology services operations. He previously held the position of chief financial officer at Black Hawk College and worked in public accounting and the automobile industry.

OWNERSHIP

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475 Lisbon Street
Lewiston, ME 04240

ANDOVER COLLEGE

901 Washington Avenue
Portland, ME 04103

BAUDER COLLEGE

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

CAREER CENTERS OF TEXAS

1900 North Expressway
Brownsville, TX 78521

CAREER CENTERS OF TEXAS

1620 South Padre Island Drive
Corpus Christi, TX 78416

CAREER CENTERS OF TEXAS

8360 Burnham Road, Suite 100
El Paso, TX 79907

CAREER CENTERS OF TEXAS

2001 Beach Street, Suite 201
Ft. Worth, TX 76103

CHI INSTITUTE

1991 Sproul Road, Suite 42
Broomall, PA 19008

CHI INSTITUTE

520 Street Road
Southampton, PA 18966

DENVER CAREER COLLEGE

500 East 84th Avenue
Suite W-200
Thornton, CO 80229

FLORIDA EDUCATION CENTER

1299B NW 40th Avenue
Lauderhill, FL 33313

HAGERSTOWN BUSINESS COLLEGE

5301 Buckeystown Pike, Suite 150
Frederick, MD 21704

HAGERSTOWN BUSINESS COLLEGE

18618 Crestwood Drive
Hagerstown, MD 21742

HAMILTON COLLEGE

7009 Nordic Drive
Cedar Falls, IA 50613

HAMILTON COLLEGE

3165 Edgewood Parkway, SW
Cedar Rapids, IA 52404

HAMILTON COLLEGE

1751 Madison Avenue, Suite 750
Council Bluffs, IA 51503

HAMILTON COLLEGE

4655 121st Street
Des Moines, IA 50323

HAMILTON COLLEGE

1821 K Street
Lincoln, NE 68508

HAMILTON COLLEGE

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

HAMILTON COLLEGE

3350 North 90th Street
Omaha, NE 68134

HERITAGE COLLEGE

3315 Spring Mountain Road
Las Vegas, NV 89102

HESSER COLLEGE

25 Hall Street, Suite 104
Concord, NH 03301

HESSER COLLEGE

3 Sundial Avenue
Manchester, NH 03103

HESSER COLLEGE

410 Amherst Street
Nashua, NH 03063

HESSER COLLEGE

170 Commerce Way
Portsmouth, NH 03801

HESSER COLLEGE

11 Manor Park Way
Salem, NH 03079

ICM SCHOOL OF BUSINESS & MEDICAL CAREERS

10 Wood Street
Pittsburgh, PA 15222

KAPLAN COLLEGE-MILWAUKEE

111 West Pleasant Street, Suite 101
Milwaukee, WI 53212

KAPLAN COLLEGE-SEATTLE

500 SW 39th Street, Suite 155
Renton, WA 98055

KAPLAN INSTITUTE

3031 West Grand Boulevard
Suite 236
Detroit, MI 48202

KAPLAN UNIVERSITY

1801 East Kimberly Road
Suite 1
Davenport, IA 52807

LONG TECHNICAL COLLEGE

13450 North Black Canyon Highway
#104
Phoenix, AZ 85029

LONG TECHNICAL COLLEGE- EAST VALLEY

4646 East Van Buren
Phoenix, AZ 85008

MARIC COLLEGE

1360 South Anaheim Boulevard
Anaheim, CA 92805

MARIC COLLEGE

1914 Wible Road
Bakersfield, CA 93304

MARIC COLLEGE

20700 Avalon Boulevard
Suite 210
Carson, CA 90746

MARIC COLLEGE

44 Shaw Avenue
Clovis, CA 93612

MARIC COLLEGE

4900 Rivergrade Road
Suite E-210
Irwindale, CA 91706

MARIC COLLEGE

25381 Commercentre Drive
Suite 200
