# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter From the President</td>
<td>5</td>
</tr>
<tr>
<td>Policy Information</td>
<td>6</td>
</tr>
<tr>
<td>University Information</td>
<td>7</td>
</tr>
<tr>
<td>Mission, Purpose, and Philosophy</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>7</td>
</tr>
<tr>
<td>Accreditation, Approvals, and Memberships</td>
<td>7</td>
</tr>
<tr>
<td>Library</td>
<td>17</td>
</tr>
<tr>
<td>Statement of Assessment</td>
<td>17</td>
</tr>
<tr>
<td>Learning Modalities</td>
<td>17</td>
</tr>
<tr>
<td>Admissions</td>
<td>19</td>
</tr>
<tr>
<td>Admissions Requirements</td>
<td>19</td>
</tr>
<tr>
<td>International Applicants</td>
<td>20</td>
</tr>
<tr>
<td>English Proficiency Requirement</td>
<td>21</td>
</tr>
<tr>
<td>Entrance Examinations and Foundational Coursework</td>
<td>21</td>
</tr>
<tr>
<td>First-Term Responsibilities</td>
<td>21</td>
</tr>
<tr>
<td>Technology Requirements</td>
<td>22</td>
</tr>
<tr>
<td>Nondiscrimination Policy</td>
<td>22</td>
</tr>
<tr>
<td>Term Registration</td>
<td>25</td>
</tr>
<tr>
<td>Registration</td>
<td>25</td>
</tr>
<tr>
<td>Attendance</td>
<td>25</td>
</tr>
<tr>
<td>Leave of Absence and Withdrawal</td>
<td>25</td>
</tr>
<tr>
<td>Repeated Courses</td>
<td>27</td>
</tr>
<tr>
<td>Prior Learning Assessment</td>
<td>28</td>
</tr>
<tr>
<td>General Guidelines</td>
<td>28</td>
</tr>
<tr>
<td>Types of Credit</td>
<td>28</td>
</tr>
<tr>
<td>Advanced Start Credit in Bachelor's Degrees</td>
<td>29</td>
</tr>
<tr>
<td>Student Information and Services</td>
<td>30</td>
</tr>
<tr>
<td>Student Bill of Rights</td>
<td>30</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>30</td>
</tr>
<tr>
<td>Academic Appeals Policy</td>
<td>33</td>
</tr>
<tr>
<td>Problem Resolution and Grievance Procedures</td>
<td>33</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>35</td>
</tr>
<tr>
<td>Directory Information Public Notice</td>
<td>35</td>
</tr>
<tr>
<td>University Services</td>
<td>36</td>
</tr>
<tr>
<td>Campus-Specific Information</td>
<td>36</td>
</tr>
<tr>
<td>Academic Information</td>
<td>37</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>37</td>
</tr>
<tr>
<td>Course Numbering System</td>
<td>37</td>
</tr>
<tr>
<td>Definition of a Unit of Credit</td>
<td>37</td>
</tr>
<tr>
<td>Program Changes</td>
<td>37</td>
</tr>
<tr>
<td>Transcripts, Certifications, and Transfer of Kaplan University Credits</td>
<td>38</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>39</td>
</tr>
<tr>
<td>Academic Grades and Marks</td>
<td>39</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>40</td>
</tr>
<tr>
<td>Satisfactory Academic Progress Standards</td>
<td>40</td>
</tr>
<tr>
<td>Financial Information</td>
<td>42</td>
</tr>
<tr>
<td>Enrollment Status and Definition of an Academic Year</td>
<td>42</td>
</tr>
<tr>
<td>Academic Eligibility for Financial Aid</td>
<td>42</td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td>42</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>43</td>
</tr>
<tr>
<td>Scholarships</td>
<td>45</td>
</tr>
<tr>
<td>Undergraduate Programs</td>
<td>49</td>
</tr>
<tr>
<td>Policy Information</td>
<td>50</td>
</tr>
<tr>
<td>State-Specific Curricular Requirements</td>
<td>52</td>
</tr>
<tr>
<td>School of General Education</td>
<td>53</td>
</tr>
<tr>
<td>School of Business and Information Technology</td>
<td>55</td>
</tr>
<tr>
<td>Bachelor of Science in Accounting</td>
<td>57</td>
</tr>
<tr>
<td>Bachelor of Science in Business Administration</td>
<td>59</td>
</tr>
<tr>
<td>Bachelor of Science in Cybersecurity</td>
<td>65</td>
</tr>
<tr>
<td>Bachelor of Science in Finance</td>
<td>68</td>
</tr>
<tr>
<td>Bachelor of Science in Information Technology</td>
<td>70</td>
</tr>
<tr>
<td>Associate of Applied Science in Accounting</td>
<td>76</td>
</tr>
<tr>
<td>Associate of Applied Science in Business Administration</td>
<td>77</td>
</tr>
<tr>
<td>Associate of Applied Science in Information Technology</td>
<td>79</td>
</tr>
<tr>
<td>Associate of Applied Science in Small Group Management</td>
<td>80</td>
</tr>
<tr>
<td>Cisco Networks Postbaccalaureate Certificate</td>
<td>81</td>
</tr>
<tr>
<td>Computer Forensics Postbaccalaureate Certificate</td>
<td>82</td>
</tr>
<tr>
<td>Human Resources Postbaccalaureate Certificate</td>
<td>83</td>
</tr>
<tr>
<td>Information Security Postbaccalaureate Certificate</td>
<td>84</td>
</tr>
<tr>
<td>Microsoft Operating Systems Postbaccalaureate Certificate</td>
<td>85</td>
</tr>
<tr>
<td>Oracle Database Administration Postbaccalaureate Certificate</td>
<td>86</td>
</tr>
<tr>
<td>Programming and Software Development Postbaccalaureate Certificate</td>
<td>87</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>88</td>
</tr>
<tr>
<td>Bachelor of Science in Health and Wellness</td>
<td>91</td>
</tr>
<tr>
<td>Bachelor of Science in Health Care Administration</td>
<td>93</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Management</td>
<td>95</td>
</tr>
<tr>
<td>Bachelor of Science in Health Science</td>
<td>97</td>
</tr>
<tr>
<td>Bachelor of Science in Nutrition</td>
<td>99</td>
</tr>
</tbody>
</table>
If you are enrolled at a Learning Center, unless otherwise noted, you must adhere to Kaplan University online policies and procedures as stated in the University Catalog.

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

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

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

Dear Student:

Welcome to Kaplan University.

For over 75 years, Kaplan University has been serving students just like you who are juggling work and family responsibilities while pursuing their education. Our mission is to help you launch, enhance, or change your career. You have had the courage to take the most challenging step—getting started. We are here to support you through your entire journey.

Kaplan University’s outcome-focused programs are designed to provide you with what you need—the knowledge and skills that employers want. Here you can learn in a modality that is right for you: online, on campus, or a combination of the two. Faculty members are leaders in their academic fields who practice what they teach and are dedicated to sharing their professional knowledge. Our diverse student body, which includes individuals from every region of the United States and many countries around the world, provides you with the opportunity to learn from these various perspectives.

As you embark on your studies, refer to the University Catalog for official policy, course, and program information. Policy information is intuitively categorized at the university, degree, school, and program levels. Quickly navigate to your program of interest using the “Programs A to Z” link at the top of page. Refer to the left column for links to important resources. In addition, course descriptions are searchable and available for quick reference within the published degree plans.

At Kaplan University, we are committed to the idea that learning is a lifelong process. Congratulations on taking the first step on your path to a lifetime of personal and academic growth.

Sincerely,

Dr. Betty Vandenbosch
President, Kaplan University
POLICY INFORMATION

The Policy Information section of the Catalog spans admissions requirements, term registration, prior learning assessment, student information and services, general academic policies, academic standards, and financial information. Students should also refer to the undergraduate, graduate, school, and program overview sections of the Catalog for additional policies and information.
University Information

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

Kaplan University Mission, Purpose, and Philosophy

University Mission

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

University Purposes

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

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

University Philosophy

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

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

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

The University is committed to serving the public good. We engage in continuous efforts to increase college attainment of high-risk populations and help students achieve economic independence through higher education and employment. We address skill gaps that hinder economic development, help military personnel effectively transition to civilian life, reduce the cost of higher education for our students and society, incorporate public service in learning activities, and encourage and support faculty scholarship. We model public service to promote and encourage charitable activities and volunteerism among our faculty, staff, and students.

Kaplan University History

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

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

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

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

In 2013, the Augusta campus was added as a branch campus of Kaplan University.

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

Accreditation, Approvals, and Memberships

Kaplan University is accredited by The Higher Learning Commission (HLC). For more information, visit their website at hlcommission.org (http://hlcommission.org). Use the links under “Contact Us” to reach the Commission.

Professional Licensure

Important Note to Prospective Students: students who are considering an academic program that leads to a professional license in their state are highly encouraged to first seek guidance from the appropriate licensing agency in their home state BEFORE beginning an academic program located outside their state. It is the student’s responsibility to contact the appropriate licensing board in his or her home state to confirm whether a Kaplan University program will meet the requirements for licensure in that state.
Program and School Accreditation and Approvals

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

Concord Law School

Concord Law School is authorized to operate as a degree-granting institution in the state of California and is registered as an unaccredited law school in the distance learning category with the California Committee of Bar Examiners:

180 Howard Street
San Francisco, CA 94105
Tel: 415.538.2000
Website: www.calbar.ca.gov (http://www.calbar.ca.gov)

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

Concord’s degree-granting authority in connection with its students qualifying to take the California Bar Examination and obtaining admission to the practice of law in California (Juris Doctor Program) is based on its registration as an unaccredited law school with the Committee of Bar Examiners.

School of Business and Information Technology

Accreditation Council for Business Schools and Programs

Kaplan University's School of Business and Information Technology has received programmatic accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for the following programs:

- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Master of Business Administration
- Master of Science in Accounting
- Master of Science in Management and Leadership

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

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park , KS 66213
Tel: 913.339.9356
Fax: 913.339.6226
Website: www.acbsp.org/ (http://www.acbsp.org)

Certified Financial Planner Board of Standards

Kaplan University's Master of Science in Finance with a concentration in financial planning is a CFP Board-Registered Program in financial planning education. The Master of Science in Finance with a concentration in financial planning meets the specific criteria for educating individuals who wish to fulfill the education component for obtaining CFP® certification.

Individuals who meet CFP Board’s education requirement are eligible to sit for the CFP® Certification Examination. Successful completion of the education and examination components completes two of the core prerequisites to obtain CFP® certification.

Certified Financial Planner Board of Standards Inc. owns the certification marks CFP®, Certified Financial Planner™, and federally registered CFP (with flame design) in the U.S., which it awards to individuals who successfully complete CFP Board’s initial and ongoing certification requirements.

The Society for Human Resource Management

The Society for Human Resource Management (SHRM) has acknowledged that the following programs fully align with SHRM’s HR Curriculum Guidebook and Templates:

- Master of Science in Management and Leadership with a concentration in human resources
- Master of Business Administration with a concentration in human resources
- Bachelor of Science in Business Administration with a concentration in human resources

The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines—created in 2006 and revalidated in 2010 and 2013—are part of SHRM’s academic initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

School of Education

The Iowa certification track of the Master of Arts in Teaching program is approved by the Iowa State Board of Education for the secondary teaching concentration area:

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

School of Health Sciences

Commission on Accreditation of Allied Health Education Programs

The Medical Assistant Certificate program offered at the following campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahp.org (http://www.caahp.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB):

- Iowa: Cedar Rapids, Davenport, Des Moines
- Maine: Lewiston (with an additional location in Augusta)
- Maryland: Hagerstown
- Nebraska: Lincoln (with an additional location in Omaha)

Inquiries may be made at:
Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
The campuses in Iowa, Maine, Maryland, and Nebraska transferred accreditation from the Associate of Applied Science in Medical Assisting to the Medical Assistant Certificate on September 24, 2015. The campus in Hagerstown, Maryland, voluntarily withdrew accreditation for the Associate of Applied Science in Medical Assisting in May 2015. The campus in Mason City, Iowa, voluntarily withdrew accreditation for the certificate program in February 2016. The additional Cedar Falls, Iowa, accredited location stopped enrollment in the onsite program as of November 8, 2017. The additional South Portland, Maine, accredited location closed November 17, 2017. All students currently enrolled in the associate’s degree or certificate program will graduate from a CAAHEP-accredited program.

Commission on Accreditation for Health Informatics and Information Management Education

The Associate of Applied Science in Health Information Technology program offered online is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM can be contacted at:

223 North Michigan Avenue, Suite 2150
Chicago, IL 60601
Tel: 312.233.1100
Website: www.cahiim.org (http://www.cahiim.org)

National Accrediting Agency for Clinical Laboratory Sciences

The campus in Hagerstown, Maryland, voluntarily withdrew programmatic approval for the Phlebotomist Certificate in May of 2016 through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):

5600 North River Road, Suite 720
Rosemont, IL 60018
Tel: 773.714.8880

The teachout was completed in November 2016. All students who successfully completed the Hagerstown campus program earned our NAACLS-approved certificate.

Commission on Dental Accreditation

The Dental Assistant Diploma program offered onsite in Omaha is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of Approval (without reporting requirements). The Commission is a specialized accrediting body recognized by the U.S. Department of Education. The Commission on Dental Accreditation can be contacted at: 312.440.4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission’s web address is: www.ada.org/en/coda (http://www.ada.org/en/coda).

School of Nursing

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree in nursing, master’s degree in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Kaplan University are accredited by the Commission on Collegiate Nursing Education.

One DuPont Circle, NW, Suite 530
Washington, DC 20036

Tel: 202.887.6791

College of Social and Behavioral Sciences

Behavior Analyst Certification Board

The Behavior Analyst Certification Board®, Inc. (BACB®) has verified the course sequence of the Bachelor of Science in Psychology in Applied Behavior Analysis and the Applied Behavior Analysis Postbaccalaureate Certificate as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® Examination.

The BACB has also verified the course sequence of the Master of Science in Psychology’s applied behavior analysis concentration and the Postgraduate Certificate in Applied Behavior Analysis as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination.

Applicants will have to meet additional requirements to qualify.

BACB can be contacted at:

Behavior Analyst Certification Board
8051 Shaffer Parkway
Littleton, CO 80127
Tel: 720.438.4321

Fire and Emergency Services Higher Education

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education institution:

16825 South Seton Avenue
Emmitsburg, MD 21727
Tel: 301.447.1000
Fax: 301.447.1346
Website: www.usfa.fema.gov/ (http://www.usfa.fema.gov)

International Fire Service Accreditation Congress

Kaplan University’s College of Social and Behavioral Sciences has received programmatic accreditation from the International Fire Service Accreditation Congress (IFSAC) for the following programs:

• Associate of Applied Science in Fire Science
• Bachelor of Science in Fire Science

International Fire Service Accreditation Congress
IFSAC Administrative Office
1812 Tyler Avenue
Stillwater, OK 74078

National Addiction Studies Accreditation Commission

The online Bachelor of Science in Psychology in Addictions, the online Master of Science in Psychology with a concentration in addictions, and the online Graduate Certificate in Addictions are accredited by the National Addiction Studies Accreditation Commission (NASAC). The NASAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.562.0211
Website: nasacaccreditation.org (http://nasacaccreditation.org)
U.S. State and Other Approvals

State Authorization

Kaplan University is an institutional participant in the National Council for State Authorization Reciprocity Agreements (SARA). A list of current, authorized SARA member states is available at www.nc-sara.org/content/sara-state-status (http://www.nc-sara.org/content/sara-state-status). As a participating institution, Kaplan University adheres to a common set of standards for offering postsecondary distance education among member states, districts, and territories. The Agreement establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The intention is to make it easier for students to take online courses offered by postsecondary institutions who are based in another state. Kaplan University can be found on the NC-SARA website under the SARA member state of Iowa.

Program and State Availability

Please refer to the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf) for a table summarizing Kaplan University’s program approvals by state. Kaplan University’s institutional state approvals are summarized as follows:

Alabama

As an approved SARA institution, Kaplan University is in compliance with Alabama regulations to offer programs to residents of the state.

Teaching Programs

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

Alaska

As an approved SARA institution, Kaplan University is in compliance with Alaska regulations to offer programs to residents of the state.

Arizona

As an approved SARA institution, Kaplan University is in compliance with Arizona regulations to offer programs to residents of the state.

Nursing Programs

Kaplan University is unable to enroll Arizona residents in the Master of Science in Nursing’s adult-gerontology acute care nurse practitioner population focus area.

Arkansas

As an approved SARA institution, Kaplan University is in compliance with Arkansas regulations to offer programs to residents of the state.

Nursing Programs

Kaplan University is unable to enroll Arkansas residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

Teaching Programs

Arkansas students enrolled in the Master of Science in Education must sign a disclosure statement prior to the start of their program.

California

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program who is a California resident or are enrolled in a residency program and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your Enrollment Agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916.431.6959 or 888.370.7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

**Colorado**

As an approved SARA institution, Kaplan University is in compliance with Colorado regulations to offer programs to residents of the state.

**Connecticut**

As an approved SARA institution, Kaplan University is in compliance with Connecticut regulations to offer programs to residents of the state.

**Delaware**

As an approved SARA institution, Kaplan University is in compliance with Delaware regulations to offer programs to residents of the state.

**District of Columbia**

As an approved SARA institution, Kaplan University is in compliance with the District of Columbia regulations to offer programs to residents of the district.

**Nursing Programs**

Kaplan University is unable to enroll District of Columbia residents in the Master of Science in Nursing’s adult-gerontology acute care nurse practitioner population focus area.

**Florida**

Kaplan University is licensed by the Florida Commission for Independent Education. Additional information regarding the University may be obtained by contacting the Commission:

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

**Concord Law School**

Kaplan University is unable to enroll Florida residents in the Juris Doctor program.

**Additional Program Restrictions**

Kaplan University is unable to enroll Florida residents in the Associate of Science in Professional Studies program.

**Georgia**

As an approved SARA institution, Kaplan University is in compliance with Georgia regulations to offer programs to residents of the state.

**Nursing Programs**

Kaplan University is unable to enroll Georgia residents in the Master of Science in Nursing’s adult-gerontology acute care nurse practitioner population focus area.

**Hawaii**

As an approved SARA institution, Kaplan University is in compliance with Hawaii regulations to offer programs to residents of the state.

**Nursing Programs**

Kaplan University is unable to enroll Hawaii residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

**Idaho**

As an approved SARA institution, Kaplan University is in compliance with Idaho regulations to offer programs to residents of the state.

**Illinois**

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

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

Kaplan University is approved by the Illinois Division of Vocational Rehabilitation.

**Concord Law School**

Kaplan University is unable to enroll Illinois residents in the Juris Doctor program.

**Indiana**

Kaplan University is regulated by the Indiana Board for Proprietary Education:

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

**Concord Law School**

Kaplan University is unable to enroll Florida residents in the Juris Doctor program.
**Concord Law School**
Kaplan University is unable to enroll Indiana residents in the Executive Juris Doctor and Juris Doctor programs.

**Iowa**
**Iowa College Student Aid Commission**
Kaplan University is authorized by the Iowa College Student Aid Commission:

430 East Grand Avenue
3rd Floor
Des Moines, IA 50309
Tel: 877.272.4456, option 4 (Toll Free)

Online Student Complaint Form (https://catalog.kaplanuniversity.edu/policy-information/university-information/accreditation-approvals-memberships/%20https://www.iowacollegeaid.gov/content/constituent-request-review)

Qualified students of the University are eligible to receive Iowa state tuition grants.

**Additional Approvals**
Kaplan University is approved by the Iowa Division of Vocational Rehabilitation and the Iowa Private Industry Area Council.

**Iowa Board of Nursing**
The Bachelor of Science in Nursing—RN-to-BSN and the Master of Science in Nursing programs offered online and the Associate of Science in Nursing program offered onsite in Cedar Falls, Cedar Rapids, and Des Moines are approved by the Iowa Board of Nursing. The Doctor of Nursing Practice program offered online have received interim approval:

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

**Concord Law School**
Kaplan University is unable to enroll Iowa residents in the Juris Doctor program.

**Kentucky**
As an approved SARA institution, Kaplan University is in compliance with Kentucky regulations to offer programs to residents of the state.

**Nursing Programs**
Kaplan University is unable to enroll Kentucky residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

**Teaching Programs**
Kaplan University is unable to enroll Kentucky residents in the following programs:

- Master of Arts in Teaching
- Master of Science in Education
- Master of Science in Educational Psychology
- Master of Science in Instructional Design and Technology

Note: The Master of Science in Higher Education degree is not recognized for rank change for K-12 teachers in Kentucky

**Louisiana**
As an approved SARA institution, Kaplan University is in compliance with Louisiana regulations to offer programs to residents of the state.

**Nursing Programs**
Kaplan University is unable to enroll Louisiana residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

**Maine**
The Augusta, Lewiston, and South Portland campuses are approved by the state of Maine to offer the following degrees, which are authorized by the state of Maine legislature:

- Associate’s degrees in accounting, business administration, criminal justice, early childhood development, information technology, medical assisting, and paralegal studies
- Bachelor’s degrees in business administration, criminal justice, early childhood development, information technology, and nursing

**Concord Law School**
Kaplan University is unable to enroll Kansas residents in the Juris Doctor program.

**Teaching Programs**
Kaplan University is unable to enroll Kansas residents in the following programs:

- Master of Arts in Teaching
- Master of Science in Education
- Master of Science in Educational Psychology
- Master of Science in Instructional Design and Technology

Note: The Master of Science in Higher Education degree is not recognized for rank change for K-12 teachers in Kentucky

**Louisiana**
As an approved SARA institution, Kaplan University is in compliance with Louisiana regulations to offer programs to residents of the state.

**Nursing Programs**
Kaplan University is unable to enroll Louisiana residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

**Maine**
The Augusta, Lewiston, and South Portland campuses are approved by the state of Maine to offer the following degrees, which are authorized by the state of Maine legislature:

- Associate’s degrees in accounting, business administration, criminal justice, early childhood development, information technology, medical assisting, and paralegal studies
- Bachelor’s degrees in business administration, criminal justice, early childhood development, information technology, and nursing

**Maine State Board of Nursing**
The Prelicensure Bachelor of Science in Nursing program offered onsite in Augusta is granted initial approval by the Maine State Board of Nursing:

161 Capitol Street
The following nursing programs are also available to residents of Maine:

- Doctor of Nursing Practice
- Master of Science in Nursing
- Bachelor of Science in Nursing—RN to BSN
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Executive Leader Graduate Certificate
- Family Nurse Practitioner, Primary Care Certificate
- Nurse Educator Graduate Certificate

**Concord Law School**
Kaplan University is unable to enroll Maine residents in the Juris Doctor program.

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

**Nursing Programs**
Kaplan University is unable to enroll Maryland residents in the Master of Science in Nursing’s adult-gerontology acute care nurse practitioner population focus area.

**Concord Law School**
Kaplan University is unable to enroll Maryland residents in the Juris Doctor program.

**Massachusetts**
Kaplan University offers distance education and does not maintain a physical presence in the state of Massachusetts. Therefore, Kaplan University is not required to register with the Massachusetts Board of Higher Education.

**Nursing Programs**
Kaplan University is unable to enroll Massachusetts residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

**Michigan**
As an approved SARA institution, Kaplan University is in compliance with Michigan regulations to offer programs to residents of the state.

**Minnesota**
Kaplan University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the University. Credits earned at the University may not transfer to all other institutions.

**Concord Law School**
Kaplan University is unable to enroll Minnesota residents in the Juris Doctor program.

**Additional Program Restrictions**
Kaplan University is unable to enroll Minnesota residents in the Associate of Applied Science in Criminal Justice and Criminology and Associate of Applied Science in Public Safety and Security programs.

**Mississippi**
As an approved SARA institution, Kaplan University is in compliance with Mississippi regulations to offer programs to residents of the state.

**Missouri**
Kaplan University is certified to operate by the Missouri Coordinating Board of Higher Education:

205 Jefferson Street
P.O. Box 149
Jefferson City, MO 65102
Tel: 573.751.2361
Website: http://dhe.mo.gov/cbhe/

**Concord Law School**
Kaplan University is unable to enroll Missouri residents in the Juris Doctor program.

**Additional Program Restrictions**
Kaplan University is unable to enroll Missouri residents in the following programs:

- Associate of Science in Professional Studies
- Master of Science in Instructional Design and Technology
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner population focus area
- Adult Gerontology Primary Care Nurse Practitioner Certificate
- Executive Leader Graduate Certificate
- Family Nurse Practitioner, Primary Care Certificate
- Graduate Certificate in Addictions
- Graduate Certificate in Industrial and Organizational Psychology
- Nurse Educator Graduate Certificate
- Postgraduate Certificate in Applied Behavior Analysis

**Montana**
As an approved SARA institution, Kaplan University is in compliance with Montana regulations to offer programs to residents of the state.
Nebraska
Kaplan University is authorized by Nebraska’s Coordinating Commission for Postsecondary Education. Additional information regarding the University may be obtained by contacting the Commission:
140 North 8th Street, Suite 300
Lincoln, NE 68509-5005
Tel: 402.471.2847

Nebraska Board of Nursing and the Nebraska Department of Health and Human Services
The Prelicensure Bachelor of Science in Nursing program offered onsite in Omaha is approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services. The Associate of Science in Nursing program offered onsite in Lincoln is approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services. The Nebraska Department of Health and Human Services can be contacted at:

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

The following nursing programs are also available to residents of Nebraska:

• Doctor of Nursing Practice
• Master of Science in Nursing
• Bachelor of Science in Nursing—RN to BSN
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Executive Leader Graduate Certificate
• Family Nurse Practitioner, Primary Care Certificate
• Nurse Educator Graduate Certificate

Concord Law School
Kaplan University students are unable to enroll Nebraska residents in the Juris Doctor program.

New Mexico
As an approved SARA institution, Kaplan University is in compliance with New Mexico regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll New Mexico residents in the following programs:

• Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate

Nevada
As an approved SARA institution, Kaplan University is in compliance with Nevada regulations to offer programs to residents of the state.

New Hampshire
As an approved SARA institution, Kaplan University is in compliance with New Hampshire regulations to offer programs to residents of the state.

New Jersey
As an approved SARA institution, Kaplan University is in compliance with New Jersey regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll New Jersey residents in the following programs:

• Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate

North Carolina
As an approved SARA institution, Kaplan University is in compliance with North Carolina regulations to offer programs to residents of the state.

North Dakota
As an approved SARA institution, Kaplan University is in compliance with North Dakota regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll North Dakota residents in the following programs:

• Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate

Ohio
As an approved SARA institution, Kaplan University is in compliance with Ohio regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll Ohio residents in the following programs:

• Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate
Oklahoma
As an approved SARA institution, Kaplan University is in compliance with Oklahoma regulations to offer programs to residents of the state.

Oregon
As an approved SARA institution, Kaplan University is in compliance with Oregon regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll Oregon residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

Pennsylvania
As an approved SARA institution, Kaplan University is in compliance with Pennsylvania regulations to offer programs to residents of the state.

Rhode Island
As an approved SARA institution, Kaplan University is in compliance with Rhode Island regulations to offer programs to residents of the state.

South Carolina
As an approved SARA institution, Kaplan University is in compliance with South Carolina regulations to offer programs to residents of the state.

South Dakota
As an approved SARA institution, Kaplan University is in compliance with South Dakota regulations to offer programs to residents of the state.

Tennessee
As an approved SARA institution, Kaplan University is in compliance with Tennessee regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll Tennessee residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

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

Benefits for Tennessee K-12 teachers enrolled in the Master of Science in Education or the Master of Science in Education’s educational leadership concentration include:

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

Concord Law School
Kaplan University is unable to enroll Tennessee residents in the Executive Juris Doctor and Juris Doctor programs.

Texas
As an approved SARA institution, Kaplan University is in compliance with Texas regulations to offer programs to residents of the state.

Utah
Kaplan University does not maintain a physical presence in the state of Utah and has been granted exemption by the State of Utah Department of Commerce.

Nursing Programs
Kaplan University is unable to enroll Utah residents in the following programs:

- Doctor of Nursing Practice
- Master of Science in Nursing—DNP Path
- Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Family Nurse Practitioner, Primary Care Certificate

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

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

Benefits of the Master of Science in Instructional Design and Technology include:

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

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

Vermont
As an approved SARA institution, Kaplan University is in compliance with Vermont regulations to offer programs to residents of the state.

Virginia
As an approved SARA institution, Kaplan University is in compliance with Virginia regulations to offer programs to residents of the state.

Washington
As an approved SARA institution, Kaplan University is in compliance with Washington regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll Washington residents in the following programs:

- Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner population focus area
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate

West Virginia
As an approved SARA institution, Kaplan University is in compliance with West Virginia regulations to offer programs to residents of the state.

Nursing Programs
Kaplan University is unable to enroll West Virginia residents in the following programs:
• Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate

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

Concord Law School
Kaplan University is unable to enroll Wisconsin residents in the Juris Doctor program.

Wyoming
As an approved SARA institution, Kaplan University is in compliance with Wyoming regulations to offer programs to residents of the state.

Other Approvals
Commonwealth of Puerto Rico
The following Kaplan University programs are approved by the Puerto Rico Council on Education:
• Associate of Science in Health Science
• Bachelor of Science in Business Administration
• Bachelor of Science in Information Technology
• Master of Science in Accounting
• Master of Science in Education
• Master of Science in Nursing (Non-NP)
• Master of Science in Psychology
• Master of Science in Public Health
• Medical Billing and Coding Certificate
• Medical Assistant Certificate
• Medical Office Administration Certificate
• Human Services Certificate in Child and Family Services
• Human Services Certificate in Elder Care Services

Guam
Kaplan University offers distance education and does not maintain a physical presence in Guam. Therefore, Kaplan University is not required to register with the Guam Council on Post-secondary Institution Certification.

Nursing Programs
Kaplan University is unable to enroll Guam residents in the following programs:
• Doctor of Nursing Practice
• Master of Science in Nursing—DNP Path
• Master of Science in Nursing’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas
• Adult-Gerontology Primary Care Nurse Practitioner Certificate
• Family Nurse Practitioner, Primary Care Certificate

Memberships
• The Bachelor of Science in Human Services in Youth/Family Services and Administration and Master of Science in Human Services programs are members of the Council for Standards in Human Service Education (CSHSE). The CSHSE can be contacted at:

  Council for Standards in Human Service Education (CSHSE)
  1935 South Plum Grove Road
  PMB 297
  Palatine, IL 60067

  • The NAADAC (Association for Addiction Professionals) has designated Kaplan University as an Approved Education Provider for meeting nationally approved standards of education for the alcoholism and drug abuse counseling field. This approval includes the online Bachelor of Science in Psychology in Addictions, the online Master of Science in Psychology with a concentration in addictions, and the online Graduate Certificate in Addictions. The NAADAC can be contacted at:

  44 Canal Center Plaza, Suite 301
  Alexandria, VA 22314
  Tel: 703.741.7686
  Website: naadac.org (http://naadac.org)

Additional Approvals
• Kaplan University is a licensed testing center for the Travel Institute. Tests are offered at select University locations.
• Kaplan University has SAA approval (state specific) for many of its programs open to enrollment for those eligible to receive Veteran Educational Benefits.
• Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.
• Kaplan University programs are recognized by the following agencies and federal laws:
  • Dislocated Workers Center
  • Iowa Workforce Development Center
  • Job Training Partnership Act
  • Vocational Rehabilitation Services


Library

As a student enrolled in one of the University's educational delivery systems, you are assured access to educational resources and services. The Kaplan University Online Library maintains and develops information resources and services that support the education goals of students, faculty, and staff. Through the Kaplan University Online Library's website, you will have access to thousands of e-books and periodicals, including professional, scholarly, and trade journals, and other monographs.

Because library skills are an integral part of your academic achievement, guidance on the use of our research tools and resources is available to you through interactions with library staff, video demonstrations, and other instructional aids. The development of library skills is strengthened by research components built into the University's curriculum. Professional librarians and trained support personnel are available to assist you by email, live chat, and telephone.

Kaplan University ground locations maintain onsite resource areas that may include additional collections of books and/or periodicals, as well as computer workstations, other services, and staff to assist students.

Visit the Kaplan University Online Library (http://library.kaplan.edu).

Statement of Assessment

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

Learning Modalities

Kaplan University students can choose from four modalities to engage with their curriculum, subject to availability in their program of study and proximity to certain campus locations. Each provides specific benefits depending on a student's personal characteristics and preferences about learning and pace.

Traditional Online Modality

This is the modality Kaplan University has been refining over the past 15 years and the one used to deliver more than 100 undergraduate and graduate programs. In the online classroom—a virtual classroom students access from a desktop or mobile device—students experience course materials and collaborative tools that provide the best elements of any traditional, campus-based instructional approach. The online classroom is the focal point for a student's learning activities each academic week.

In addition to the online classroom, courses offered in the traditional online modality typically include seminars—online sessions in which students meet with their instructor in a virtual room to review important weekly topics. Seminars provide opportunities for consistent student–faculty interaction and collaboration—a major part of the traditional online modality. Students best suited for the traditional online modality are those who prefer a structured online learning environment characterized by a fixed schedule of required learning activities and regular interaction with faculty and classmates.

ExcelTrack Modality

Building on the principles of competency-based education, the ExcelTrack modality is designed to enable students to acquire real-life, career-oriented skills and demonstrate those skills at their own pace without "seat time" requirements, while they save time and money if they can accelerate their path to degree. Because Kaplan University's traditional online modality delivers programs with curricula already built on competency-based learning outcomes, ExcelTrack uses the same curricula to help students learn those real-life, career-oriented skills.

ExcelTrack differs from the traditional online modality in important ways. While the traditional online modality offers students highly structured learning, ExcelTrack offers highly flexible, personalized learning; the student decides which and how much of the learning activities are needed to demonstrate mastery of course concepts. Students are able to accelerate review, assessment, and awarding of credit for material they already know to focus on what they need to learn.

The flexibility in ExcelTrack offers opportunities for students to accelerate the pace of their learning toward their degree. Because the tuition model for ExcelTrack is a flat rate, students stand to achieve significant savings if they can accelerate their pace toward degree completion. A successful student in this modality has professional and previous college experience and is self-reliant, driven, and able to closely manage a study schedule.

Open College @ Kaplan University Modality

Open College @ Kaplan University (OC@KU) offers students another cost-effective means of earning a degree by tying together their learning achieved through successful completion of open online courses offered at OC@KU and elsewhere, an experiential portfolio based on applicable professional experience, and transfer credit from accredited colleges and universities.

OC@KU courses are not restricted to students enrolled in an open-degree program; any interested student may take open online courses through OC@KU. Additionally, open online courses offered through OC@KU go a step beyond typical "massive open online courses" (MOOCs). While there is no cost for open online courses at Open College, students who wish to demonstrate their mastery of the material may pay a fee to take the corresponding course assessment and, if they pass the assessment, earn college credit.

Students enrolled in an OC@KU program work with their faculty advisors to help them master the course material. In addition to coaching students, the faculty advisor helps students customize their degree with an ILP, which maps out the coursework to be completed as part of the degree plan, both core requirements and electives. The student's degree is customized: it is based on professional knowledge and skills, problem solving, and strategic planning that culminates in a capstone class with a portfolio project.

OC@KU program students also work with faculty subject matter experts to determine how best to incorporate previous professional experience, including professional training such as from the military, into their
customized degree through an experiential portfolio. Faculty subject matter experts review and assess submitted experiential portfolios to determine how much course credit can be applied toward the degree. Students best suited to the OC@KU modality have substantial previous college credit from myriad sources. We help them consolidate that credit to optimize their time to degree in their chosen discipline. The student profile is reflected in the tuition model: a monthly rate that rewards students who can consistently invest great effort into their studies and accelerate the pace of their learning.

**Hybrid Campus-based Modality**

This modality combines online learning outcomes with limited onsite, classroom-based learning. The School of Nursing has campus-based prelicensure programs at some locations for students who want to earn an Associate of Science in Nursing or a Bachelor of Science in Nursing while they become registered nurses. At these locations, students take classes online and experience hands-on learning. They learn to handle complex patient situations in the simulation laboratory and to care for actual patients in carefully selected clinical experiences throughout the program. Prelicensure laboratory and clinical experiences are overseen by nursing faculty and occur at local health care organizations such as hospitals, community health clinics, and skilled-care facilities.

There are also School of Health Sciences programs that have limited laboratory sessions at select campuses and can help facilitate local externships/internships.
Admissions

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

Admissions Requirements

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

General Requirements

In order to present a complete application, you must:

1. Complete an Enrollment Agreement and any other documents required for your chosen program and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if you are under 18 years of age.
2. Complete an informational interview. We welcome your spouse or parents.
3. Speak, read, and write English fluently (see English Proficiency (p. 21)).
4. Complete financial arrangements prior to starting class, including any necessary financial aid applications.
5. Fulfill any program-specific and/or international admissions requirements (p. 20).
6. Consider a tour of the campus and/or online learning environment.
7. Attest to certain technological competencies (p. 22).
8. Resolve any balance you have at a prior Kaplan University location.

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

Additional Requirements for Undergraduate Programs

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

1. Be a high school graduate or possess a General Education Development (GED) certificate or state-specific equivalency diploma test
2. Possess a home study certificate or transcript from a home study program that is equivalent to high school level and recognized by your home state; you must also be beyond the age of compulsory attendance in that state
3. Be a high school senior eligible to apply and submit proof of high school graduation
4. Possess the foreign equivalent of a U.S. high school credential

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

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

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

Criminal Background Check Requirements for Undergraduate Programs

If you are enrolling in a Kaplan University program that requires a criminal background check, before you are fully admitted into the program you must submit a request for a criminal background check to the Kaplan University-approved vendor prior to the first day of your first term. No funding will be processed until an approved background check is on file. If your background check is not approved by the end of the third week of your first term, your enrollment will be cancelled.

Additional Requirements for Graduate Programs

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

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

Criminal Background Check Requirements for Graduate Programs

If you are enrolling in a Kaplan University program that requires a criminal background check, before you are fully admitted into the program you must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. No funding will be processed until an approved background check is on file. If an approved background check is not on file with the University prior to the first day of your first term, your enrollment will be cancelled.

Additional Requirements for ExcelTrack Programs

In addition to the general admissions requirements, in order to start classes you must:

1. Participate in any required orientation program.
2. If you are an undergraduate student, show evidence of having at least three courses that you expect will transfer to the University from other institutions.
3. Complete all financial arrangements.

Exceptions to Standard Admissions
1. The state of Tennessee requires all undergraduate students who reside in Tennessee to supply the University with proof of graduation from a recognized high school program, receipt of a GED certificate, or receipt of a Home Study certificate. Acceptable proof consists of the following documents:
   a. A copy of an official high school transcript;
   b. An official GED certificate with scores or official notification that a GED certificate has been issued; or
   c. A valid Home Study certificate or transcript confirming completion of a home study program.
2. All graduates of foreign high schools must provide actual proof of secondary completion. If you reside in the United States but attended school in a foreign country, and are unable to produce the required documents, evidence may include certification from other official sources.

   If you cannot provide the required documentation by the end of the first term of enrollment, you will be dismissed from the University.
3. The state of Maine requires all students born after 1956 and enrolled in an onsite degree program to provide proof of specific immunizations at the time of admission. If you are seeking admission to a Kaplan University campus in Maine, you must submit proof of immunization against measles, mumps, rubella, diphtheria, and tetanus. Proof of immunization must detail the administration of the following:
   a. A DT booster within the last 10 years
   b. An adult MMR vaccination for individuals who previously received an MMR vaccination prior to their first birthday

   If you fail to submit documentation of the required immunizations, you will be denied admission to the University.
4. High school students may take individual courses at the University under special local and state programs. You will be enrolled as a nondegree-seeking student until you have graduated high school and are admitted to the University under the standard admissions requirements.

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

   If you are not accepted, you will have no financial obligation to the University beyond the application fee, which is nonrefundable. Questions regarding the admissions decision should be addressed to the Dean of the academic program to which you applied or the Campus President/Executive Director.

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

In addition, you must be in good academic standing. If you are not, you may appeal to the Dean of the school you wish to enter. Your letter of appeal should explain the circumstances that caused you to fall below the satisfactory academic progress standards, what corrective actions you have taken to ensure success upon returning to your studies, and your desired start date.

If your appeal is approved, the approval will indicate the conditions of your return, including your status upon return and academic plan goals. If extenuating circumstances (e.g., death in the family, illness or injury, or other undue hardship) hindered your academic performance, then you may be approved to return academically eligible for financial aid in Financial Aid Warning (Academic Probation) status or Financial Aid Probation (Final Academic Probation) status. If you had not yet begun your Financial Aid Warning period in the last term of your most recent enrollment, you will be eligible to return on Financial Aid Warning for one term and continue on to Financial Aid Probation if you need more time to meet the academic standards and have met the term progress goals defined in your appeal approval. If you already began your Financial Aid Warning period, then you will return directly on Financial Aid Probation. If you did not experience extenuating circumstances, your appeal may still be approved if you have demonstrated that you have the academic potential to succeed upon return, but you may only be eligible to return in a financial aid ineligible status (Extended Enrollment). The Dean of the school will either confirm your desired start date or require additional time before you are allowed to reenter.

A denied appeal is considered final and binding. You may not reappeal unless new information is presented for consideration.

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

If you are not one of the following, Kaplan University considers you an international applicant:
• U.S. citizen or national;
• U.S. permanent resident or other eligible noncitizen; or

As an international applicant, you must meet the following requirements in addition to the general admissions requirements and applicable additional admissions requirements:
1. Be at least 18 years old
2. If applying to an onsite program, submit bank statement(s), with balance(s) converted into U.S. dollars, indicating that you or your parent/guardian has sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire program of study, or a certified government sponsor letter indicating that tuition, fees, and/or living expenses will be paid in advance of each term. If you are enrolled in English language course(s) at another institution, bank statement(s) or a certified government sponsor letter proving sufficient funds for the entire Kaplan University program can be submitted along with the Enrollment Agreement.
3. If applying to an onsite program, submit an enrollment fee of $100.00 with the Enrollment Agreement, which will exempt you from paying administrative, application, and registration fees stated on the Tuition and Fees Schedule, if applicable. The application fee is fully
refundable if you decide not to complete the enrollment process or are not accepted by the University.

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

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

6. If enrolling in a program that includes a placement component, such as a clinical, practicum, or externship, ensure that the program of study complies with the terms of your visa.

7. If you are interested in enrolling in an online nursing, health science, or education program, speak to your Admissions Advisor about eligibility requirements for international applicants. Not all programs are available for enrollment.

**English Proficiency Requirement**

You must be proficient in English (reading, writing, and speaking) appropriate to our academic environment and to your level of study.

If you completed high school in English, you are generally considered to have met this requirement.

Completing high school in English means that you completed high school or its approved equivalent:

- In the U.S. (includes GEDs, etc.), or
- In a country where English is the language of instruction (see Countries/Principalities Using English as an Official Language and the Language of Instruction in Higher Education (https://catalog.kaplanuniversity.edu/policy-information/admissions/english-proficiency-requirement/English_Official_Language_of Instruction_Countries.pdf)), or
- At a "high school" where the primary language of instruction was English

If you do not meet one of these criteria, you may establish English proficiency by means of:

- A transcript indicating "C-" or higher in a college-level writing/composition course from either a regionally accredited U.S. college/university or an eligible college/university in a country on the list of countries of English instruction
- A degree from either a regionally accredited U.S. college/university or an eligible college/university in a country on the list of countries of English instruction
- KELPA
- Minimum score on an external exam (TOEFL, IELTS)

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>Paper-Based</th>
<th>Computer-Based</th>
<th>Internet-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>525</td>
<td>195</td>
<td>71</td>
</tr>
<tr>
<td>Graduate</td>
<td>550</td>
<td>213</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IELTS</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6 (no band less than 5.5)</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.5 (no band less than 5.5)</td>
</tr>
</tbody>
</table>

**Entrance Examinations and Foundational Coursework**

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

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

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

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

**First-Term Responsibilities**

**Kaplan Commitment**

**Kaplan Commitment Trial Period**

As a first-time undergraduate Kaplan University student, you may use the first 3 weeks of class as a trial period when you can decide if you are committed to pursuing your education at Kaplan University.

During the Kaplan Commitment trial period the following rights/restrictions apply:

- You enjoy all the rights and resources of a fully admitted student.
- At any time during this trial period you may elect to opt out of classes with no financial obligation to the University beyond the nonrefundable application fee.
- You are obliged to uphold all of the University's policies.
- You are ineligible to receive Title IV financial aid until the completion of the trial period and until all admissions requirements are met.