Lake Forest, CA 92630

MARIC COLLEGE

3699 Wilshire Boulevard
Los Angeles, CA 90010

MARIC COLLEGE

6180 Laurel Canyon Boulevard
#101
North Hollywood, CA 91606

MARIC COLLEGE

2475 East Tahquitz Canyon Way
Palm Springs, CA 92262

MARIC COLLEGE

14355 Roscoe Boulevard
Panorama City, CA 91402

MARIC COLLEGE

980 Corporate Center Drive
Pomona, CA 91768

MARIC COLLEGE

1635 Spruce Street
Riverside, CA 92507

MARIC COLLEGE

4330 Watt Avenue, #400
Sacramento, CA 95821

MARIC COLLEGE

5172 Kiernan Court
Salida, CA 95368

MARIC COLLEGE

9055 Balboa Avenue
San Diego, CA 92123

MARIC COLLEGE

722 West March Lane
Stockton, CA 95207

MARIC COLLEGE-EAST COUNTY

6160 Mission Gorge Road
Suite 108
San Diego, CA 92120

MARIC COLLEGE-NORTH COUNTY

2022 University Drive
Vista, CA 92083

OHIO INSTITUTE OF PHOTOGRAPHY & TECHNOLOGY

2029 Edgefield Road
Dayton, OH 45439

PROFESSIONAL CAREERS INSTITUTE

7302 Woodland Drive
Indianapolis, IN 46278

RETS TECHNICAL CENTER

570 Rutherford Avenue
Charlestown, MA 02129

SAN ANTONIO COLLEGE OF MEDICAL & DENTAL ASSISTANTS

1500 South Jackson
McAllen, TX 78503

SAN ANTONIO COLLEGE OF MEDICAL & DENTAL ASSISTANTS

7142 San Pedro Avenue, Suite 100
San Antonio, TX 78216

SAWYER COLLEGE-NORTHLAKE

7833 Indianapolis Boulevard
Hammond, IN 46324

SAWYER COLLEGE-SOUTHLAKE

3803 East Lincoln Highway
Merrillville, IN 46410

SOUTHEASTERN CAREER COLLEGE

2416 21st Avenue, #300
Nashville, TN 37212

SOUTHEASTERN CAREER INSTITUTE

12005 Ford Road, Suite 100
Dallas, TX 75234

SOUTHEASTERN CAREER INSTITUTE

4320 West Illinois, Suite A
Midland, TX 79703

SOUTHWEST HEALTH CAREER INSTITUTE

5891 Jefferson Road NE, Suite A
Albuquerque, NM 87109

TECHNOLOGY EDUCATION COLLEGE

2745 Winchester Pike
Columbus, OH 43232

TESST COLLEGE OF TECHNOLOGY

6315 Bren Mar Drive
Alexandria, VA 22312

TESST COLLEGE OF TECHNOLOGY

1520 South Caton Avenue
Baltimore, MD 21227

TESST COLLEGE OF TECHNOLOGY

4600 Powder Mill Road
Beltsville, MD 20705

TESST COLLEGE OF TECHNOLOGY

803 Glen Eagles Court
Towson, MD 21286

TEXAS CAREERS

194 Gateway
Beaumont, TX 77701

TEXAS CAREERS

6410 McPherson
Laredo, TX 78041

TEXAS CAREERS

1421 9th Street
Lubbock, TX 79401

TEXAS CAREERS

1015 Jackson Keller, #102A
San Antonio, TX 78213

TEXAS SCHOOL OF BUSINESS-EAST

12030 East Freeway
Houston, TX 77029

TEXAS SCHOOL OF BUSINESS-FRIENDSWOOD

3208 Farm Road, 528
Friendswood, TX 77546

TEXAS SCHOOL OF BUSINESS-NORTH

711 East Airtex Drive
Houston, TX 77073

TEXAS SCHOOL OF BUSINESS-SOUTHWEST

6363 Richmond, Suite 300
Houston, TX 77057

THOMPSON INSTITUTE

2593 Philadelphia Avenue
Chambersburg, PA 17201

THOMPSON INSTITUTE

5650 Derry Street
Harrisburg, PA 17111

THOMPSON INSTITUTE

3010 Market Street
Philadelphia, PA 19104

TOTAL TECHNICAL INSTITUTE

8720 Brookpark Road
Brooklyn, OH 44129