In addition, Kaplan University requires demonstration of your commitment through completion of academic activity during the third week of the term. If you are enrolled in an ExcelTrack program, you are required to opt into your enrollment and complete academic activity prior to the end of the third week of your term. If you do not meet these requirements, your enrollment will be cancelled. Even after this, you may remain conditionally admitted due to outstanding admissions requirements. See the Conditional Admission policy (p. 22).

If you reapply for admission within 6 months of your enrollment being cancelled, you must submit an appeal to the Dean of your program (online) or the Academic Dean of the campus (onsite). Students reapplying for admission will not be eligible for Kaplan Commitment again.

Onsite students must return all textbooks; failure to do so will result in a charge for those textbooks not returned. If you purchased textbooks for an undergraduate program, you may return them without charge at this point. If you purchased textbooks for a graduate program, you will be subject to the return policy of the seller and are encouraged to closely review this policy.
Nondegree-seeking students, students enrolled in Open College at Kaplan University, returning students, and students enrolled in graduate programs are not eligible for Kaplan Commitment.

**Conditional Admission**

**Conditional Admission**

If you are a first-term student at Kaplan University, you are considered conditionally admitted to the University until all documents required for admission to your program are received and approved. As a conditionally admitted student, you enjoy all the rights and resources of a fully admitted student and are obliged to uphold all of the University’s policies; however, you are not eligible for Title IV federal financial aid while in this status.

At the end of your first term if you are still missing any of the required documents for admission, your conditional admittance will be revoked, and you will be withdrawn from the University. If you decide to reapply for admission, all necessary documents must be on file before re-enrolling.

**Required Documents**

The following documents are required by the end of your first term if you are conditionally admitted or prior to re-enrollment if you are a returning student.

**Financial Documents**

For students applying for financial aid, all required documents required for aid eligibility must be received and approved by the end of your first term. The documents that are required will be determined by the Financial Aid department.

**Proof of Prior Degree**

If your program of study requires a prior degree for admission, an official transcript showing proof of the degree conferred must be received by the end of your first term.

- If you are enrolled in the Bachelor of Science in Nursing—RN-to-BSN degree option, you must furnish an official transcript indicating an associate’s degree, diploma, or certificate in nursing with a minimum of 50 quarter credit hours of eligible credit with a focus in nursing.
- If you are enrolled in a graduate or postbaccalaureate program, you must supply an official transcript showing completion of a bachelor’s degree or higher credential, as required by your program of study.
- If you are enrolled in a postgraduate program, you must supply an official transcript showing completion of a master’s degree in the area of study defined in your program policies.
- Foreign credentials submitted for proof of degree must be evaluated by an approved third-party agency. Applicants presenting a 3-year bachelor’s degree will be reviewed on a case-by-case basis by the relevant Dean.

Other programs may require a proof of degree. Review the policies of your program to determine if a proof of degree is required.

**Proof of High School Graduation**

- The state of Tennessee requires all undergraduate students who reside in Tennessee to supply the University with proof of graduation from a recognized high school program, receipt of a GED certificate, or receipt of a Home Study certificate. Acceptable proof consists of the following documents:
  - A copy of an official high school transcript;
  - b. An official GED certificate with scores or official notification that a GED certificate has been issued; or
  - c. A valid Home Study certificate or transcript confirming completion of a home study program.

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

**Technology Requirements**

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

You must have the following skills:

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

To enroll in classes online, you must have access to a computer and meet the hardware and software requirements (http://www.kaplanuniversity.edu/admissions/student-technology-requirements.aspx). Some of the requirements listed are applicable only to specific courses and are indicated accordingly.

**Nondiscrimination Policy**

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

**Applicable Laws and Regulations**

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

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin)
- Title IX of the Education Amendments of 1972 and the implementing regulations 34 CFR Part 105 (barring discrimination on the basis of sex)
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap)
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90
The University is committed to full compliance with these laws and has appointed compliance coordinators to assist those who have questions or concerns with respect to the University's compliance with these laws. The name, address, and telephone number of these staff members are available through the University.

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

Tiffani Ashline
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.515.3389
Email: tashline@kaplan.edu

Title IX Compliance

Title IX of the Education Amendments of 1972 prohibits discrimination based on gender in any educational program or activity that receives financial support from the Federal government. Under Title IX, discrimination based on gender includes sexual harassment and sexual violence. Title IX also prohibits retaliation against individuals who complain about or participate in an investigation regarding an alleged Title IX violation.

Any individual who has questions or concerns regarding possible gender discrimination should contact the Kaplan University Title IX coordinator Justin O’Sullivan or the U.S. Department of Education Office for Civil Rights.

Title IX Coordinator at Kaplan University
Justin O’Sullivan
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Email: titleix@kaplan.edu
Tel: 954.515.4407

U.S. Department of Education Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Tel: 800.421.3481 (Toll Free)
Fax: 202.453.6012
TDD: 877.521.2172 (Toll Free)

Disability Services

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

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

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

Tiffani Ashline
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.515.3389
Email: tashline@kaplan.edu

Discrimination Grievance Procedures

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

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

1. You should first bring the grievance to the attention of the Discrimination Grievance Coordinator, whose name and contact information appears below, as soon as possible following the occurrence of the alleged discrimination.

   Justin O’Sullivan
   6301 Kaplan University Avenue
   Fort Lauderdale, FL 33309
   Tel: 954.515.4407
   Email: studentrelations@kaplan.edu

The grievance must be in writing and contain the following information:
   a. Your name and address;
   b. Description of and date of alleged violation;
   c. Names of persons responsible for the alleged violation (if known);
   d. Requested relief or corrective action, if applicable; and
   e. Any background information you believe to be relevant.

2. Upon the filing of a grievance, Kaplan University will conduct an investigation using a preponderance of the evidence evidentiary standard. If applicable, the University may take your statement and statements from witnesses. In cases of alleged sex discrimination, both the complainant and the alleged perpetrator will have the opportunity to present witnesses and evidence. Where appropriate, the University may impose interim measures upon the filing of the claim such as restrictions on contact; course-schedule or work-schedule alteration; leaves of absence; or increased monitoring of certain areas of the campus. These interim measures are subject to review and revision throughout the grievance process.
3. Following receipt of the grievance, Kaplan University will complete its investigation within a reasonable time (generally 60 days) and provide written notice to you and all alleged responsible parties of the outcome of the investigation, the basis for its decision, and any remedies determined to be appropriate.

4. If Kaplan University determines that discrimination has occurred, it will take all appropriate steps to prevent the recurrence of the discrimination and to correct the effects felt by you and others, if appropriate. Potential sanctions for individuals determined to have committed acts of discrimination include a written warning concerning the misconduct and may result in disciplinary action up to and including immediate suspension and/or dismissal. Potential remedies may include disciplinary action against the perpetrator, requiring counseling for the perpetrator, remedies for the complainant and others, as well as changes to the school’s overall services or policies.

5. You may also contact the U.S. Department of Education Office for Civil Rights at:

Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Tel: 800.421.3481 (Toll Free)
Fax: 202.453.6012
TDD: 877.521.2172 (Toll Free)

You may file a criminal complaint or a complaint with the Office for Civil Rights at any time before, during, or after the grievance process. You do not have to complete the Kaplan University grievance process before contacting the Office for Civil Rights.

Students who feel they may have been the victim of discrimination are encouraged to contact the Kaplan University Title IX Coordinator for sources of counseling, advocacy and support.

Jurisdiction

This Procedure applies to sexual or gender-based harassment that is committed by students, faculty, staff, or third parties that occurs on Kaplan University property; or off Kaplan University property, if the conduct was in connection with a University or University-recognized program or activity.

Confidentiality for Title IX Gender Discrimination Complaints

University staff that are aware of a Title IX gender discrimination complaint will take reasonable steps to protect the privacy of all involved. Once a complaint is filed, the Complainant, the Respondent, and any witnesses will be notified that disclosing information about the case may interfere with the investigation and they are expected to keep all information confidential. They also will be notified that the University Policy prohibits retaliation, and that school officials will not only take steps to prevent retaliation, but will also take strong responsive action if it occurs.

Upon filing a complaint, if the complainant requests to remain anonymous, the Title IX Coordinator will determine how to proceed with the investigation while factoring in the University’s obligation to provide a non-discriminatory environment, and the Respondent’s rights to have notice of any allegations. Anonymity may limit the effectiveness of an investigation, or may prevent it from moving forward. The Complainant will be informed of the Title IX Coordinator’s determination in this situation.

Nothing in this procedure prohibits or limits your right to report complaints to any regulatory or legal enforcement body including the state or federal departments of education.

Retaliation

It is a violation of Federal law and Kaplan University policy to retaliate against any person making a complaint of discrimination or against any person participating in the investigation of any such allegation. Retaliation should be reported promptly to the Title IX Coordinator. Retaliation is grounds for disciplinary action.

Definitions

Sexual Harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

Sexual Violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Gender-based Harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature.

Kaplan University prohibits sex-based harassment by peers, employees, or third parties that is sufficiently serious to deny or limit a student’s ability to participate in or benefit from the recipient’s education programs and activities (i.e., creates a hostile environment).

Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. Indeed, a single or isolated incident of sexual violence may create a hostile environment.
Term Registration
In this section you can find information on registration, attendance, requesting a leave of absence or withdrawing from the university, and repeated courses.

Registration
You may register for your courses using available self-registration tools or by working with Education Advising (online) or Academic Advising (onsite). While you should register for courses well in advance, you may make changes to your registration without academic penalty through the seventh day of the term. This is the add/drop period, after which course withdrawals will result in penalties. If you are enrolled in an ExcelTrack 10-week option, you may add courses to the current term until the end of the sixth week of the term. If you are enrolled in an ExcelTrack 6-week option, you may add courses to the current term until the end of the fifth week of the term.

Course withdrawals are not permitted in the final 28 days of a term (21 days in 6-week terms, 14 days in terms of 5 weeks or fewer in duration), except under the terms of the military service provision or Leave of Absence Policy (p. 25). If you are enrolled in an ExcelTrack program, withdrawals are only permitted during the add/drop period. Withdrawing from all courses in a term results in being withdrawn from the University.

Registration changes are subject to course availability. Registration changes at any point in the term can affect your financial aid eligibility and the time required to complete your degree. You should determine such impact before making any changes.

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

Military Service Provision
If you must drop or withdraw from courses due to receipt of military orders and, as a result, are unable to attend class for more than 14 days, you will not be responsible for any tuition or fees incurred for the term in which the military order takes effect. Receipt of orders may include deployment, mobilization, activation, or a temporary duty assignment. You must notify your Education Advisor of receipt of orders and provide a copy of a valid order of duty. Any applicable waiver of expenses is only valid for the term(s) in which the military order takes effect. When this request is approved, the course(s) for that term will show an “MW” mark (p. 39).

Military service of less than 14 days does not fall under this provision. If your absence due to military service is less than 14 days, you should contact your instructor(s) for alternate assignments to be completed upon return from military activities.

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

Note: these assessments are not available for all Kaplan University courses and there is a fee for taking a course assessment.

Nondegree-Seeking Course Enrollment
In addition to the above policies, please note the following if you are a nondegree-seeking student:

You must complete financial arrangements for each course before you will be permitted to register into it.

Not all courses are available for nondegree-seeking enrollment and some will require additional Dean-level approval before permission is given. The Dean may wish to examine your transcripts, work experience, or other evidence of preparedness for the course, especially in situations where the course has prerequisites.

You may not enroll in a course which is part of a program that has explicit entrance requirements unless you meet the requirements and have approval from the Dean of the school in which the course is housed (e.g., nursing, medical assisting, etc.).

Matriculation into a Degree Program
You are encouraged to consult with an Admissions Advisor to ascertain which courses taken as a nondegree-seeking student will apply to a program of study. Not all courses may be applicable toward a Kaplan University degree.

Attendance
Attendance is defined as attendance at a scheduled on-campus course meeting or, in an online course, posting to a discussion board, virtual office, or drop box, attending a seminar, or participating in a quiz or other classroom activity.

You are encouraged to attend class every day and to be on time. It is your responsibility to learn the material covered while absent and to see that you make up missed work in compliance with Kaplan University’s guidelines. Hours of makeup work cannot be accepted as hours of class attendance, and makeup work is not permitted for the purpose of receiving veterans’ educational training benefits.

Refer to Withdrawal Due to Nonattendance (p. 25) policy for information about attendance policy violations.

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

You must complete and sign a Leave of Absence Request Form and submit it through Education Advising (online) or Student Services (onsite) for approval. As appropriate, provide documentation to support your request. If you are seeking a leave of absence in the middle of a term, there may be impacts to your funding and/or loan deferment; therefore, you should speak with Financial Aid prior to submitting the leave request.
You may request up to one period of leave per calendar year. A leave may be from four weeks to two terms in duration, though your return date will be dependent on course and term scheduling and availability.

If you request and receive approval for a leave of absence effective before the completion of a term, you will receive a “W” for each attended course at the start of the leave. You are strongly encouraged to register for those courses again in your returning term. ExcelTrack competency modules successfully completed before the leave will be recorded as such on the transcript.

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

If you do not return to class by the scheduled date and later choose to return to the University, you will need to return to the current version of the program. You are not eligible for financial aid while on leave. Please note that your lender entitles you to a 6-month grace period before entering repayment on your student loans. If you have already exhausted your student loan grace period, you will enter loan repayment immediately.

Leave of Absence—Short Term

If you are enrolled in only ExcelTrack competency modules in a term, have completed them, and due to extenuating circumstances must suspend your studies for the remainder of the term, you may apply for a short-term leave of absence. This short-term leave will enable you to return at the beginning of the next available term. Only one short-term leave is permitted in any 12-month period and may not exceed 100 calendar days.

A short-term leave of absence must be submitted and approved by the Dean (or designee) prior to the requested start date of the leave. Unforeseen circumstances can be submitted with appropriate documentation for review and approval.

The in-school grace period will apply while on an approved leave of absence. If you fail to return from an approved leave of absence, your financial aid grace period will be impacted.

Requesting to Withdraw from the University

Circumstances sometimes require that you withdraw from the University. If your situation warrants withdrawal, please first refer to the Refund Policy (p. 43) and then follow the steps below:

1. Meet with the Campus President/Executive Director or Office of the Registrar (onsite) or an Education Advisor (online) via telephone, mail, electronic notification, or in person to discuss your decision to withdraw. We will seek to make reasonable efforts to assist you in continuing your education.
2. Once you have officially notified the above indicated designee of your intent to withdraw, you should meet with a Student Finance Advisor only if you intend to withdraw in the middle of a term. The Student Finance Advisor can answer questions regarding financial obligations to the University and student loan repayment responsibilities. Refer to the Refund Policy for specific calculation information.
3. If you are using Veterans education benefits and withdraw from the University, a notice of termination of enrollment will be sent to Veterans Affairs.
4. A request to withdraw from the University during the final 28 days of a term (21 days in 6-week terms, 14 days in courses and course modules of 5 weeks or fewer in duration) will be treated as an end-of-term withdrawal request and will be processed after grades have been posted for that term. Students in specific nondegree enrollments (e.g., “Jumpstart courses”) who request to withdraw at any time will receive a “W.”
5. If you withdraw from the University and wish to return, you must apply for readmission and may not return sooner than the beginning of the next grading period/term. If you withdraw from and reenter a nursing or health science program, you may be required to demonstrate competency in clinical skills prior to beginning a clinical or externship.

Withdrawal Due to Nonattendance

Attendance has important effects on your enrollment status at the University:

- If you have not participated in any class for 21 consecutive calendar days (excluding scheduled breaks), you will be administratively withdrawn from your program. You may not exceed 14 days of nonattendance if you are enrolled in a 6-week term.
- If you fail to log attendance in any individual class within the first 21 days of the term, you will be dropped from the class or classes. In course and course modules of 5 weeks or fewer in duration, individual class nonattendance withdrawals will be based on the first 21 days of the parent term only. ExcelTrack competency modules are not subject to this course withdrawal.
- If you are a first-term or returning student enrolled in a non-ExcelTrack program and do not register attendance within the add/drop period, your enrollment will be cancelled. If you are a first-term or returning student enrolled in an ExcelTrack program and do not opt in to a term within the add/drop period, your enrollment will be cancelled.
- If you are withdrawn due to nonattendance, grades of “W” will be posted for your courses, except when the period of nonattendance occurs in the final 28 days of a term (21 days in 6-week terms, 14 days in courses and course modules of 5 weeks or fewer in duration) when “F” grades will be posted. ExcelTrack competency modules successfully completed before a withdrawal of any kind will be recorded as such on the transcript.

Any incomplete courses at the time of withdrawal are subject to standard University withdrawal policies.

- If you are a nondegree-seeking student, while still strongly encouraged to attend classes frequently, you are not subject to course withdrawals due to nonattendance.
- If you are registered in only ExcelTrack competency modules in a term, have posted attendance in the term, and know that you must exceed 21 days of nonattendance (14 calendar days in a 6-week term) during the term, you may confirm your intent to return within the term in writing.

The written confirmation must be submitted and approved by the Dean (or designee) prior to the planned, extended period of nonattendance. You may not exceed 45 days of nonattendance under
this arrangement and must resume attending classes before the end of the term. Speak with your Advisor for assistance.

Repeated Courses

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

If you attempt a partial course (module), you may not subsequently attempt the full course. You will be dismissed for failing the same partial course the maximum number of times, as defined by your program's policies below.

A failing grade is defined as any grade below the grade required for graduation in your program of study.

If you request entry into a program that requires a course you have failed the maximum number of times, you must first successfully complete the failed course at another institution. It is your responsibility to ensure that both the institution and the course(s) taken there meet the University's criteria for transferability.

If you choose to retake a previously passed course, you may only receive financial aid for one additional retake of that course.

Undergraduate Non-Nursing Programs

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

Undergraduate Nursing Programs

If you fail or withdraw from a course or its equivalent on the second attempt, you will be academically dismissed from the University.

In addition, if you are enrolled in a bachelor’s degree program, you will be dismissed from the program upon your third failure or withdrawal from any course or courses in the major requirements listed in the degree plan.

If you are enrolled in an associate's degree or diploma program, you will be dismissed from the program upon your second failure or withdrawal from any course or courses in the major requirements listed in the degree plan.

Graduate Programs

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

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

Note: Course repeat dismissals are processed at the end of each module or course; this could mean dismissal mid-term if the last unsuccessful attempt occurred in the first half of a term. This may have severe negative effects on financial aid.
Prior Learning Assessment

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

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

General Guidelines

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

1. Credits earned in any combination of prior learning credit will not exceed 75 percent of the credits required or 50 percent of a graduate degree; however, in graduate programs, these courses must be completed by the time you enroll at Kaplan University. Program-specific exceptions may apply. Please refer to the individual school sections for more information.
2. You must provide evidence of prior learning prior to the first day of the course for which the credit is intended.
3. Transcripts from foreign institutions (defined as those not located in the United States or its territories and not accredited by a U.S. accrediting agency) must meet the same requirements as domestic institutions, and you must have them evaluated by an approved foreign credential evaluator before submitting them to the Registrar’s Office. If you are applying to a program that requires completion of a prior degree, a transcript-level evaluation (and translation, if applicable) is generally sufficient. If you wish to have individual courses evaluated for transfer, you will need to commission a course-level evaluation (and translation, as appropriate).
4. Courses must be relevant to the degree in which you are enrolled.
5. Unless noted in the school-specific requirements, only transfer credit may be applied toward graduate programs.
6. Prior information technology coursework must be consistent with the current knowledge and skills taught in an information technology course to be awarded transfer credit. In addition, coursework submitted for transfer credit evaluation should have been completed in the last 5 years. Students who seek credit for courses older than 5 years must submit a specific request for each course to be reviewed. Exceptions will be granted based on current and ongoing work experience and approval by the Dean or a designee.
7. Kaplan University does not guarantee the transferability of credits from other educational institutions or other sources of prior learning.
8. Kaplan University considers a semester credit hour to be equal to 1.5 quarter credit hours. Course-to-course transfers based on course objectives or outcomes can also be applied.

Types of Credit

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

Transfer Credit

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

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

1. It was completed at an accredited institution;
2. It is included on an official transcript;
3. It carries a grade of "C-" or better (undergraduate course), or "B" or better (graduate course); Kaplan University cannot consider marks of "Pass," "Credit," or similar;
4. It must be 100-level or higher and not otherwise designated as remedial, college-preparatory, or not at a college level;
5. It is relevant to your program of study and equivalent to the course requirements of your program (note that in some cases, we may ask you or your prior institution for a course syllabus or similar documentation to assist us in evaluating a particular course);
6. It must fit into your degree plan; and
7. It meets any additional program-specific requirements.

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

Credit by Examination

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

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

External Examinations

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

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

Experiential Learning

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

- Military Training: training gained during a period of military service that has been reviewed by the American Council on Education (ACE).
- Reviewed Professional Learning: transcripted learning from a professional or nonacademic environment that has been reviewed by ACE or the Registrar’s Office and the appropriate Dean using ACE guidelines.
• Academic Prior Learning Portfolio: a portfolio that demonstrates prior learning from work or other experience.

If you wish to submit a portfolio in consideration for experiential learning credit, you must first enroll in EL206 Academic Prior Learning Portfolio, LRC100 Documenting Your Experiences for College Credit, or an approved alternative, and are strongly encouraged to take this course in your first two terms. Upon successful completion of EL206 Academic Prior Learning Portfolio or LRC100 Documenting Your Experiences for College Credit, you may submit a portfolio for up to 15 undergraduate courses (or their one-credit ExcelTrack equivalents), contingent on your particular program.

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

Note: you will be charged a portfolio development course fee.

**Advanced Start Credit in Bachelor’s Degrees**

If you have earned an associate’s or bachelor’s degree from a regionally or nationally accredited college, you may be eligible to have designated lower-level courses waived from the bachelor’s degree requirements. You will be awarded credit from your prior degree for an equal number of credits as the credit value of the waived courses, giving you an advanced start in the bachelor’s degree. All credits from the prior degree beyond the advanced start credit value are evaluated individually for potential transfer toward the remaining degree requirements.

Associate’s and bachelor’s degrees and credits considered to be remedial, occupational, or specialized may not be eligible for advanced start. A degree must have a minimum of 90 quarter credits earned toward the degree and meet the standard prior learning assessment policies to be eligible for advanced start.

Not all bachelor’s degrees offer advanced start credit. Courses eligible for waiver with advanced start credit are indicated on the individual degree plan pages.
Student Information and Services

In this section, you will find the Student Bill of Rights and policies governing student conduct, disciplinary actions, and appeals. This section also covers the Family Educational Rights and Privacy Act, directory information, and university services. For information about the Sexual Misconduct Policy, please refer to the Important Resources section of the Catalog.

Student Bill of Rights

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

1. You have the right to clarity of information. This includes clarity about:
   a. The impartial, objective evaluation of your academic performance
   b. The method of evaluating progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined
   c. The requirements for completing your degree
   d. Fees and other financial obligations to the University
2. You have the right to freedom from unlawful discrimination on the basis of race, sex, religion, color, age, national origin or ancestry, disability, marital status, parental status, sexual orientation, genetic information, gender identity, gender expression, or status as a military veteran.
3. You have the right to due process. Disciplinary sanctions will not be imposed without proper regard for due process. Formal procedures have been instituted to ensure adequate notice and response for all students subjected to disciplinary proceedings.
4. You have the right to freedom of inquiry, freedom of thought, and freedom of expression. The University encourages the search for truth and knowledge and does not abridge searchers' rights to reveal their findings, by both spoken and written word, even if in so doing they might find themselves at variance with their peers, as well as the lay community. To dissent or to disagree with generally accepted truth and knowledge is acceptable and, in many ways, is essential to free debate and inquiry. Accordingly, you are responsible for learning the academic content of the course, but are free to discuss and express any view relevant to the subject matter presented by the instructor or other students. However, in exercising this freedom, you may not interfere with the academic process of the class by speaking to or behaving toward others in a manner constituting unwelcome, targeted conduct that is so severe, pervasive, and objectively offensive, and that so undermines and detracts from the educational experience of those to whom the speech or behavior is targeted, that the targeted person is effectively denied equal access to the University's resources and opportunities.
5. You have the right to participate in course and instructor evaluations to give constructive criticism regarding the instruction, learning environment, and curriculum, and regarding the services provided by the University.

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

Student Conduct

Code of Student Conduct

You are expected and required to abide by the laws of the United States and the rules and regulations of Kaplan University, to conduct your academic and scholarly pursuits with the highest levels of ethical and honest behavior, to conduct yourself in accordance with accepted standards of social behavior, to respect the rights of others, and to refrain from any conduct that tends to obstruct the work of the University or to be injurious to the welfare of the University. By violating these general standards of conduct you may be subject to informal actions. If the violation falls within one of the categories of conduct listed below, you may also be subject to disciplinary sanctions.

The following actions constitute conduct for which you may be subject to informal action or disciplinary sanctions:

1. Dishonesty in connection with any University activity. The expectation to uphold the standards of academic integrity and honesty is a responsibility of every member of the University community. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty. Accordingly, the following behaviors will be considered violations of these standards and are subject to disciplinary action as set forth in these procedures.
   a. Cheating: You are expected to adhere to the guidelines provided by instructors for academic work so that you do not gain an unfair advantage. Using or attempting to use unauthorized materials, information, study aids, notes, or any other device in any academic exercise will not be tolerated. Unauthorized materials may include anything that or anyone who gives assistance that has not been approved by the instructor in advance.
   b. Plagiarism:
      i Using another person's words, ideas, results, or images without giving appropriate credit to that person; giving the impression that it is your own work.
      ii Copying work, written text, or images from another student, the Internet, or any document without giving due credit to the source of the information.
      iii Purchasing or contracting another person or company to complete coursework, including obtaining a paper from the Internet, from a term paper company, or from another student, and submitting it as your original work.
   c. Fabrication: Intentional and/or unauthorized falsification or invention of any information or citation in any academic exercise. This includes but is not limited to:
      i The changing and/or manipulation of research data, results, processes, or research record
      ii The omission of results from the research record
      iii The alteration and resubmission of a graded academic exercise, except as permitted by the Coursework Resubmission Policy (p. 31).
   d. Multiple Submissions: The submission of substantial portions of the same academic work for credit more than once without
authorization from the instructor as described in the Coursework Resubmission Policy (p. 31).

e. Collusion: Intentionally or knowingly helping or attempting to help another to violate any regulation governing the standards of academic integrity described in these regulations. You may only collaborate on academic work within the limits prescribed by the instructor.

2. Theft of, attempted theft of, unauthorized use or possession of, unauthorized exertion of control over, or causing damage to property of any kind belonging to the University, a member of the University community, a campus visitor, or a person or agency participating in a University activity.

3. Any conduct that substantially threatens or interferes with the maintenance of appropriate order and discipline in the operation of the University, or any conduct on University property or in connection with a University activity that invades the rights of others. Examples include, but are not limited to:
   • Inappropriate or profane behavior that causes a disruption of teaching, research, administration, disciplinary proceedings, or other Kaplan University activities
   • The use of tobacco/vaping/related products in University buildings, and eating or drinking in the classrooms or any location other than designated areas
   • Bringing animals onto Kaplan University property unless they are assisting the physically impaired or are being used as classroom subjects
   • Bringing children into Kaplan University teaching areas
   • Failure to comply with all emergency evacuation procedures, disregarding safety practices, tampering with fire protection equipment, or violation of any other health and safety rules or regulations
   • Disruptive use of mobile phones or other electronic devices; all personal electronic devices must be in the "off" position while in the classroom

4. Failure to conduct yourself in a professional manner with University staff and faculty, peers, or clients in an institutional, clinical, externship, or lab setting.

5. Failure to comply with directions of University officials acting in the performance of their duties including, but not limited to, failing to present identification upon request of a University official acting in the official capacity of his/her position.

6. Violation of any Kaplan University regulations. This includes, for example, regulations contained in official University publications or announced as administrative policy for a University official or other person authorized by the President of the University.

7. Physical abuse of any person or conduct that threatens or endangers the health or safety of any other person, whether or not such conduct occurs on University property. For information about the Sexual Misconduct Policy, please refer to the Important Resources section of the Catalog.

8. Unauthorized entry or access to, or unauthorized use or occupancy of, any University property including, without limitation, lands, buildings, structures, telecommunications, computer or data processing equipment, programs, systems, software, or other facilities or services connected with a University activity. See Responsible Use of University Technology (p. 31) for further details on prohibited activities with respect to University technology.

9. The use, possession, sale, manufacturing, or distribution of alcohol, illegal drugs, or narcotic or prescription drugs, except as expressly permitted by law. Intentionally or recklessly inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) for the purpose or effect of altering your mental state also is prohibited.

10. The possession, use, or distribution of any explosives, guns, or other deadly or dangerous weapons reasonably calculated to cause bodily injury on University property or in connection with a University activity, unless specifically authorized by the University.

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

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

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

Coursework Resubmission Policy
If you are retaking the same Kaplan University course following an unsuccessful attempt, you may resubmit coursework and papers in their entirety without penalty. You must notify the instructor prior to submission and cite the original date of submission on the work itself. It is your responsibility to ensure that the previously submitted course materials meet current course requirements.

Citation Example: This assignment was originally submitted on [Give the date] for [Give the course and the instructor].

Resubmission of coursework is only allowed when retaking a Kaplan University course. Repurposing coursework or reusing parts of an assignment or papers for subsequent courses has different requirements. See the Kaplan University Student Coursework Resubmission Policy Resource (https://kuportal-a.akamaihd.net/ascmedia/reusepolicy.pdf) for additional information.

The Coursework Resubmission Policy is not applicable to Concord Law School students.

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

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

Kaplan University Sites are intended to be used for business and educational purposes only. You must agree that your User Content, which includes information posted or communicated that is not considered an educational record under the Family Educational Rights and Privacy Act of 1974 (FERPA) (p. 35), may not:

1. Infringe on the intellectual property, trade secret, privacy, or publicity rights of others or contain copyright-protected material without the written permission of the copyright owner
2. Contain any material that conflicts with any article of the Student Bill of Rights (p. 30) and/or Code of Student Conduct (p. 30)
3. Be posted in a false name or the name of another person, or include impersonations of any person, except where such impersonations are obvious and are included exclusively for the purpose of parody
4. Include illegal material or encourage, solicit, or glorify illegal activity
5. Contain false statements or misrepresentations
6. Include commercial advertisements or solicitations, except if the University has specifically authorized their inclusion
7. Include material that is otherwise objectionable to the University

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

If you see or hear inappropriate User Content on Kaplan University Sites, you should promptly report it pursuant to the procedures set forth in the Problem Resolution and Grievance Procedures (p. 33) section.

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

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

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

## Violations of the Code of Student Conduct

### General

You are expected to conduct yourself as a committed member of the Kaplan University academic community, in compliance with both the spirit and letter of the rights and regulations of the institution. When each member of our community adheres to this commitment, the spirit of academic inquiry and discovery is best preserved for each and all.

A violation of the Code of Student Conduct (p. 30) may result in one or more actions including, but not limited to:

- Verbal warning
- Written warning
- Grade reduction
- Suspension
- Dismissal

The University’s administration will determine the action(s) to be taken based on the severity of the infraction and your prior disciplinary record.

You may submit a written appeal to the Office of Student Relations within 10 business days of receiving notification of the disciplinary action. All grade-related and plagiarism appeals are to be directed to the Academic Appeals Committee. The appeal must include a General Report/Compliance Form (available from your Education Advisor or a compliance coordinator) and sufficient information to permit fact-finding and investigation.

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

### Dishonesty

Violations involving academic dishonesty may result in the following sanctions, though this order may not be adhered to, depending on the circumstances of the infraction:

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

All charges are recorded in Kaplan University’s database and remain there permanently. All offenses you accumulate while completing a program will be carried over to any subsequent program, if and when you reenroll.

Procedures for processing an allegation of academic dishonesty are as follows:

1. The instructor notifies you of any charge of academic dishonesty brought against you.
2. The charge is submitted in writing by the instructor to the Office of the Chief Academic Officer.
3. The Office of the Chief Academic Officer sends you a copy of the Code of Student Conduct (p. 30) and notification of the charge.
4. The Office of the Chief Academic Officer, after a full review, sends you and the instructor notification of the findings with regard to the subject charge.
5. The Office of the Chief Academic Officer maintains a database of academic dishonesty charges.
6. Please see the University's Academic Appeals Policy (https://catalog.kaplanuniversity.edu/policy-information/academic-standards/appeals-policy) for information on how to appeal a charge of academic dishonesty.

**Academic Appeals Policy**

**Grading and Academic Dishonesty Appeals Procedures**

You must follow the below procedures to appeal a grade or an academic dishonesty charge. (See Concord Law School’s Problem Resolution and Grievance Procedures (p. 424) for additional policies regarding academic dishonesty charges.)

**Step 1:** If you wish to appeal a grade or an academic dishonesty charge (e.g., plagiarism, cheating), you must first discuss the issue with your faculty member within 10 days of receiving the grade or the academic dishonesty charge.

If you are appealing a grade you believe is unfair, a departure from the established grading policy, or a clear mistake by the School, you should provide your instructor with a clear explanation of why. Please review the course’s grading rubrics and late policies first, as these will often resolve confusion over how a grade was calculated.

If you are appealing an academic dishonesty charge, you should provide your instructor with a clear explanation of why. Please review Kaplan University’s Code of Student Conduct (p. 30) first, as it explains the types of actions that are academically dishonest.

If the faculty member decides that a change to the grade and/or the withdrawal of an academic dishonesty charge is the correct decision, the faculty member will work with the Office of the Chief Academic Officer and Registrar as required to resolve the issue.

**Step 2:** If the problem has not been resolved and you wish to pursue an appeal of the faculty member’s decision, you must complete and send the Academic Appeal form to the Office of the Chief Academic Officer which will forward your appeal to the Academic Appeals Committee which will review your case and make a decision. The Academic Appeals Committee consists of faculty and one or more administrators.

**Step 3:** If you disagree with the Academic Appeals Committee’s decision, you must send a written letter of appeal to the Office of the Chief Academic Officer within 10 days of the Committee’s decision. The Office of the Chief Academic Officer will review the material presented and make a final ruling.

**Problem Resolution and Grievance Procedures**

Many questions or concerns that you may have can be resolved simply through discussion. In seeking a resolution, you should observe the steps below for your academic site type.

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

**Online**

- **Step 1:** Discuss your issue with the appropriate instructor, staff member, or administrative manager.
- **Step 2:** If you are not satisfied with outcome of the discussion, you can request your complaint be filed with an ombudsperson, dean, or designated resolution person.
- **Step 3:** If you remain unsatisfied or the complaint remains unresolved, you can file a grievance with the University’s Office of Student Relations. Grievance forms may be obtained from an ombudsperson, dean, or designated resolution person and emailed to the following email address: studentrelations@kaplan.edu.

Note: If you file a complaint through an outside agency or with a University executive, your complaint will be directed to the Office of Student Relations. External agencies generally expect you to have exhausted Kaplan University’s complaint resolution process first. If your complaint is the subject of a formal external inquiry or legal action, the application of steps 1 through 3 of Kaplan University’s grievance/appeal process will be suspended until the external inquiry or action is completed.

Kaplan University will maintain records of all complaints and their resolutions for a period of no less than 3 years.

**Onsite**

- **Step 1:** Communicate with the appropriate instructor, staff member, or administrative manager.
- **Step 2:** Communicate with the Program Coordinator/Department Chair.
- **Step 3:** Communicate with the Campus Academic Dean.
- **Step 4:** Unresolved concerns may be brought to the attention of the University’s Office of Student Relations by filing a grievance. You may obtain a grievance form from your Academic Dean. The completed form is then submitted to the Student Relations Department at the following email address: studentrelations@kaplan.edu.

**Office of Student Relations**

Student Relations will serve as an impartial representative of Kaplan University that is not directly involved in the issues of the complaint. A Student Relations representative will investigate the complaint and assist in the response to the complainant. Student Relations will make every effort to complete investigations and provide responses to the complaint within 5 business days of the date it receives and assigns the complaint, or Student Relations will contact the complainant to report the status of the investigation.

**State-Specific Procedures**

**Arizona Residents**

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

1400 West Washington Street, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
Website: www.ppse.az.gov (http://www.ppse.az.gov)
Florida Residents
If the complaint cannot be resolved after exhausting Kaplan University's grievance procedures, you may file a complaint with the Florida Commission for Independent Education. The Commission may be contacted at the below address or telephone number:
Commission for Independent Education
Florida Department of Education
325 W. Gaines Street
Suite 1414
Tallahassee, FL 32399-0400
888.224.6684

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

Kansas Residents
The Kansas Board of Regents (KBOR) posts a complaint process and form on its website at www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process (http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process). The website contains information about KBOR's complaint process with instructions for filing a complaint. To initiate a complaint against a school regulated by KBOR, you must complete KBOR's form and mail or fax it to:
Kansas Board of Regents
Private Postsecondary Education Division
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Fax: 888.975.8313

If you have questions or concerns, call 785.296.1529 or email dgarretson@ksbor.org.

Maryland Residents
This institution is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission.

Maryland Attorney General
Consumer Protection Division
200 St. Paul Street
Baltimore, MD 21202
Tel: 410.528.8662, 888.743.0823 (Toll Free)

Missouri Residents

This web page contains information about the complaint process and includes instructions for how to file a formal complaint. Note that if you wish to file a complaint with the Department, the policy states that you must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

Nebraska Residents
If the complaint cannot be resolved after exhausting Kaplan University's grievance procedures, the State of Nebraska's Coordinating Commission for Postsecondary Education provides a formal process by which you may have your complaint investigated. Details of this process may be found at: ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions (https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions). The State of Nebraska's Coordinating Commission for Postsecondary Education may be contacted at:
Nebraska's Coordinating Commission for Postsecondary Education
ATTN: Complaints
P.O. Box 95005
Lincoln, NE 68509-5005
Tel: 402.471.2886

New Mexico Residents
If your complaint cannot be resolved after exhausting Kaplan University's grievance procedures, you may file a complaint in writing with the New Mexico Higher Education Department (NMHED). You must file a complaint with NMHED within 3 years of your last date of enrollment. You may obtain the required forms and information to file the complaint at: hed.state.nm.us/students/ (http://hed.state.nm.us/students). The contact information for NMHED is:
New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505-2100
Tel: 505.476.8400

Tennessee Residents
Any grievances not resolved at the institutional level may be forwarded to the Tennessee Higher Education Commission:
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243-0830
Tel: 615.741.5293

Texas Residents
For students in degree programs, if the grievance cannot be resolved, students may contact:
The Texas Higher Education Coordinating Board
Office of General Counsel
P.O. Box 12788
Austin, Texas
Email: StudentComplaints@thecb.state.tx.us
Website: www1.thecb.state.tx.us/WWW/comments/ (https://www1.thecb.state.tx.us/WWW/comments)

Wisconsin Residents
Any questions or concerns about Kaplan University that have not been satisfactorily answered or resolved by the University should be directed to the Wisconsin Educational Approval Board. Their address is:
20 West Mifflin Street, 9th Floor
P.O. Box 8696
Madison, WI 53708-8696
Tel: 608.266.1996
Email: eabmail@eab.wisconsin.gov
Residents of All Other States
A complete list of state agencies to which you may direct questions, concerns, or complaints is provided as a supplement to the Catalog.

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

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

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

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

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

5. You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

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

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) (p. 35), Kaplan University maintains an online directory for the University community. Upon the first day of attendance at the University, your profile listing, including your name and user name, become available to the University community (students, faculty, and administrators). The online directory may also include information commonly referred to as “directory information.” The University designates the following categories of student information as directory information:

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

The University does not accept responsibility for information published by users in the directory and reserves the right to delete or modify information posted to the directory that is abusive, inflammatory, defamatory, infringing of intellectual property, or otherwise inappropriate in an academic environment. If you improperly use the directory or any information it contains, you may be subject to disciplinary action.

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

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

University Services
Kaplan University offers students the services noted below.

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

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

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

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

Although average starting wage information based on data received from employers and graduates may be available to prospective students, no employee of the University is authorized to guarantee that a graduate will earn any specific amount. Your program of study, employer needs, current economic conditions, and other factors may affect wage levels.

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

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

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

Campus-Specific Information
Information relevant to onsite students is noted below.

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

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

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

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

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

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

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

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

Academic Calendar

Select a calendar below to review important dates.

- A Track (http://www.kaplanuniversity.edu/Academic-Calendar-A.pdf), B Track (http://www.kaplanuniversity.edu/Academic-Calendar-B.pdf), and C Track (http://www.kaplanuniversity.edu/Academic-Calendar-C.pdf) Academic Calendars for:
  - Undergraduate Programs
  - Graduate Health Sciences and Nursing Programs
  - Master of Public Administration
  - Master of Science in Educational Psychology
  - Master of Science in Environmental Policy
  - Master of Science in Human Services
  - Master of Science in Legal Studies
  - Master of Science in Psychology
  - Graduate Certificates in Addictions and Industrial/Organizational Psychology
  - Postgraduate Certificate in Applied Behavior Analysis

- D Track (http://www.kaplanuniversity.edu/Academic-Calendar-D.pdf) Academic Calendar for:
  - Master of Arts in Teaching
  - Master of Science in Criminal Justice
  - Master of Science in Education
  - Master of Science in Homeland Security and Emergency Management
  - Master of Science in Higher Education
  - Master of Science in Instructional Design and Technology
  - Graduate Business and Information Technology Programs
  - Dental Assistant Program Academic Calendar (http://www.kaplanuniversity.edu/dental_calendar.pdf)

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

Unless otherwise specified, all policies apply to the full term published, not the 5-week child terms within.

Course Numbering System

<table>
<thead>
<tr>
<th>Course Range</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099</td>
<td>Developmental Courses—No Credit Awarded</td>
</tr>
<tr>
<td>100-299</td>
<td>Undergraduate Lower-Division Courses</td>
</tr>
<tr>
<td>300-499</td>
<td>Undergraduate Upper-Division Courses</td>
</tr>
</tbody>
</table>

Definition of a Unit of Credit

Kaplan University defines a credit hour in two ways:

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

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

Not applicable to Concord Law School. See the Concord Law School (p. 416) section for Concord-specific credit hour definitions.

Program Changes

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

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

All coursework from previous programs that is accepted toward the new program will be used in calculating satisfactory academic progress.

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

Transferring into or out of an ExcelTrack program will require making a petition to the Dean and, like any program change, could result in changes to transfer credit award and graduation date, and some repetition of coursework. You are limited to a one-time transfer into or out of an ExcelTrack program.

Undergraduate

You must have at least a 2.0 CGPA and meet the admissions requirements of the desired program of study. If your CGPA is below 2.0, but your GPA in all nonmajor courses is at least a 2.0, you may change
Transcripts, Certifications, and Transfer of Kaplan University Credits

Transcripts, Certifications, and Transfer of Kaplan University Credits

Transcripts and Certifications

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

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

To obtain a transcript, you must submit an electronic transcript request (online/onsite) or a Transcript Request Form for walk-in requests (onsite) along with the appropriate payment. There is no charge for unofficial transcripts.

View the Transcript Key Supplement (https://catalog.kaplanuniversity.edu/policy-information/academic-information/transcripts-certifications-transfer-kaplan-credits/Transcript_Key_Supplement.pdf).

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

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

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

In this section, you can find information on academic grades and marks, honors and awards, and satisfactory academic progress.

Academic Grades and Marks

Academic Grades

Undergraduate Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Above Average</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Above Average</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Average</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Below Average</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

School of Nursing Undergraduate Programs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>75-76.99</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>74.99-0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

ExcelTrack Programs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Graduate Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Academic Marks

Academic marks, unlike academic grades, have no effect on your GPA, but might affect your academic standing by influencing your rate of completion calculation (p. 40).

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Affects Credits Earned</th>
<th>Affects Credits Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Assessment Credit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CC</td>
<td>Credit by Examination</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>EC</td>
<td>Experiential Learning Credit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>NR</td>
<td>Not Required</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>MW</td>
<td>Military Withdrawal</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Definitions

Assessment Credit

“AC” denotes a successful attempt at a Kaplan University course/module assessment. Credits marked with “AC” contribute to Kaplan University residency requirements.

Credit by Examination

You receive a grade of “CC” when you are granted credit for an externally administered examination such as CLEP or DANTES. Other credit by examination approved by the University may also be represented by this grade.

Experiential Learning Credit

You receive a grade of “EC” when you are granted credit for an internally reviewed Experiential Learning Portfolio, military training, or reviewed professional learning.

Incomplete

You receive a temporary grade of “I” when you are granted an incomplete to allow for additional time to submit coursework beyond the end of a term. This grade has no impact on your cumulative GPA until a final grade is assigned. Your “I” grade will be converted to a final grade when your instructor submits a grade change request on or before the incomplete deadline, as defined in the Academic Calendar.

Incomplete grades are not available for courses or modules delivered on a 5-week schedule.

Not Required

You may receive an “NR” if you are not obligated to enroll in a course to complete your degree requirements.

Pass, Satisfactory, or Unsatisfactory

Designated courses are graded on a pass/fail grading scale, as indicated in the course descriptions. A passing grade will be awarded for any numeric grade corresponding to a passing grade in the standard grade scale, unless otherwise noted in the course syllabus.
Transfer Credit
You receive a grade of "TC" when postsecondary coursework you completed at another institution is applied to your enrolled program at Kaplan University.

Withdrawal
You receive a "W" if you withdraw from a course or are administratively withdrawn from a course before the final 28 days of classes of a 10 week course or the final 21 days of a 6-week course.

Military Withdrawal
You may be eligible to receive an "MW" when you are granted a midterm military leave of absence with approved supporting military documentation.

Honors and Awards
Undergraduate Term Honors
Effective for all new terms starting on/after August 26, 2015:
You may receive term honors if, in a given term, you completed at least 10 quarter credit hours and earned a GPA of 3.70 to 3.99 (Dean’s List) or 4.0 (President’s List) in an associate’s or bachelor’s degree program.

Undergraduate Degree Honors
Effective for all graduates on/after January 1, 2016:
Degree honors will be awarded if you graduate from either an associate’s or bachelor’s degree program with a qualifying CGPA:
• Summa Cum Laude: 4.0
• Magna Cum Laude: 3.80 to 3.99
• Cum Laude: 3.70 to 3.79

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

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

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

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

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

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

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

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

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

**Academic Dismissal**

You will be academically dismissed from the University if:

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

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

**Grades Affecting Academic Progress**

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

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

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

Kaplan University offers different tuition rates for military-related students and certain business-to-business partners. To view tuition and fee information, visit www.kaplanuniversity.edu/paying-school/tuition-fees.aspx. If you have a question about tuition rates, please contact your Education Advisor.

Enrollment Status and Definition of an Academic Year

Your enrollment status can impact financial aid eligibility.

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

Undergraduate

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

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

Graduate, Standard Programs (10-week schedules)

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

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

Graduate, Nonstandard Programs (6-week schedules)

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

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

Academic Eligibility for Financial Aid

To remain eligible for federal financial aid, you are required to maintain satisfactory academic progress (p. 40) toward completion of your program.

Financial Aid Warning

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

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

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

Financial Aid Probation

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

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

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

Financial Aid Services

Prior to enrolling at Kaplan University, you are encouraged to explore all options available for financing your education including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by the University Financial Aid Office to help you understand your options.

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

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

You may be eligible for third-party funding sources from outside agencies and are encouraged to seek out such funding and familiarize yourself with the policies of such agencies. Although the University will assist you in completing the necessary forms and will provide any required
information to the agency, it is ultimately your responsibility to ensure the agency’s requirements are met.

Some alternative loans are only available to pay any direct tuition charges that are not covered by federal, state, or institutional funding. You are encouraged to take advantage of federal Title IV funding before applying to alternative loan programs. You and, when applicable, your parents have the right and ability to choose any lender you wish, and the University does not require that any loans be obtained from any particular lender or source.

The University is approved for the below loans and grants.

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

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

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

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

**Other Agencies or Programs (Undergraduate and Graduate)**
- Promise Jobs
- Veterans Administration Benefits
- Workforce Investment Act\(^1\)
- Division of Vocational Rehabilitation
- Defense Activity for Non-Traditional Education Support (DANTES)
- Canadian financial assistance may be available to those who qualify

\(^1\) The University may be eligible to be an approved training provider for Workforce Investment Act (WIA) student aid. You must contact your local WIA One-Stop Centers or your Local Workforce Investment Board to determine training program eligibility.

**Refund Policy**

The following individuals shall be entitled to a refund of all monies paid, with the exception of the nonrefundable application fee:
- Applicants who are dismissed as a result of failing to meet the minimum entrance assessment score; or
- Undergraduate students who choose to withdraw by the end of week 3 of the first term (within the Kaplan Commitment trial period). See First-Term Responsibilities (p. 21).

**Dropping Courses**

Provided you remain enrolled in your program, you may drop a course prior to or during the first 7 calendar days of the course without any financial obligation. If you drop a course beyond the first 7 calendar days, you will incur 100 percent financial responsibility for the course. If you are enrolled in an ExcelTrack program, dropping a course beyond the first 7 calendar days is not permitted.

**Notice to Students**

**Return of Title IV Financial Aid**

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

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

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

3. If you earned less aid than was disbursed, the institution would be required to return a portion of the funds and you are required to return a portion of the funds. Keep in mind that when Title IV funds are returned, you, the student borrower, may owe a debt balance to the institution. If you earned more aid than was disbursed to you, the institution would owe you a post-withdrawal disbursement, which must be paid within 180 days of your withdrawal.
4. If you plan to withdraw from the University, you should contact the Financial Aid or Business/Bursar’s Office to determine the amount of funds that must be returned on your behalf, if applicable. All refunds due will be made within 45 days of your effective withdrawal date. The last date of actual attendance is used in calculating any refund amount.

Refunds are allocated in the following order:

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

Return of Unearned Tuition Assistance

Military Tuition Assistance (TA) is awarded under the assumption that you will attend school for the entire period for which the assistance is awarded.

If you withdraw or are dismissed, you may no longer be eligible for the full amount of TA funds originally awarded. The University will return any unearned TA funds on a proportional basis through at least the 60 percent point of the period for which the funds were provided, with unearned funds returned based upon your last date of attendance (LDA).

If you stop attending due to a military service obligation, and notify the University of that obligation, the University will work with you to identify solutions that will not result in a debt balance for the returned portion.

Calculation

When you officially withdraw or are dismissed from a course, the LDA will be used as the date of withdrawal.

Failure to start a course or attend a course for 21 consecutive calendar days (not including breaks; 14 calendar days for 6-week terms) is considered an "unofficial" withdrawal. In this case, the University will determine the LDA by reviewing the last date of activity within a course: for online courses, the LDA is the last date a student made a contribution to the class or submitted an assignment. For onsite courses, the University will reach out to the professor to determine the LDA.

Once LDA has been determined, the University will recalculate your TA eligibility based on the following formula:

\[
\text{Number of days completed (__) } = \% \text{ earned/total days in the term.}
\]

Return of Funds

Determining eligibility for TA is course specific. The start and end dates will be used for each course to determine eligibility. Using the formula above, the University will be required to return some or all of the TA awarded to you if you did not complete at least 60% of each course, possibly creating a debt balance on your Kaplan University ledger.

Withdrawal After Commencement of Classes

The effective withdrawal date shall be the date on which any of the following occur:

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

All refunds due will be made within 45 days of your effective withdrawal date. The last date of attendance is used in calculating any refund amount.

Note: if you are participating in the Kaplan Commitment and elect to continue beyond the first 3 weeks, you are responsible for the full tuition amount for that term.

Tuition Refund Chart

If you have completed the Kaplan Commitment period or are a continuing student, you are subject to the Kaplan University Refund Policy and the Tuition Refund Chart. International students should refer to their International Enrollment Agreement.

<table>
<thead>
<tr>
<th>Students Withdrawing</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>During the first day through 10% of the term</td>
<td>90% Tuition¹</td>
</tr>
<tr>
<td>After more than 10% and through 25% of the term</td>
<td>50% Tuition¹</td>
</tr>
<tr>
<td>After more than 25% and through 50% of the term</td>
<td>25% Tuition¹</td>
</tr>
<tr>
<td>After more than 50% and through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

¹ Less $100 Administrative Fee

Iowa Residents Tuition Refund Chart

For all students attending an Iowa Kaplan University campus or Iowa residents attending Kaplan University online the following refund policy shall apply:

<table>
<thead>
<tr>
<th>Students Withdrawing</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term</td>
<td>100%</td>
</tr>
<tr>
<td>During the first 6 days of the term (first time students only)</td>
<td>100% Tuition</td>
</tr>
</tbody>
</table>

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

- Number of calendar days remaining in the term/number of calendar days in the term multiplied by the total tuition multiplied by 90%.
- A term is considered completed if a student receives a letter grade of “A” through “D” for any class and no tuition refund will be granted.
• No administrative fee will be charged to a student who withdraws from Kaplan University.

For Iowa Servicemembers and Their Spouses With Dependent Children
Any Kaplan University student residing in the state of Iowa who is a military servicemember (active duty, guard, or reservist) who gets deployed or mobilized, or is a spouse with a dependent child of a servicemember who gets deployed or mobilized, may request a full refund of tuition and fees for all classes attended in the term for which the deployment or mobilization occurred.

Maryland Residents Tuition Refund Chart
If you reside in the state of Maryland and withdraw or are terminated after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:

<table>
<thead>
<tr>
<th>Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>90% Tuition</td>
</tr>
<tr>
<td>10% up to but not including 20%</td>
<td>80% Tuition</td>
</tr>
<tr>
<td>20% up to but not including 30%</td>
<td>60% Tuition</td>
</tr>
<tr>
<td>30% up to but not including 40%</td>
<td>40% Tuition</td>
</tr>
<tr>
<td>40% up to but not including 60%</td>
<td>20% Tuition</td>
</tr>
<tr>
<td>60% through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

The refund due shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. You will not be charged the $100 administrative fee if you withdraw from the University after completing 50 percent or more of any given term.

Florida Residents Tuition Refund Chart
If you reside in the state of Florida and withdraw or are terminated after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:

<table>
<thead>
<tr>
<th>Students Withdrawing</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>During the first 7 calendar days of each term</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>After 7 calendar days and through 25% of the term</td>
<td>50% Tuition</td>
</tr>
<tr>
<td>After more than 25% and through 50% of the term</td>
<td>25% Tuition</td>
</tr>
<tr>
<td>After more than 50% and through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

1 Less $100 Administrative Fee

Refunds shall be made within 30 days of the date of withdrawal or termination, not including the nonrefundable application fee or administrative fee.

Oregon Residents Tuition Refund Chart
If you reside in the state of Oregon and withdraw after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:

<table>
<thead>
<tr>
<th>Students Withdrawing</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>After more than 0% and through 10% of the term</td>
<td>90% Tuition</td>
</tr>
<tr>
<td>After more than 10% and through 20% of the term</td>
<td>80% Tuition</td>
</tr>
<tr>
<td>After more than 20% and through 30% of the term</td>
<td>70% Tuition</td>
</tr>
<tr>
<td>After more than 30% and through 40% of the term</td>
<td>60% Tuition</td>
</tr>
<tr>
<td>After more than 40% and through 50% of the term</td>
<td>50% Tuition</td>
</tr>
<tr>
<td>After more than 50% and through 60% of the term</td>
<td>40% Tuition</td>
</tr>
<tr>
<td>After more than 60% and through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

1 Less $100 Administrative Fee

Refunds shall be made within 45 days of the date of withdrawal or termination, not including the nonrefundable application fee or administrative fee.

Military Students Using Tuition Assistance Refund Chart
If you are a military student using Tuition Assistance and withdraw or are dismissed after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:

<table>
<thead>
<tr>
<th>Students Withdrawing</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>After more than 0% and through 10% of the term</td>
<td>90% Tuition</td>
</tr>
<tr>
<td>After more than 10% and through 20% of the term</td>
<td>80% Tuition</td>
</tr>
<tr>
<td>After more than 20% and through 30% of the term</td>
<td>70% Tuition</td>
</tr>
<tr>
<td>After more than 30% and through 40% of the term</td>
<td>60% Tuition</td>
</tr>
<tr>
<td>After more than 40% and through 50% of the term</td>
<td>50% Tuition</td>
</tr>
<tr>
<td>After more than 50% and through 60% of the term</td>
<td>40% Tuition</td>
</tr>
<tr>
<td>After more than 60% and through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

1 Less $100 Administrative Fee

Scholarships
Kaplan University awards scholarships, awards, and discounts for a variety of reasons, including, but not limited to, merit, military service, need, and to assist in the acceleration of an academic program. Scholarships and awards have specific requirements that must be met.
Not all scholarships and awards are available on a continuous basis or at all locations, or in all programs/offerings, and all are subject to changes in criteria and funding. Kaplan University also offers grants and scholarships to employees of preselected corporations, institutions, and organizations engaged in an educational alliance.

**Online**

Contact your Admissions Advisor for additional information on scholarships.

Students enrolled in ExcelTrack programs are not eligible for Kaplan University scholarships.

**Onsite**

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

Undergraduate

A

• Applied Behavior Analysis Postbaccalaureate Certificate (p. 188)
• Associate of Applied Science in Accounting (p. 76)
• Associate of Applied Science in Business Administration (p. 77)
• Associate of Applied Science in Criminal Justice (p. 178)
• Associate of Applied Science in Criminal Justice and Criminology (p. 179)
• Associate of Applied Science in Early Childhood Development (p. 180)
• Associate of Applied Science in Fire Science (p. 181)
• Associate of Applied Science in Health Information Technology (p. 101)
• Associate of Applied Science in Human Services (p. 182)
• Associate of Applied Science in Information Technology (p. 79)
• Associate of Applied Science in Legal Support and Services (p. 184)
• Associate of Applied Science in Medical Assisting (Iowa, Maine, Maryland, Nebraska) (p. 103)
• Associate of Applied Science in Medical Assisting (Online) (p. 105)
• Associate of Applied Science in Medical Office Management (p. 107)
• Associate of Applied Science in Paralegal Studies (p. 185)
• Associate of Applied Science in Public Safety and Security (p. 186)
• Associate of Applied Science in Small Group Management (p. 80)
• Associate of Science in Health Science (p. 109)
• Associate of Science in Nursing (Iowa and Nebraska) (p. 131)
• Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate (p. 190)

B

• Bachelor of Science in Accounting (p. 57)
• Bachelor of Science in Business Administration (p. 59)
• Bachelor of Science in Communication (p. 139)
• Bachelor of Science in Corrections (p. 141)
• Bachelor of Science in Criminal Justice (p. 143)
• Bachelor of Science in Cybersecurity (p. 65)
• Bachelor of Science in Early Childhood Administration (p. 145)
• Bachelor of Science in Early Childhood Development (p. 147)
• Bachelor of Science in Environmental Policy and Management (p. 150)
• Bachelor of Science in Finance (p. 68)
• Bachelor of Science in Fire and Emergency Management (p. 152)
• Bachelor of Science in Fire Science (p. 154)
• Bachelor of Science in Health and Wellness (p. 91)
• Bachelor of Science in Health Care Administration (p. 93)
• Bachelor of Science in Health Information Management (p. 95)
• Bachelor of Science in Health Science (p. 97)
• Bachelor of Science in Human Services (p. 156)
• Bachelor of Science in Human Services in Youth and Family Services and Administration (p. 158)

C

• Cisco Networks Postbaccalaureate Certificate (p. 81)
• Computer Forensics Postbaccalaureate Certificate (p. 82)
• Corrections Certificate (p. 191)
• Crime Scene Technician Certificate (p. 192)

D

• Dental Assistant Diploma (p. 111)

H

• Human Resources Postbaccalaureate Certificate (p. 83)
• Human Services Certificate in Child and Family Services (p. 193)
• Human Services Certificate in Elder Care Services (p. 194)

I

• Information Security Postbaccalaureate Certificate (p. 84)

L

• Legal Secretary Certificate (p. 195)

M

• Management and Supervision Certificate in Criminal Justice (p. 196)
• Medical Assistant Certificate (Online) (p. 114)
• Medical Assistant Certificate (Onsite) (p. 112)
• Medical Billing/Coding Certificate (p. 116)
• Medical Office Administration Certificate (p. 117)
• Microsoft Operating Systems Postbaccalaureate Certificate (p. 85)

O

• Oracle Database Administration Postbaccalaureate Certificate (p. 86)

P

• Pathway to Paralegal Postbaccalaureate Certificate (p. 197)
• Prelicensure Bachelor of Science in Nursing (p. 121)
• Private Security Certificate (p. 198)
• Programming and Software Development Postbaccalaureate Certificate (p. 87)

Graduate

A
• Adult-Gerontology Primary Care Nurse Practitioner Certificate (p. 330)

D
• Doctor of Nursing Practice (p. 316)

E
• Executive Leader Graduate Certificate (p. 333)

F
• Family Nurse Practitioner, Primary Care Certificate (p. 334)

G
• Graduate Certificate in Accounting (p. 289)
• Graduate Certificate in Addictions (p. 357)
• Graduate Certificate in Human Resources (p. 290)
• Graduate Certificate in Industrial/Organizational Psychology (p. 359)
• Graduate Certificate in Information Security (p. 291)
• Graduate Certificate in Project Management (p. 292)

M
• Master of Arts in Teaching (p. 295)
• Master of Business Administration (p. 275)
• Master of Health Care Administration (p. 307)
• Master of Health Informatics (p. 308)
• Master of Health Information Management (p. 309)
• Master of Public Administration (p. 339)
• Master of Public Health (p. 310)
• Master of Science in Accounting (p. 278)
• Master of Science in Criminal Justice (p. 341)
• Master of Science in Cybersecurity Management (p. 280)
• Master of Science in Education (p. 298)
• Master of Science in Educational Psychology (p. 302)
• Master of Science in Environmental Policy (p. 342)
• Master of Science in Finance (p. 282)
• Master of Science in Health Education (p. 312)
• Master of Science in Higher Education (p. 303)
• Master of Science in Homeland Security and Emergency Management (p. 344)
• Master of Science in Human Services (p. 346)
• Master of Science in Information Technology (p. 284)
• Master of Science in Instructional Design and Technology (p. 300)
• Master of Science in Legal Studies (p. 348)
• Master of Science in Management and Leadership (p. 286)
• Master of Science in Nursing (p. 320)
• Master of Science in Nursing—DNP Path (p. 326)

N
• Nurse Educator Graduate Certificate (p. 336)

P
• Postgraduate Certificate in Applied Behavior Analysis (p. 360)

Open College
• Associate of Science in Professional Studies (p. 414)
• Bachelor of Science in Professional Studies (p. 413)

Concord Law School
• Executive Juris Doctor (p. 436)
• Juris Doctor (p. 433)
UNDERGRADUATE PROGRAMS

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

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

Certification, State Board, and National Board Exams

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. Kaplan University makes reasonable efforts to provide accurate information on test dates and fees for examinations. In some cases, work experience or field experience may be required to be eligible to take or to successfully pass these exams.

You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, the University cannot guarantee you will be eligible to sit for or will pass these exams.

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

Employment and Continued Education

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

Criminal Background Checks

For some programs, you may be required to undergo criminal background checks (p. 19) before you may be fully admitted. You may also be required to conduct a second criminal background check before you can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states, even if the exam is taken and successfully completed. Consequently, you may be denied admission to some programs.

Some Kaplan University programs have specific background check requirements on which enrollment is predicated; these are explained in detail, where applicable, in the individual school sections.

Externships and Clinical Experiences

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

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

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

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

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

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

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

Graduation Requirements

To graduate, you must:

1. Successfully complete 100 percent of the required courses for your program of study and obtain the minimum cumulative GPA required within the maximum time frame permitted (see the Satisfactory Academic Progress Standards (p. 40) section for further information).
2. Return all property belonging to Kaplan University.
3. Attend Career Resources and Financial Aid exit interviews, if applicable.
4. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made. If satisfactory financial arrangements are not made, the graduation credential will be withheld.
Some programs may have additional requirements that must be met. If a program has additional graduation requirements, these can be found in the individual school sections.
State-Specific Curricular Requirements

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

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

Florida

**Associate of Science Degrees**

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

**Bachelor’s Degrees**

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

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

Indiana

**Associate of Science Degrees**

Fifty percent of the program must be composed of specialty/major courses and thirty-five percent of the remaining courses must be general education courses.

**Associate of Applied Science Degrees**

Seventy-five percent of the program must be composed of specialty/major courses.

Maryland

If you are enrolled in one of the following programs through the Hagerstown campus, you are required to take additional general education courses to meet state minimum requirements for general education in both associate’s and bachelor’s degrees. Associate’s degrees must include at least 30 quarter credit hours of general education courses and bachelor’s degrees must include at least 60 quarter credit hours.

- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Human Services
- Associate of Applied Science in Information Technology
- Associate of Applied Science in Medical Assisting
- Associate of Applied Science in Medical Office Management
- Associate of Applied Science in Paralegal Studies
- Bachelor of Science in Business Administration
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Human Services
- Bachelor of Science in Information Technology

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

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

Minnesota

Effective for all students enrolling on/after May 13, 2015, all residents of Minnesota must fulfill the following requirements:

**Associate of Science Degrees**

Degrees must be composed of at least 45 quarter credit hours of general education courses. General education courses include communication, natural sciences, humanities, and social sciences. A minimum of 6 quarter credits must be completed in each category.

**Associate of Applied Science Degrees**

Degrees must be composed of at least 30 quarter credit hours of general education courses, where at least 3 quarter credits must be completed in communication, natural sciences/mathematics, humanities, and social sciences. Degrees must also comprise at least 45 quarter credit hours of technical/major courses.

**Bachelor of Science Degrees**

Degrees must be composed of at least 45 quarter credit hours of general education courses, where at least 6 quarter credits must be completed in communication, natural sciences/mathematics, humanities, and social sciences. Degrees must also comprise at least 45 quarter credit hours of technical/major courses. Additionally, at least 54 quarter hours must be taken at the upper-division level.
School of General Education

Mission Statement

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

Outcomes and Requirements

General Education Program

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

Refer to the individual program descriptions for more information. Please note: if you reside in certain states, you may be required to complete specific general education requirements. Please refer to the State-Specific Curricular Requirements (p. 52) section for more information.

Arts and Humanities Literacy

Outcome
Recognize human potential through a study of human expressions.

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

Must be fulfilled by HU200 Arts and Humanities - Modern Creative Expressions, HU245 Ethics, HU250 Humanities and Culture, or their equivalent (via transfer credit).

Communications Literacy

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

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

1 Must be fulfilled by CM107 College Composition I and CM220 College Composition II or their equivalents (via transfer credit).

Critical Thinking Literacy

Outcome
Apply critical thinking to real-life situations.

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

Ethics Literacy

Outcome
Comprehend, apply, and evaluate ethical reasoning.

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

Mathematics Literacy

Outcome
Apply quantitative reasoning to real-world situations.

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

1 Must be fulfilled by MM150 Survey of Mathematics, MM212 College Algebra, or their equivalent (via transfer credit).

Professionalism and Career Development Literacy

Outcome
Apply skills which support career and professional success.

Requirement
One course in professionalism and career development in bachelor’s degree programs.

1 Must be fulfilled by CS204 Professional Presence or its equivalent (via transfer credit).

Research and Information Literacy

Outcome
Apply methods for finding, evaluating, and using resources to undertake research.

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

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

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

1 Must be fulfilled by SC200 Discovering Science - Current Issues in a Changing World, SC235 General Biology I - Human Perspectives, SC246 Fundamentals of Microbiology, SC250 Fundamentals of Science, or their equivalent (via transfer credit).

Social Science Literacy

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

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

1 Must be fulfilled by SS211 The 1960s - Reshaping the American Dream, SS236 People, Power, and Politics - An Introduction to American Government, SS250 The Technological Revolution - A Social Scientific Approach, or their equivalent (via transfer credit).

Technology Literacy

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

Requirement
Technology is included in context throughout each program at the University, in a manner that reflects its use in your professional field of study.

Professional Competencies

Kaplan University Professional Competencies

At Kaplan University, we offer a wide array of programs designed to prepare you for success in your chosen career field. We believe that professionalism is the key to career success. Exhibiting professionalism allows you to engage in behaviors that contribute to a positive, productive, and cohesive work environment. In addition to understanding and applying the basic concepts of communication and problem solving and critical thinking, which are part of the General Education program at Kaplan University, you will have the opportunity to develop competencies in the areas of teamwork, leadership, personal presentation, and multiculturalism and diversity. Through repeated practice and study throughout your academic program, you will understand and learn to exhibit professionalism in your chosen career. Each outcome will be present in one-quarter of all major requirement courses.

1. Teamwork: Work in teams to achieve collective goals.
2. Leadership: Demonstrate leadership knowledge, skills, and abilities to successfully lead teams within one's profession.
3. Personal Presentation: Demonstrate professionalism in a variety of situations.

4. Multiculturalism and Diversity: Leverage the strengths of multiculturalism and diversity for the benefit of the organization and community.

GEM Program

General Education Mobile (GEM) Program

Certain courses offered by Kaplan University are available to approved GEM Program participants. You may enroll in a maximum of five courses and no more than two courses per term.

You may transfer coursework toward a degree at the Community College of the Air Force if the following requirements are met:

- You have successfully completed a course with a grade of "C" or better.
- The course is part of the Kaplan University-approved GEM Program course offerings.
- You are under no obligation to enroll at Kaplan University upon completion.

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM214</td>
<td>Public Speaking for the Professional</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td>5</td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>SS144</td>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>SS230</td>
<td>Making History - The Founding Fathers</td>
<td>5</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td>5</td>
</tr>
<tr>
<td>SS270</td>
<td>Social Problems</td>
<td>5</td>
</tr>
</tbody>
</table>
School of Business and Information Technology

Mission Statement
We develop the competencies of career-focused students to empower them as ethical, insightful, and solution-oriented decision-makers, leaders, and lifelong learners in increasingly complex and diverse global environments. Faculty is supported as practitioners and scholars, committed to innovation in teaching and intellectual contribution.

General Policies

Progression Requirements
Prior learning credits and Kaplan University courses completed more than 5 years prior to the start of your information technology program are not eligible to satisfy information technology course requirements. You may be required to retake courses in order to ensure your knowledge is consistent with the current skills taught in these courses. You may request exceptions, based on relevant coursework and professional experience, from the Dean or a designee.

Programs

Bachelor of Science in Accounting
The Bachelor of Science in Accounting program is designed to prepare you for entry into the accounting profession. Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the Uniform CPA Examination.

View Program Details (p. 57)

Bachelor of Science in Business Administration
The objective of the Bachelor of Science in Business Administration program is to prepare you with the knowledge, technical skills, and work habits to pursue positions in a variety of business fields. The curriculum is designed to provide a solid foundation in management and helps you develop teamwork and leadership skills as well as the ability to motivate people and communicate effectively.

View Program Details (p. 59)

Bachelor of Science in Cybersecurity
This program will equip you to master the foundational goals of cybersecurity. You will apply current technical tools and methodologies to solve security problems. Upon completion, you will be able to evaluate security trends, recognize best practices, and understand IT security products and threats.

View Program Details (p. 65)

Bachelor of Science in Finance
The Bachelor of Science in Finance program focuses on helping students gain technical knowledge and skills in a range of financial areas. You should develop an understanding of the factors that influence financial decision making and are provided with opportunities to develop and implement your critical thinking skills to solve in-depth financial problems.

View Program Details (p. 68)

Bachelor of Science in Information Technology
The objective of the Bachelor of Science in Information Technology program is to help you prepare for career advancement in the information technology field by providing the technical knowledge, and communication, critical thinking, and creative skills relevant to the modern workplace. The degree program is designed to help you develop a working knowledge of information technology (IT) concepts, tools, and methods as well as the leading-edge technologies needed to design information systems.

View Program Detail (p. 70)

Associate of Applied Science in Accounting
The objective of the Associate of Applied Science in Accounting program is to prepare you with knowledge of accounting theories and principles relevant to the application of accounting functions in business. Course content includes the application of accounting principles, payroll processing procedures, financial statement preparation, and tax preparation according to federal and state regulations.

View Program Details (p. 76)

Associate of Applied Science in Business Administration
The objective of the Associate of Applied Science in Business Administration program is to prepare you with the knowledge, technical skills, and work habits to pursue positions in a variety of business fields. The curriculum is designed to provide a solid foundation in management and helps you develop teamwork and leadership skills as well as the ability to motivate people and communicate effectively.

View Program Details (p. 77)

Associate of Applied Science in Information Technology
The Associate of Applied Science in Information Technology program is designed to prepare you with the general education, applied knowledge, technical skills, and communication skills to pursue a wide range of entry-level positions in the information technology field including the areas of network administration, software programming, and web development. Courses help you develop the foundational skills to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop web pages.

View Program Detail (p. 79)

Associate of Applied Science in Small Group Management
If you are currently an active-duty servicemember in the U.S. Army, the Associate of Applied Science in Small Group Management could help further your educational and career goals. The curriculum focuses on
the ability to effectively communicate with and manage others in a small group setting.

View Program Detail (p. 80)

Cisco Networks Postbaccalaureate Certificate

The objective of the Cisco Networks Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Cisco networks. The certificate program is designed to provide foundational knowledge of key information technology areas including network administration, TCP/IP protocols, and network routers and switches.

View Program Detail (p. 81)

Computer Forensics Postbaccalaureate Certificate

The objective of the Computer Forensics Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of computer forensics. The certificate program is designed to provide foundational knowledge of key information technology areas including intrusion detection systems, incidence response strategies, computer forensics, and forensic techniques.

View Program Detail (p. 82)

Human Resources Postbaccalaureate Certificate

The objective of the Human Resources Postbaccalaureate Certificate program is to prepare you with the critical knowledge and skills to pursue entry-level positions in human resources. The certificate program is designed to provide foundational knowledge of key human resource areas including employee recruitment, employee training and development, compensation and reward systems, and employment law.

View Program Details (p. 83)

Information Security Postbaccalaureate Certificate

The objective of the Information Security Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of information security. The certificate program is designed to provide foundational knowledge of key information technology areas including network operating systems, network security, threat detection and response methods, disaster recovery planning, cryptography, and information security and risk management.

View Program Detail (p. 84)

Microsoft Operating Systems Postbaccalaureate Certificate

The objective of the Microsoft Operating Systems Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Microsoft operating systems. The certificate program is designed to provide foundational knowledge of key information technology areas including PC configuration and maintenance, desktop administration, network administration, and Active Directory configuration.

View Program Detail (p. 85)

Oracle Database Administration Postbaccalaureate Certificate

(Not Accepting Enrollments, Effective March 22, 2017)

The objective of the Oracle Database Administration Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the fields of database administration or database development. The certificate program is designed to provide foundational knowledge of key information technology areas including relational database management systems, relational database design, SQL and PL/SQL programming languages, database query design, and Oracle database administration.

View Program Detail (p. 86)

Programming and Software Development Postbaccalaureate Certificate

The objective of the Programming and Software Development Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of programming and software development. The certificate program is designed to provide foundational knowledge of key information technology areas including software development, advanced programming, and advanced database concepts; and advanced software development and design strategies.

View Program Detail (p. 87)
Bachelor of Science in Accounting

Description and Outcomes

The Bachelor of Science in Accounting program is designed to prepare you for entry into the accounting profession. Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the Uniform CPA Examination. Refer to the Certification, State Board, and National Board Exams (p. 57) section for important program disclosure information.

Concentrations

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

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

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

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

Upon graduation, you will be on your way to meeting the educational requirements for eligibility to sit for the Uniform CPA Examination. The exact requirements to take the CPA Exam vary by state and may change from time to time. To sit for the CPA Exam in most states, there is an educational requirement of 150 semester hours or 225 quarter credit hours. The Bachelor of Science in Accounting program is 180 quarter credit hours (120 semester hours). You may need to complete Kaplan University's Master of Science in Accounting or its equivalent elsewhere to meet eligibility requirements. Thus, Kaplan University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. You are encouraged to research independently the requirements in any state where you intend to seek licensure.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements 33

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC114</td>
<td>Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AC116</td>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>AC239</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>AC256</td>
<td>Federal Tax</td>
<td>5</td>
</tr>
<tr>
<td>BU224</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>MM255</td>
<td>Business Math and Statistical Measures</td>
<td>5</td>
</tr>
<tr>
<td>MT140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>MT217</td>
<td>Finance</td>
<td>5</td>
</tr>
</tbody>
</table>
Bachelor of Science in Accounting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT219</td>
<td>Marketing</td>
<td>5</td>
</tr>
<tr>
<td>AC300</td>
<td>Intermediate Accounting I</td>
<td>6</td>
</tr>
<tr>
<td>AC301</td>
<td>Intermediate Accounting II</td>
<td>6</td>
</tr>
<tr>
<td>LS311</td>
<td>Business Law</td>
<td>6</td>
</tr>
<tr>
<td>MT302</td>
<td>Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>300/400-Level</td>
<td>Major Electives (see below)</td>
<td>24</td>
</tr>
<tr>
<td>AC490</td>
<td>Bachelor’s Internship in Accounting</td>
<td>6</td>
</tr>
<tr>
<td>or AC499</td>
<td>Bachelor’s Capstone in Accounting</td>
<td></td>
</tr>
</tbody>
</table>

Total Major Requirements 99

Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Total Open Elective Requirements 48

TOTAL CREDITS 180

Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

Public Accountancy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC302</td>
<td>Intermediate Accounting III</td>
<td>6</td>
</tr>
<tr>
<td>AC410</td>
<td>Auditing</td>
<td>6</td>
</tr>
<tr>
<td>AC430</td>
<td>Advanced Tax - Corporate</td>
<td>6</td>
</tr>
<tr>
<td>AC465</td>
<td>Advanced Forensic Accounting</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Tax Accountancy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC302</td>
<td>Intermediate Accounting III</td>
<td>6</td>
</tr>
<tr>
<td>AC410</td>
<td>Auditing</td>
<td>6</td>
</tr>
<tr>
<td>AC430</td>
<td>Advanced Tax - Corporate</td>
<td>6</td>
</tr>
<tr>
<td>AC450</td>
<td>Advanced Accounting</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Managerial Accountancy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC302</td>
<td>Intermediate Accounting III</td>
<td>6</td>
</tr>
<tr>
<td>AC410</td>
<td>Auditing</td>
<td>6</td>
</tr>
<tr>
<td>AC420</td>
<td>Cost Accounting</td>
<td>6</td>
</tr>
<tr>
<td>MT482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Students who do not possess prior learning credit comparable to MT217 Finance must complete the course to satisfy prerequisite requirements for MT482 Financial Statement Analysis.

Auditing/Forensic Accountancy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC302</td>
<td>Intermediate Accounting III</td>
<td>6</td>
</tr>
<tr>
<td>AC410</td>
<td>Auditing</td>
<td>6</td>
</tr>
<tr>
<td>AC450</td>
<td>Advanced Accounting</td>
<td>6</td>
</tr>
</tbody>
</table>
Bachelor of Science in Business Administration

Description and Outcomes

The objective of the Bachelor of Science in Business Administration program is to prepare you with the knowledge, technical skills, and work habits to pursue positions in a variety of business fields. The curriculum is designed to provide a solid foundation in management and helps you develop teamwork and leadership skills as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills are also emphasized.

Concentrations

You can personalize your degree in business administration by focusing electives on a particular concentration. Concentrations consist of a minimum of four 300- or 400-level courses and allow you to concentrate on your career interests.

ExcelTrack Option

The ExcelTrack option for the Bachelor of Science in Business Administration is designed to allow students with applicable skills, professional experience, and self-direction to accelerate their pace toward earning their degree. In the ExcelTrack option, there are no required weekly assignments or class hours per course—just one final comprehensive project. Students can skip material they know and focus on what they need to learn to master course outcomes. With a few rare exceptions, ExcelTrack courses are divided into small one-credit courses that allow flexible course loads each term. ExcelTrack uses a term-based tuition model: the more courses students complete per term, the greater their cost savings. To determine if ExcelTrack is a good fit for you, speak to your Advisor. For more information on the policies governing ExcelTrack programs, see the academic policy (p. 6) section of the Catalog.

Accelerated MBA Option

If you are interested in earning both a bachelor’s and master’s degree in business administration, consider the accelerated MBA option. Refer to the Progression Requirements (p. 59) section for details.

Society for Human Resources Management Acknowledgement

The Society for Human Resource Management (SHRM) has acknowledged that the Bachelor of Science in Business Administration with a concentration in human resources fully aligns with SHRM’s HR Curriculum Guidebook and Templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines—created in 2006 and revalidated in 2010 and 2013—are part of SHRM’s academic initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Evaluate information management, planning, and control in business environments.
2. Analyze organizational processes and procedures in a variety of business settings.
3. Synthesize appropriate principles, concepts, and frameworks for making ethical decisions.
4. Assess the roles that structure, management, and leadership play in organizational performance.
5. Evaluate how economics, government, and law affect value creation in the global context.
6. Evaluate career skills in the field of business and management.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

Accelerated MBA Option

If you are enrolled in the Bachelor of Science in Business Administration program and are interested in continuing on to pursue a Kaplan University Master of Business Administration (MBA), you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Business Administration program, and if you meet the below criteria, you may apply for entry to the University’s MBA program. If accepted, you will have the following MBA courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB518</td>
<td>Financial Accounting Principles and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GB520</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>GB530</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td>4</td>
</tr>
<tr>
<td>GB550</td>
<td>Financial Management</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated MBA option, you must meet the following criteria:

1. Complete your undergraduate coursework in the Bachelor of Science in Business Administration program with a minimum cumulative GPA of 3.2.
2. Present a resume indicating at least 2 years of applicable work experience.
3. Complete the following courses and obtain a grade of “B” or better in each course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC116</td>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>AC301</td>
<td>Intermediate Accounting II</td>
<td>6</td>
</tr>
<tr>
<td>BU204</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>HR485</td>
<td>Strategic Human Resource Management</td>
<td>6</td>
</tr>
<tr>
<td>MT217</td>
<td>Finance</td>
<td>5</td>
</tr>
<tr>
<td>MT445</td>
<td>Managerial Economics</td>
<td>6</td>
</tr>
<tr>
<td>MT450</td>
<td>Marketing Management</td>
<td>6</td>
</tr>
<tr>
<td>MT480</td>
<td>Corporate Finance</td>
<td>6</td>
</tr>
<tr>
<td>or MT482</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
</tbody>
</table>

If you have not completed AC116 Accounting II, BU204 Macroeconomics, or MT217 Finance as part of your undergraduate program, but meet all other criteria, your acceptance to the accelerated option is at the discretion of the Dean of the School of Business and Information Technology.

## Degree Plan

### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC113</td>
<td>Accounting for Nonaccounting Majors</td>
<td>5</td>
</tr>
<tr>
<td>or AC114</td>
<td>Accounting I</td>
<td></td>
</tr>
<tr>
<td>BU204</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>or MT220</td>
<td>Global Business</td>
<td></td>
</tr>
</tbody>
</table>

**Open Elective Requirements**

Open Electives (see below) 59

Total Open Elective Requirements 59

TOTAL CREDITS 180

## Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

### Accelerated MBA Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC301</td>
<td>Intermediate Accounting II</td>
<td>6</td>
</tr>
<tr>
<td>HR485</td>
<td>Strategic Human Resource Management</td>
<td>6</td>
</tr>
<tr>
<td>MT445</td>
<td>Managerial Economics</td>
<td>6</td>
</tr>
<tr>
<td>MT450</td>
<td>Marketing Management</td>
<td>6</td>
</tr>
<tr>
<td>MT480</td>
<td>Corporate Finance</td>
<td>6</td>
</tr>
<tr>
<td>or MT482</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 30

Students who do not possess prior learning credit comparable to AC300 Intermediate Accounting I will need to complete the course beyond the minimum degree requirements.

## Financial Analysis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT445</td>
<td>Managerial Economics</td>
<td>6</td>
</tr>
<tr>
<td>MT480</td>
<td>Corporate Finance</td>
<td>6</td>
</tr>
<tr>
<td>MT481</td>
<td>Financial Markets</td>
<td>6</td>
</tr>
<tr>
<td>MT482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24
Human Resources

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR400</td>
<td>Employment and Staffing</td>
<td>6</td>
</tr>
<tr>
<td>HR410</td>
<td>Employee Training and Development</td>
<td>6</td>
</tr>
<tr>
<td>HR420</td>
<td>Employment Law</td>
<td>6</td>
</tr>
<tr>
<td>HR435</td>
<td>Compensation</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>HR485 Strategic Human Resource</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

This program is fully aligned with the HR Curriculum Guidebook and Templates of the Society for Human Resource Management.

Information System Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT402</td>
<td>IT Consulting Skills</td>
<td>6</td>
</tr>
<tr>
<td>MT300</td>
<td>Management of Information Systems</td>
<td>6</td>
</tr>
<tr>
<td>MT451</td>
<td>Managing Technological Innovation</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Investment

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT422</td>
<td>Portfolio Management</td>
<td>6</td>
</tr>
<tr>
<td>MT423</td>
<td>Asset Allocation and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT424</td>
<td>Introduction to Derivatives and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT483</td>
<td>Investments</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR400</td>
<td>Employment and Staffing</td>
<td>6</td>
</tr>
<tr>
<td>MT340</td>
<td>Conflict Management and Team Dynamics</td>
<td>6</td>
</tr>
<tr>
<td>MT355</td>
<td>Marketing Research</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>MT450 Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MT400</td>
<td>Business Process Management</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>MT435 Operations Management</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT330</td>
<td>International Marketing</td>
<td>6</td>
</tr>
<tr>
<td>MT359</td>
<td>Advertising, Promotion, PR - Integrated Marketing Communication Strategies</td>
<td>6</td>
</tr>
<tr>
<td>MT459</td>
<td>Consumer Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MT355</td>
<td>Marketing Research</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>MT450 Marketing Management</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

New Media/Internet Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT357</td>
<td>E-Marketing</td>
<td>6</td>
</tr>
<tr>
<td>MT358</td>
<td>Social Media Marketing</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Procurement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT300</td>
<td>Management of Information Systems</td>
<td>6</td>
</tr>
<tr>
<td>MT435</td>
<td>Operations Management</td>
<td>6</td>
</tr>
<tr>
<td>MT475</td>
<td>Quality Management</td>
<td>6</td>
</tr>
<tr>
<td>MT482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Project Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>MT400</td>
<td>Business Process Management</td>
<td>6</td>
</tr>
<tr>
<td>MT475</td>
<td>Quality Management</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Real Estate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT361</td>
<td>Foundations of Real Estate Practice</td>
<td>6</td>
</tr>
<tr>
<td>MT431</td>
<td>Real Estate Finance and Ethics</td>
<td>6</td>
</tr>
<tr>
<td>MT432</td>
<td>Real Estate Law</td>
<td>6</td>
</tr>
<tr>
<td>MT453</td>
<td>Professional Selling</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Sales Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT355</td>
<td>Marketing Research</td>
<td>6</td>
</tr>
<tr>
<td>MT453</td>
<td>Professional Selling</td>
<td>6</td>
</tr>
<tr>
<td>MT455</td>
<td>Salesforce Management</td>
<td>6</td>
</tr>
<tr>
<td>MT459</td>
<td>Consumer Behavior</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Supply Chain Management and Logistics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT433</td>
<td>Global Supply Chain Management</td>
<td>6</td>
</tr>
<tr>
<td>MT434</td>
<td>Logistics and Distribution Management</td>
<td>6</td>
</tr>
<tr>
<td>MT435</td>
<td>Operations Management</td>
<td>6</td>
</tr>
<tr>
<td>MT436</td>
<td>Purchasing and Vendor Management</td>
<td>6</td>
</tr>
<tr>
<td>MT437</td>
<td>Strategic Warehouse Management</td>
<td>6</td>
</tr>
<tr>
<td>MT475</td>
<td>Quality Management</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 36

Wealth Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT421</td>
<td>Financial Planning</td>
<td>6</td>
</tr>
<tr>
<td>MT426</td>
<td>Principles of Risk Management and Insurance</td>
<td>6</td>
</tr>
<tr>
<td>MT453</td>
<td>Professional Selling</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24
Bachelor of Science in Business Administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT480</td>
<td>Corporate Finance</td>
<td>6</td>
</tr>
<tr>
<td>MT483</td>
<td>Investments</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 30

### ExcelTrack

**Program Requirements**

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>CM107</td>
</tr>
<tr>
<td>CM107M1</td>
</tr>
<tr>
<td>CM107M2</td>
</tr>
<tr>
<td>CM107M3</td>
</tr>
<tr>
<td>CM107M4</td>
</tr>
<tr>
<td>CM107M5</td>
</tr>
<tr>
<td>CM220</td>
</tr>
<tr>
<td>CM220M1</td>
</tr>
<tr>
<td>CM220M2</td>
</tr>
<tr>
<td>CM220M3</td>
</tr>
<tr>
<td>CM220M4</td>
</tr>
<tr>
<td>CM220M5</td>
</tr>
<tr>
<td>CS204</td>
</tr>
<tr>
<td>CS204M1</td>
</tr>
<tr>
<td>CS204M2</td>
</tr>
<tr>
<td>CS204M3</td>
</tr>
<tr>
<td>HU245</td>
</tr>
<tr>
<td>HU245M1</td>
</tr>
<tr>
<td>HU245M2</td>
</tr>
<tr>
<td>HU245M3</td>
</tr>
<tr>
<td>HU245M4</td>
</tr>
<tr>
<td>HU245M5</td>
</tr>
<tr>
<td>MM212</td>
</tr>
<tr>
<td>MM212M1</td>
</tr>
<tr>
<td>MM212M2</td>
</tr>
<tr>
<td>MM212M3</td>
</tr>
<tr>
<td>MM212M4</td>
</tr>
<tr>
<td>MM212M5</td>
</tr>
<tr>
<td>SC200</td>
</tr>
<tr>
<td>SC200M1</td>
</tr>
<tr>
<td>SC200M2</td>
</tr>
<tr>
<td>SC200M3</td>
</tr>
<tr>
<td>SC200M4</td>
</tr>
<tr>
<td>SC200M5</td>
</tr>
<tr>
<td>SS211</td>
</tr>
<tr>
<td>SS211M1</td>
</tr>
<tr>
<td>SS211M2</td>
</tr>
<tr>
<td>SS211M3</td>
</tr>
<tr>
<td>SS211M4</td>
</tr>
<tr>
<td>SS211M5</td>
</tr>
</tbody>
</table>

**Total Core Requirements** 33

### Major Requirements

<table>
<thead>
<tr>
<th><strong>Code</strong></th>
<th><strong>Title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AC114</td>
<td>Accounting I</td>
<td></td>
</tr>
<tr>
<td>AC114M1</td>
<td>Practicality of Accounting Information</td>
<td>1</td>
</tr>
<tr>
<td>AC114M2</td>
<td>Preparing a Journal</td>
<td>1</td>
</tr>
<tr>
<td>AC114M3</td>
<td>Accounting Cycle Preparation</td>
<td>1</td>
</tr>
<tr>
<td>AC114M4</td>
<td>Financial Statement Preparation</td>
<td>1</td>
</tr>
<tr>
<td>AC114M5</td>
<td>Merchandise Accounting</td>
<td>1</td>
</tr>
<tr>
<td>AC116</td>
<td>Accounting II</td>
<td></td>
</tr>
<tr>
<td>AC116M1</td>
<td>Financial Statements - Valuation of Assets</td>
<td>1</td>
</tr>
<tr>
<td>AC116M2</td>
<td>Financial Statements - Valuation of Liabilities</td>
<td>1</td>
</tr>
<tr>
<td>AC116M3</td>
<td>Partnership - Owners' Equity Analysis</td>
<td>1</td>
</tr>
<tr>
<td>AC116M4</td>
<td>Corporation - Owners' Equity Analysis</td>
<td>1</td>
</tr>
<tr>
<td>AC116M5</td>
<td>Cash Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BU204</td>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>BU204M1</td>
<td>Basic Economic Models</td>
<td>1</td>
</tr>
<tr>
<td>BU204M2</td>
<td>Macroeconomic Aggregates</td>
<td>1</td>
</tr>
<tr>
<td>BU204M3</td>
<td>Economic Growth and Its Determinants</td>
<td>1</td>
</tr>
<tr>
<td>BU204M4</td>
<td>Money, Banking, and the Federal Reserve System</td>
<td>1</td>
</tr>
<tr>
<td>BU204M5</td>
<td>Monetary and Fiscal Policy</td>
<td>1</td>
</tr>
<tr>
<td>BU224</td>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>BU224M1</td>
<td>Supply and Demand Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BU224M2</td>
<td>Governmental Price Setting</td>
<td>1</td>
</tr>
<tr>
<td>BU224M3</td>
<td>Impacts on Pricing and Production</td>
<td>1</td>
</tr>
<tr>
<td>BU224M4</td>
<td>Understand Competitive Market Environments</td>
<td>1</td>
</tr>
<tr>
<td>BU224M5</td>
<td>Concepts of Utility</td>
<td>1</td>
</tr>
<tr>
<td>MM225</td>
<td>Business Math and Statistical Measures</td>
<td></td>
</tr>
<tr>
<td>MM225M1</td>
<td>Applications of Business Formulas</td>
<td>1</td>
</tr>
<tr>
<td>MM225M2</td>
<td>Interest and Loan Concepts and Calculations</td>
<td>1</td>
</tr>
<tr>
<td>MM225M3</td>
<td>Business Investments</td>
<td>1</td>
</tr>
<tr>
<td>MM225M4</td>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>MM225M5</td>
<td>Making Financial Business Decisions</td>
<td>1</td>
</tr>
<tr>
<td>MT140</td>
<td>Introduction to Management</td>
<td></td>
</tr>
<tr>
<td>MT140M1</td>
<td>Solving Management Problems</td>
<td>1</td>
</tr>
<tr>
<td>MT140M2</td>
<td>Management Skills</td>
<td>1</td>
</tr>
<tr>
<td>MT140M3</td>
<td>Change Management</td>
<td>1</td>
</tr>
<tr>
<td>MT140M4</td>
<td>Global Management Skills</td>
<td>1</td>
</tr>
<tr>
<td>MT140M5</td>
<td>Ethics in Management</td>
<td>1</td>
</tr>
<tr>
<td>MT203</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MT203M1</td>
<td>Employment Laws</td>
<td>1</td>
</tr>
<tr>
<td>MT203M2</td>
<td>Recruiting and Selecting Employees</td>
<td>1</td>
</tr>
<tr>
<td>MT203M3</td>
<td>Linking Compensation to Strategy</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>MT203M4</td>
<td>Training Methods for Improving Performance</td>
<td></td>
</tr>
<tr>
<td>MT203M5</td>
<td>Cultural Literacy</td>
<td></td>
</tr>
<tr>
<td>MT217</td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>MT217M1</td>
<td>Overview - Financial Management</td>
<td></td>
</tr>
<tr>
<td>MT217M2</td>
<td>Financial Ratios</td>
<td></td>
</tr>
<tr>
<td>MT217M3</td>
<td>Basic Time Value of Money Applications</td>
<td></td>
</tr>
<tr>
<td>MT217M4</td>
<td>Time Value of Money</td>
<td></td>
</tr>
<tr>
<td>MT217M5</td>
<td>Stocks and Bonds Valuation</td>
<td></td>
</tr>
<tr>
<td>MT219</td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>MT219M1</td>
<td>Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td>MT219M2</td>
<td>Global Interconnectedness</td>
<td></td>
</tr>
<tr>
<td>MT219M3</td>
<td>Target Marketing</td>
<td></td>
</tr>
<tr>
<td>MT219M4</td>
<td>Product and Channel Strategy</td>
<td></td>
</tr>
<tr>
<td>MT219M5</td>
<td>Promotion and Price Strategy</td>
<td></td>
</tr>
<tr>
<td>HR400</td>
<td>Employment and Staffing</td>
<td></td>
</tr>
<tr>
<td>HR400M1</td>
<td>Recruiting and Interviewing Employees</td>
<td></td>
</tr>
<tr>
<td>HR400M2</td>
<td>Employment-Related Laws</td>
<td></td>
</tr>
<tr>
<td>HR400M3</td>
<td>Interview Questions and Candidate Analysis</td>
<td></td>
</tr>
<tr>
<td>HR400M4</td>
<td>Employment Tools and Documentation</td>
<td></td>
</tr>
<tr>
<td>HR400M5</td>
<td>New Employee Orientation</td>
<td></td>
</tr>
<tr>
<td>HR400M6</td>
<td>Employee Recruitment and Retention Factors</td>
<td></td>
</tr>
<tr>
<td>HR485</td>
<td>Strategic Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>HR485M1</td>
<td>Human Resource Strategy</td>
<td></td>
</tr>
<tr>
<td>HR485M2</td>
<td>Strategic Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>HR485M3</td>
<td>Organizational Performance</td>
<td></td>
</tr>
<tr>
<td>HR485M4</td>
<td>Organizational Change</td>
<td></td>
</tr>
<tr>
<td>HR485M5</td>
<td>Human Resource Metrics</td>
<td></td>
</tr>
<tr>
<td>HR485M6</td>
<td>Strategic Human Resource Decisions</td>
<td></td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td></td>
</tr>
<tr>
<td>IT301M1</td>
<td>Project Management Framework</td>
<td></td>
</tr>
<tr>
<td>IT301M2</td>
<td>Triple Constraints Management</td>
<td></td>
</tr>
<tr>
<td>IT301M3</td>
<td>Project Risk and Resource Management</td>
<td></td>
</tr>
<tr>
<td>IT301M4</td>
<td>Project Execution Management</td>
<td></td>
</tr>
<tr>
<td>IT301M5</td>
<td>Project Management Ethics and Integrity</td>
<td></td>
</tr>
<tr>
<td>IT301M6</td>
<td>Project Management Global Interconnectedness</td>
<td></td>
</tr>
<tr>
<td>LS311</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>LS311M1</td>
<td>How Law Affects Business</td>
<td></td>
</tr>
<tr>
<td>LS311M2</td>
<td>Relationship of Torts to Risk Management</td>
<td></td>
</tr>
<tr>
<td>LS311M3</td>
<td>Elements of a Valid Contract</td>
<td></td>
</tr>
<tr>
<td>LS311M4</td>
<td>Remedies for Breach of Contract</td>
<td></td>
</tr>
<tr>
<td>LS311M5</td>
<td>Agency and Employment Relationships</td>
<td></td>
</tr>
<tr>
<td>LS311M6</td>
<td>Contrast Forms of Business Organizations</td>
<td></td>
</tr>
<tr>
<td>MM305</td>
<td>Business Statistics and Quantitative Analysis</td>
<td></td>
</tr>
<tr>
<td>MM305M1</td>
<td>Descriptive Statistics and Probability</td>
<td></td>
</tr>
<tr>
<td>MM305M2</td>
<td>Sampling Distributions and Estimation</td>
<td></td>
</tr>
<tr>
<td>MM305M3</td>
<td>Hypothesis Testing</td>
<td></td>
</tr>
<tr>
<td>MM305M4</td>
<td>Decision Analysis</td>
<td></td>
</tr>
<tr>
<td>MM305M5</td>
<td>Regression and Forecasting</td>
<td></td>
</tr>
<tr>
<td>MM305M6</td>
<td>Project Management Techniques</td>
<td></td>
</tr>
<tr>
<td>MT300</td>
<td>Management of Information Systems</td>
<td></td>
</tr>
<tr>
<td>MT300M1</td>
<td>Information Systems in Organizations</td>
<td></td>
</tr>
<tr>
<td>MT300M2</td>
<td>Business Analytics and Knowledge Management</td>
<td></td>
</tr>
<tr>
<td>MT300M3</td>
<td>Information Systems Acquisition</td>
<td></td>
</tr>
<tr>
<td>MT300M4</td>
<td>Cybersecurity, Ethics, and Privacy</td>
<td></td>
</tr>
<tr>
<td>MT300M5</td>
<td>Social Media and Intelligent Systems</td>
<td></td>
</tr>
<tr>
<td>MT300M6</td>
<td>Networks and the Internet of Things</td>
<td></td>
</tr>
<tr>
<td>MT302</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MT302M1</td>
<td>Define How Behavior Impacts Outcomes</td>
<td></td>
</tr>
<tr>
<td>MT302M2</td>
<td>See Personality Theory in a Workplace</td>
<td></td>
</tr>
<tr>
<td>MT302M3</td>
<td>Explore How Motivation Impacts Performance</td>
<td></td>
</tr>
<tr>
<td>MT302M4</td>
<td>Use Teamwork to Solve Problems</td>
<td></td>
</tr>
<tr>
<td>MT302M5</td>
<td>Understand Communications Roles</td>
<td></td>
</tr>
<tr>
<td>MT302M6</td>
<td>Investigate Structure and Culture</td>
<td></td>
</tr>
<tr>
<td>MT340</td>
<td>Conflict Management and Team Dynamics</td>
<td></td>
</tr>
<tr>
<td>MT340M1</td>
<td>Team Strengths and Weaknesses</td>
<td></td>
</tr>
<tr>
<td>MT340M2</td>
<td>Team Process</td>
<td></td>
</tr>
<tr>
<td>MT340M3</td>
<td>The Diverse Team</td>
<td></td>
</tr>
<tr>
<td>MT340M4</td>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td>MT340M5</td>
<td>Interconnecting Globally</td>
<td></td>
</tr>
<tr>
<td>MT340M6</td>
<td>Conflict and Negotiation</td>
<td></td>
</tr>
<tr>
<td>MT355</td>
<td>Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MT355M1</td>
<td>Research Problems</td>
<td></td>
</tr>
<tr>
<td>MT355M2</td>
<td>Research Designs</td>
<td></td>
</tr>
<tr>
<td>MT355M3</td>
<td>Data Collection Methods</td>
<td></td>
</tr>
<tr>
<td>MT355M4</td>
<td>Data-Based Solutions</td>
<td></td>
</tr>
<tr>
<td>MT355M5</td>
<td>Research Reports</td>
<td></td>
</tr>
<tr>
<td>MT355M6</td>
<td>Global Competitiveness and Collaboration</td>
<td></td>
</tr>
<tr>
<td>MT400</td>
<td>Business Process Management</td>
<td></td>
</tr>
<tr>
<td>MT400M1</td>
<td>Develop Strategic BPM Plans</td>
<td></td>
</tr>
<tr>
<td>MT400M2</td>
<td>Measure Success Effectively</td>
<td></td>
</tr>
<tr>
<td>MT400M3</td>
<td>Innovate Solutions Leverage Your Employees</td>
<td></td>
</tr>
<tr>
<td>MT400M4</td>
<td>Use BPM for Global Competitiveness</td>
<td></td>
</tr>
<tr>
<td>MT400M5</td>
<td>Develop Effective Implementation Plans</td>
<td></td>
</tr>
<tr>
<td>MT400M6</td>
<td>Ensure Sustained Success With BPM</td>
<td></td>
</tr>
<tr>
<td>MT435</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>MT435M1</td>
<td>Understand Quality and Lean</td>
<td></td>
</tr>
<tr>
<td>MT435M2</td>
<td>Implement Design Concepts</td>
<td></td>
</tr>
<tr>
<td>MT435M3</td>
<td>Relate Fields of Business</td>
<td></td>
</tr>
<tr>
<td>MT435M4</td>
<td>The Role of Supply Chain in Operations</td>
<td></td>
</tr>
<tr>
<td>MT435M5</td>
<td>Utilize Forecasting and Inventory Data</td>
<td></td>
</tr>
<tr>
<td>MT435M6</td>
<td>Create a Facility Design</td>
<td></td>
</tr>
<tr>
<td>MT445</td>
<td>Managerial Economics</td>
<td></td>
</tr>
<tr>
<td>MT445M1</td>
<td>Opportunity Costs and Economic Decisions</td>
<td></td>
</tr>
<tr>
<td>MT445M2</td>
<td>Changes in Market Equilibrium</td>
<td></td>
</tr>
<tr>
<td>MT445M3</td>
<td>Market Structures and Profit Maximization</td>
<td></td>
</tr>
<tr>
<td>MT445M4</td>
<td>Economic Growth and Macroeconomic Indicators</td>
<td></td>
</tr>
<tr>
<td>MT445M5</td>
<td>Fiscal and Monetary Policy</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MT445M6</td>
<td>Impacts of Globalization on the U.S. Economy</td>
<td>1</td>
</tr>
<tr>
<td>MT450</td>
<td><strong>Marketing Management</strong></td>
<td></td>
</tr>
<tr>
<td>MT450M1</td>
<td>Strategic Marketing Decisions</td>
<td>1</td>
</tr>
<tr>
<td>MT450M2</td>
<td>Marketing Research Plan</td>
<td>1</td>
</tr>
<tr>
<td>MT450M3</td>
<td>Marketing Opportunities</td>
<td>1</td>
</tr>
<tr>
<td>MT450M4</td>
<td>Marketing Mix Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>MT450M5</td>
<td>Customer Relationship Management Plan</td>
<td>1</td>
</tr>
<tr>
<td>MT450M6</td>
<td>Services Marketing Mix</td>
<td>1</td>
</tr>
<tr>
<td>MT460</td>
<td><strong>Management Policy and Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>MT460M1</td>
<td>Corporate, Business, and Financial Strategic Hierarchy</td>
<td>1</td>
</tr>
<tr>
<td>MT460M2</td>
<td>Environmental Scanning</td>
<td>1</td>
</tr>
<tr>
<td>MT460M3</td>
<td>Implementation of Policies and Tactics from Strategies</td>
<td>1</td>
</tr>
<tr>
<td>MT460M4</td>
<td>Balanced Scorecard Approach</td>
<td>1</td>
</tr>
<tr>
<td>MT460M5</td>
<td>Create Policies That Empower</td>
<td>1</td>
</tr>
<tr>
<td>MT460M6</td>
<td>Develop a Strategic Plan</td>
<td>1</td>
</tr>
<tr>
<td>MT480</td>
<td><strong>Corporate Finance</strong></td>
<td></td>
</tr>
<tr>
<td>MT480M1</td>
<td>Financial Statement Analysis</td>
<td>1</td>
</tr>
<tr>
<td>MT480M2</td>
<td>Time Value of Money</td>
<td>1</td>
</tr>
<tr>
<td>MT480M3</td>
<td>Cost of Debt and Equity</td>
<td>1</td>
</tr>
<tr>
<td>MT480M4</td>
<td>Assess Investment Options</td>
<td>1</td>
</tr>
<tr>
<td>MT480M5</td>
<td>Foreign Exchange</td>
<td>1</td>
</tr>
<tr>
<td>MT480M6</td>
<td>Cost of Capital Models</td>
<td>1</td>
</tr>
<tr>
<td>MT482</td>
<td><strong>Financial Statement Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>MT482M1</td>
<td>Examine the Financial Performance of a Company</td>
<td>1</td>
</tr>
<tr>
<td>MT482M2</td>
<td>Assess the Nature of Assets, Debt, and Equity</td>
<td>1</td>
</tr>
<tr>
<td>MT482M3</td>
<td>Analyze Cash Flow</td>
<td>1</td>
</tr>
<tr>
<td>MT482M4</td>
<td>Examine Company Performance Through Rates of Return</td>
<td>1</td>
</tr>
<tr>
<td>MT482M5</td>
<td>Project Financial Statements</td>
<td>1</td>
</tr>
<tr>
<td>MT482M6</td>
<td>Determine the Value of a Company</td>
<td>1</td>
</tr>
<tr>
<td>MT499</td>
<td>Bachelor’s Capstone in Management</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements**: 147

**TOTAL CREDITS**: 180
Bachelor of Science in Cybersecurity

Description and Outcomes

This program will equip you to master the foundational goals of cybersecurity. You will apply current technical tools and methodologies to solve security problems. Upon completion, you will be able to evaluate security trends, recognize best practices, and understand IT security products and threats.

You will explore the depth and breadth of materials to enable you to pursue many of the critical certifications recognized by the information assurance community and for Department of Defense (DoD) personnel, as mandated by DoD Directive 8570.1.

The following educational objectives are approved by information technology faculty and the Advisory Board:

• Our graduates will be able to apply current industry-accepted practices and new and emerging practices when solving real-world information technology problems in the industry.
• Our graduates will be able to exhibit teamwork and effective communication skills.
• Our graduates will be able to ethically and appropriately apply knowledge of societal impacts of information technology in the course of career-related activities.

Accelerated Master of Science in Information Technology and Master of Science in Cybersecurity Management Options

If you are interested in earning both a bachelor’s degree and a master’s degree, consider the accelerated options for either the Master of Science in Information Technology or Master of Science in Cybersecurity Management. Refer to the Policies (p. 65) section for details.

Program Length

The Bachelor of Science in Cybersecurity program consists of a minimum of 180 quarter credit hours. The duration of the program depends on transfer credit. Any combination of prior learning credit will not exceed 75 percent of the credits required for the degree. You are responsible for providing the University with an official copy of all transcripts for prior college credit. Refer to the First-Term Responsibilities (p. 21) section for additional information. Upon successful completion of the program, you will be awarded a bachelor of science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Technology Skills: Apply current technical tools and methodologies to secure systems.
2. Client Specifications: Analyze users’ security issues.
5. Security Analysis: Measure and assess risk management practices and policies for an enterprise network.
6. Design and Develop: Maintain confidentiality, integrity, and availability of information systems.
7. Professional Development: Demonstrate an understanding of the importance of professional development in the field of cybersecurity.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

Students may be eligible to transfer into the Bachelor of Science in Information Technology program from the Bachelor of Science in Cybersecurity.

Accelerated Master of Science in Cybersecurity Management Option

If you are enrolled in the University’s Bachelor of Science in Cybersecurity program and are interested in continuing on to pursue the University’s Master of Science in Cybersecurity Management, you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Cybersecurity program, you may apply for entry to the University’s Master of Science in Cybersecurity Management program. If accepted and you meet the requirements for the accelerated Master of Science in Cybersecurity Management option, you may have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT537</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated Master of Science in Cybersecurity Management option, you must meet the following criteria:

1. Complete your undergraduate coursework in the information technology or cybersecurity program with a minimum cumulative GPA of 3.2.
2. Complete the following courses and obtain a grade of “B” or better in each course (waiver of graduate courses noted above varies based on completion of specific courses listed below):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
</tbody>
</table>
Bachelor of Science in Cybersecurity

IT375 Windows Enterprise Administration 6
IT395 Certified Ethical Hacking II 6
IT401 Project Management II 6
IT411 Digital Forensics 6
IT412 Information Systems Security 6
IT460 Systems Analysis and Design 6
IT484 Cybersecurity Policies 6

Accelerated Master of Science in Information Technology Option

If you are enrolled in the University’s Bachelor of Science in Information Technology program and are interested in continuing on to pursue the University’s Master of Science in Information Technology, you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Information Technology program, you may apply for entry to the University’s Master of Science in Information Technology program. If accepted and you meet the requirements for the accelerated Master of Science in Information Technology option, you may have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT510</td>
<td>System Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IT526</td>
<td>SQL Query Design</td>
<td>4</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated Master of Science in Information Technology option, you must meet the following criteria:

1. Complete your undergraduate coursework in the information technology or cybersecurity program with a minimum cumulative GPA of 3.2.
2. Complete the following courses and obtain a grade of "B" or better in each course (waiver of graduate courses noted above varies based on completion of specific courses listed below):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT273</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td>6</td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT460</td>
<td>Systems Analysis and Design</td>
<td>6</td>
</tr>
<tr>
<td>IT484</td>
<td>Cybersecurity Policies</td>
<td>6</td>
</tr>
</tbody>
</table>

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CM241</td>
<td>Foundations of Technical Communication</td>
<td>2</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>MM250</td>
<td>Discrete Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td>5</td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td>5</td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements 40

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT104</td>
<td>Introduction to Cybersecurity</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT275</td>
<td>Linux System Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT277</td>
<td>Certified Information Systems Security</td>
<td>5</td>
</tr>
<tr>
<td>IT279</td>
<td>Certified Information Systems Security</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>MT140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT331</td>
<td>Technology Infrastructure</td>
<td>6</td>
</tr>
<tr>
<td>IT374</td>
<td>Linux Security</td>
<td>6</td>
</tr>
<tr>
<td>IT388</td>
<td>Routing and Switching I</td>
<td>6</td>
</tr>
<tr>
<td>IT392</td>
<td>Intrusion Detection and Incidence Response</td>
<td>6</td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td>6</td>
</tr>
<tr>
<td>IT400</td>
<td>Ethics in Cybersecurity</td>
<td>6</td>
</tr>
<tr>
<td>IT410</td>
<td>Certified Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT484</td>
<td>Cybersecurity Policies</td>
<td>6</td>
</tr>
<tr>
<td>IT479</td>
<td>Bachelor’s-Level Cybersecurity Internship</td>
<td>6</td>
</tr>
<tr>
<td>or IT497</td>
<td>Bachelor’s Capstone in Cybersecurity</td>
<td></td>
</tr>
</tbody>
</table>

Total Major Requirements 117

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Level</th>
<th>Open Elective</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100/200 Level</td>
<td>Open Elective</td>
<td>5</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Open Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Open Elective Requirements 23

TOTAL CREDITS 180
Bachelor of Science in Finance

Description and Outcomes

The Bachelor of Science in Finance program focuses on helping students gain technical knowledge and skills in a range of financial areas. You should develop an understanding of the factors that influence financial decision making and are provided with opportunities to develop and implement your critical thinking skills to solve in-depth financial problems.

The general program is designed to aid you in the development of specific skills in the areas of financial planning, corporate finance, banking, real estate, financial markets, and investment management. You have the option to select from one of the six specializations. Completion of this program may be especially beneficial if you wish to pursue opportunities in corporate finance or a variety of financial service sector occupations.

Concentrations

This program includes five concentrations: investments, wealth management, real estate, general finance, and an accelerated Master of Science in Finance (MSF) option. Refer to the Progression Requirements section for details.

If you have not completed AC116 Accounting II, BU204 Macroeconomics, or MT217 Finance as part of your undergraduate program, but meet all other criteria, your acceptance to the accelerated option is at the discretion of the Dean of the School of Business and Information Technology.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Perform financial analysis using quantitative concepts and techniques.
2. Interpret financial statements and ratios.
3. Examine investment and financial risk.
4. Analyze financial theory and practices.
5. Apply legislation, regulations, and principles of practice to financial scenarios.
6. Communicate professionally through writing and presentations with stakeholders.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

Accelerated Master of Science in Finance (MSF) Option

If you are enrolled in the Bachelor of Science in Finance program and are interested in continuing on to pursue a Kaplan University Master of Science in Finance (MSF), you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Finance program, and if you meet the below criteria, you may apply for entry to the University’s MSF program and will have the following MSF courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GF510</td>
<td>Risk Analysis and Management</td>
<td>4</td>
</tr>
<tr>
<td>GF570</td>
<td>Portfolio Management</td>
<td>4</td>
</tr>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated MSF option, you must meet the following criteria:

1. Complete your undergraduate coursework in the Bachelor of Science in Finance program with a minimum cumulative GPA of 3.20.
2. Complete the following courses and obtain a grade of “B” or better in each course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC114</td>
<td>Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AC116</td>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>BU204</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>BU224</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>MT217</td>
<td>Finance</td>
<td>5</td>
</tr>
<tr>
<td>MT480</td>
<td>Corporate Finance</td>
<td>6</td>
</tr>
<tr>
<td>MT481</td>
<td>Financial Markets</td>
<td>6</td>
</tr>
<tr>
<td>MT482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
</tbody>
</table>

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>AC114</td>
<td>Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AC116</td>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>BU204</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>BU224</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>MM255</td>
<td>Business Math and Statistical Measures</td>
<td>5</td>
</tr>
<tr>
<td>MT140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>MT217</td>
<td>Finance</td>
<td>5</td>
</tr>
<tr>
<td>MT219</td>
<td>Marketing</td>
<td>5</td>
</tr>
<tr>
<td>LS311</td>
<td>Business Law</td>
<td>6</td>
</tr>
<tr>
<td>MM305</td>
<td>Business Statistics and Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>MT302</td>
<td>Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MT480</td>
<td>Corporate Finance</td>
<td>6</td>
</tr>
<tr>
<td>MT481</td>
<td>Financial Markets</td>
<td>6</td>
</tr>
<tr>
<td>MT482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
<tr>
<td>MT483</td>
<td>Investments</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives (see below)</td>
<td>18</td>
</tr>
<tr>
<td>FI490</td>
<td>Bachelor's Internship in Finance</td>
<td>6</td>
</tr>
<tr>
<td>or FI499</td>
<td>Bachelor's Capstone in Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Open Elective</td>
<td>5</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Open Electives</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>180</td>
</tr>
</tbody>
</table>

**Concentration Requirements**

Concentration courses are completed within the major electives requirement of the degree plan.

**Accelerated Master of Science in Finance Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT422</td>
<td>Portfolio Management</td>
<td>6</td>
</tr>
<tr>
<td>MT424</td>
<td>Introduction to Derivatives and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT421</td>
<td>Financial Planning</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>or MT445 Managerial Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>18</td>
</tr>
</tbody>
</table>

**General Finance**

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT361</td>
<td>Foundations of Real Estate Practice</td>
<td>6</td>
</tr>
<tr>
<td>MT421</td>
<td>Financial Planning</td>
<td>6</td>
</tr>
<tr>
<td>MT422</td>
<td>Portfolio Management</td>
<td>6</td>
</tr>
<tr>
<td>MT423</td>
<td>Asset Allocation and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT424</td>
<td>Introduction to Derivatives and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT426</td>
<td>Principles of Risk Management and Insurance</td>
<td>6</td>
</tr>
<tr>
<td>MT431</td>
<td>Real Estate Finance and Ethics</td>
<td>6</td>
</tr>
<tr>
<td>MT432</td>
<td>Real Estate Law</td>
<td>6</td>
</tr>
<tr>
<td>MT445</td>
<td>Managerial Economics</td>
<td>6</td>
</tr>
<tr>
<td>MT453</td>
<td>Professional Selling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>18</td>
</tr>
</tbody>
</table>

**Investments**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT422</td>
<td>Portfolio Management</td>
<td>6</td>
</tr>
<tr>
<td>MT423</td>
<td>Asset Allocation and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT424</td>
<td>Introduction to Derivatives and Risk Management</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>18</td>
</tr>
</tbody>
</table>

**Real Estate**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT361</td>
<td>Foundations of Real Estate Practice</td>
<td>6</td>
</tr>
<tr>
<td>MT431</td>
<td>Real Estate Finance and Ethics</td>
<td>6</td>
</tr>
<tr>
<td>MT432</td>
<td>Real Estate Law</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>18</td>
</tr>
</tbody>
</table>

**Wealth Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT421</td>
<td>Financial Planning</td>
<td>6</td>
</tr>
<tr>
<td>MT422</td>
<td>Portfolio Management</td>
<td>6</td>
</tr>
<tr>
<td>MT426</td>
<td>Principles of Risk Management and Insurance</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>18</td>
</tr>
</tbody>
</table>
Bachelor of Science in Information Technology

Description and Outcomes

The objective of the Bachelor of Science in Information Technology program is to help you prepare for career advancement in the information technology field by providing the technical knowledge, and communication, critical thinking, and creative skills relevant to the modern workplace. The degree program is designed to help you develop a working knowledge of information technology (IT) concepts, tools, and methods as well as the leading-edge technologies needed to design information systems. In addition, courses teach you how to apply technical competencies to solve business problems. Whether your immediate educational goals are satisfied by the completion of a bachelor's degree or you are planning to pursue study in the information technology field beyond the baccalaureate level, this degree program may be for you.

The following program educational objectives are approved by information technology faculty and the Advisory Board:

• Our graduates will be able to evaluate and apply current IT best practices when solving real-world problems in complex IT environments.
• Our graduates will be able to demonstrate their ability to work within diverse teams, and to use effective written and oral communication skills when analyzing and designing IT solutions.
• Our graduates will be able to assess the impact of information technology on business processes and apply effective and ethically sound solutions locally and globally.

Concentrations

You can personalize your degree in IT by focusing electives on a particular concentration. Concentrations generally consist of three or more courses and allow you to concentrate on your individual career interests. When enrolling in the Bachelor of Science in Information Technology, you must select from the following concentrations: IT management, network administration, information security and assurance, or programming and software development.

ExcelTrack Option

The ExcelTrack option for the Bachelor of Science in Information Technology is designed to allow students with applicable skills, professional experience, and self-direction to accelerate their pace toward earning their degree. In the ExcelTrack option, there are no required weekly assignments or class hours per course—just one final comprehensive project. Students can skip material they know and focus on what they need to learn to master course outcomes. With a few rare exceptions, ExcelTrack courses are divided into small one-credit courses that allow flexible course loads each term. ExcelTrack uses a term-based tuition model: the more courses students complete per term, the greater their cost savings. To determine if ExcelTrack is a good fit for you, speak to your Advisor. For more information on the policies governing ExcelTrack programs, see the academic policy (p. 6) section of the Catalog.

Accelerated Master of Science in Information Technology and Master of Science in Cybersecurity Management Options

If you are interested in earning both a bachelor's degree and a master's degree, consider the accelerated options for either the Master of Science in Information Technology or Master of Science in Cybersecurity Management. Refer to the Policies (p. 70) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
2. Client Specifications: Analyze users' technical issues.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.
6. Project Management: Apply project management practices, tools, and methods.
7. Professional Development: Recognize the ethical considerations for IT professionals locally and globally as they develop in their careers.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 55) and the Policy Information (p. 6) section for general Kaplan University policies.

Admissions Requirements

Upon enrollment in the Bachelor of Science in Information Technology, you are required to select a concentration.

Accelerated Master of Science in Cybersecurity Management Option

If you are enrolled in the University’s Bachelor of Science in Information Technology program and are interested in continuing on to pursue the University’s Master of Science in Cybersecurity Management, you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Information Technology program, you may apply for entry to the University’s Master of Science in Cybersecurity Management program. If accepted and
In order to qualify for the accelerated Master of Science in Cybersecurity Management option, you may have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT537</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated Master of Science in Cybersecurity Management option, you must meet the following criteria:

1. Complete your undergraduate coursework in the information technology or cybersecurity program with a minimum cumulative GPA of 3.2.
2. Complete the following courses and obtain a grade of "B" or better in each course (waiver of graduate courses noted above varies based on completion of specific courses listed below):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td>6</td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT460</td>
<td>Systems Analysis and Design</td>
<td>6</td>
</tr>
<tr>
<td>IT484</td>
<td>Cybersecurity Policies</td>
<td>6</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated MSIT option, you must meet the following criteria:

1. Complete your undergraduate coursework in the information technology or cybersecurity program with a minimum cumulative GPA of 3.2.
2. Complete the following courses and obtain a grade of "B" or better in each course (waiver of graduate courses noted above varies based on completion of specific courses listed below):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td>6</td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT460</td>
<td>Systems Analysis and Design</td>
<td>6</td>
</tr>
<tr>
<td>IT484</td>
<td>Cybersecurity Policies</td>
<td>6</td>
</tr>
</tbody>
</table>

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
</tbody>
</table>

Accelerated Master of Science in Information Technology Option

If you are enrolled in the University's Bachelor of Science in Information Technology program and are interested in continuing on to pursue the University's Master of Science in Information Technology, you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Information Technology program, you may apply for entry to the University's Master of Science in Information Technology program. If accepted and you meet the requirements for the accelerated Master of Science in Information Technology option, you may have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT510</td>
<td>System Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IT526</td>
<td>SQL Query Design</td>
<td>4</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
</tbody>
</table>
Bachelor of Science in Information Technology

SS250 The Technological Revolution - A Social Scientific Approach
Total Core Requirements 33

Major Requirements
CM241 Foundations of Technical Communication 2
IT117 Website Development 5
IT133 Microsoft Office Applications on Demand 5
IT163 Database Concepts Using Microsoft Access 5
IT190 Information Technology Concepts 5
IT213 Software Development Concepts 5
IT232 Software Design and Development Concepts 5
IT234 Database Concepts 5
IT273 Networking Concepts 5
IT286 Network Security Concepts 5
MM250 Discrete Mathematics 5
MT140 Introduction to Management 5
IT301 Project Management I 6
IT302 Human Computer Interaction 6
IT331 Technology Infrastructure 6
IT332 Principles of Information Systems Architecture 6
IT350 Advanced Database Concepts 6
IT402 IT Consulting Skills 6
IT460 Systems Analysis and Design 6
IT489 Bachelor’s-Level Information Technology Internship or IT499 Bachelor’s Capstone in Information Technology 6
Total Major Requirements 105

Open Elective Requirements
Open Electives (see below) 42
Total Open Elective Requirements 42
TOTAL CREDITS 180

Concentration Requirements
Concentration courses are completed within the open electives requirement of the degree plan.

Information Security and Assurance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT390</td>
<td>Intrusion Detection and Incidence Response</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
</tbody>
</table>
TOTAL CREDITS 34

IT Management

Select four of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td></td>
</tr>
<tr>
<td>IT277</td>
<td>Certified Information Systems Security Professional I</td>
<td></td>
</tr>
<tr>
<td>IT279</td>
<td>Certified Information Systems Security Professional II</td>
<td></td>
</tr>
<tr>
<td>IT303</td>
<td>Application Development, Virtualization, and the Cloud</td>
<td></td>
</tr>
<tr>
<td>IT374</td>
<td>Linux Security</td>
<td></td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td></td>
</tr>
<tr>
<td>IT390</td>
<td>Intrusion Detection and Incidence Response</td>
<td></td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td></td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td></td>
</tr>
<tr>
<td>IT410</td>
<td>Certified Information Systems Security Professional III</td>
<td></td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td></td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td></td>
</tr>
<tr>
<td>IT471</td>
<td>Routing and Switching II</td>
<td></td>
</tr>
</tbody>
</table>
TOTAL CREDITS 21-24

Network Administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT388</td>
<td>Routing and Switching I</td>
<td>6</td>
</tr>
<tr>
<td>IT471</td>
<td>Routing and Switching II</td>
<td>6</td>
</tr>
</tbody>
</table>
TOTAL CREDITS 28

Programming and Software Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT391</td>
<td>Advanced Software Development Including Web and Mobility</td>
<td>6</td>
</tr>
<tr>
<td>IT481</td>
<td>Advanced Software Development</td>
<td>6</td>
</tr>
<tr>
<td>IT488</td>
<td>Software Product Development Using Agile</td>
<td>6</td>
</tr>
</tbody>
</table>
TOTAL CREDITS 18

ExcelTrack

Program Requirements

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>1</td>
</tr>
<tr>
<td>CM107M1</td>
<td>Understanding What You Read - A Pathway to Reading and Writing Success</td>
<td></td>
</tr>
<tr>
<td>CM107M2</td>
<td>Using Language Appropriate to Audience and Writing Situation</td>
<td></td>
</tr>
<tr>
<td>CM107M3</td>
<td>Writing an Effective Academic Essay</td>
<td></td>
</tr>
<tr>
<td>CM107M4</td>
<td>Locating, Integrating, and Citing Reliable and Relevant Sources</td>
<td></td>
</tr>
<tr>
<td>CM107M5</td>
<td>Writing Effective Professional Documents</td>
<td></td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td></td>
</tr>
<tr>
<td>CM220M1</td>
<td>Defining Effective Communication in Different Contexts</td>
<td>1</td>
</tr>
</tbody>
</table>
TOTAL CREDITS 18
CM220M2 Constructing Logical Arguments
CM220M3 Using Research to Support Academic and Professional Assertions
CM220M4 Articulating a Strong Written Argument
CM220M5 Communicating Solutions With Digital Media
CS204 Professional Presence
CS204M1 Maintaining a Professional Presence
CS204M2 Professional Communication Skills and Online Presence
CS204M3 Professional Culture and Career Marketability
HU245 Ethics
HU245M1 Theories of Morality
HU245M2 Bioethics
HU245M3 Social Ethics
HU245M4 Business Ethics
HU245M5 Environmental Ethics
MM212 College Algebra
MM212M1 Factoring and Polynomials
MM212M2 Analyzing Rational and Radical Equations
MM212M3 Solving Linear Equations and Graphing
MM212M4 Solving Quadratic Equations
MM212M5 Solving Exponential and Logarithmic Equations
SC200 Discovering Science—Current Issues in a Changing World
SC200M1 Basic Scientific Principles and Their Limitations
SC200M2 Scientific Concepts Across Disciplines
SC200M3 How Science and Life Work Together
SC200M4 Technology Throughout History
SC200M5 Applying Science Day to Day
SS211 The 1960s—Reshaping the American Dream
SS211M1 The 1960s - Setting the Stage
SS211M2 The 1960s - A Brave New World
SS211M3 The 1960s - Building a Movement
SS211M4 The 1960s - Governing in Turbulent Times
SS211M5 The 1960s - Striving Toward Equality
Total Core Requirements 33
Major Requirements
CM241 Foundations of Technical Communication
CM241M1 Applying Technical Communication Skills to Various Contexts
CM241M2 Using Digital Media Tools for Various Audiences
IT111 Programming Concepts
IT111M1 Elements of Object Programming
IT111M2 Parameters and Arguments
IT111M3 Iteration, Assignment, and Decision-Making
IT111M4 Functions
IT111M5 Storyboards for Design
IT117 Website Development
IT117M1 Website Project Planning
IT117M2 HTML and Images
IT117M3 CSS and HTML
IT117M4 HTML Forms
IT117M5 Constructing Functional Websites
IT133 Microsoft Office Applications on Demand
IT133M1 Operating System and Services
IT133M2 Word Processing Skills
IT133M3 Spreadsheet Skills
IT133M4 Computer Presentation Skills
IT133M5 Software Solutions and Analysis
IT163 Database Concepts Using Microsoft Access
IT163M1 Effective Design Concepts
IT163M2 Relational Databases
IT163M3 Database Forms
IT163M4 Structured Query Language
IT163M5 Database Reports
IT190 Information Technology Concepts
IT190M1 Hardware Components
IT190M2 Software Applications
IT190M3 System Software
IT190M4 Computer Network Components
IT190M5 Computer and Network Security
IT234 Database Concepts
IT234M1 Database Management Concepts
IT234M2 Data Definition Language
IT234M3 Data Manipulation Language
IT234M4 Advanced SQL
IT234M5 Analytical and Non-Relational Database Alternatives
IT273 Networking Concepts
IT273M1 Networking Concepts
IT273M2 Networked Environments
IT273M3 Data Transmission
IT273M4 Wide Area Networks and Wireless Technologies
IT273M5 Global Interconnectedness
IT278 Network Administration
IT278M1 Network Operating Systems
IT278M2 Network Access Administration
IT278M3 Active Directory Configuration
IT278M4 TCP/IP, DNS, and DHCP Configuration
IT278M5 Virtualization Management
IT283 Networking with TCP/IP
IT283M1 TCP/IP, IPv4 and IPv6 Addressing, and Basic IP Packet Structures
IT283M2 Lower Layer Protocols
IT283M3 IPv6 Neighbor Discovery, Addressing, and Name Resolution
IT283M4 TCP/IP Transport Layer Protocols
IT283M5 IPv4 and IPv6 Comparison
IT286 Network Security Concepts
Bachelor of Science in Information Technology

Course Highlights:

1. **Risk Assessment and Network Monitoring**
2. **Device and Infrastructure Security**
3. **Protections Measures**
4. **Cryptography**
5. **Security Awareness and Enforcement**

**MM250** Discrete Mathematics

- Numbers and Logical Reasoning
- Counting Techniques and Probability
- Sets, Sequences, and Series
- Graph Theory and Trees
- Transition Diagrams

**MT140** Introduction to Management

- Solving Management Problems
- Management Skills
- Change Management
- Global Management Skills
- Ethics in Management

**IT301** Project Management I

- Project Management Framework
- Triple Constraints Management
- Project Risk and Resource Management
- Project Execution Management
- Project Management Ethics and Integrity
- Project Management Global Interconnectedness

**IT302** Human Computer Interaction

- HCI Theories and Principles
- Text and Typography in Design
- Auditory Components
- Haptics
- Interface Design

**IT316** Computer Forensics

- Computers and Criminal Behavior
- Computer Forensics as a Profession
- Computer Forensics Processes
- Data Acquisition Methods
- Computer Forensics Tools
- Data Analysis and Validation Techniques

**IT331** Technology Infrastructure

- Networking Skills for Project Success
- Key Infrastructure Components
- IT Infrastructure Planning
- Wide Area Network Technologies
- Global Interconnectedness in Technology Infrastructure
- Network Security Design

**IT332** Principles of Information Systems Architecture

- Binary Language
- The Computer as a System
- System Architecture Components
- Data Communication and Networking

- Data Storage and Protection
- Computer Operating Systems
- Windows Enterprise Administration
- Windows Server Installation
- Windows Server Advanced Configuration
- Windows Server Active Directory Configuration
- Network Services and Components
- Network Policy
- Security Functions
- Routing and Switching I
- Network Routing and Switching Concepts
- IP Addressing Concepts
- Router and Switching Configurations
- Network Routing Protocols
- VLAN Design
- Routing and Switching Proposals
- Intrusion Detection and Incidence Response
- Principles and Concepts
- Comparing Intrusion Detection Systems
- Responding to Threats
- Installing and Examining Intrusion Detection Systems
- Security Analytics
- Incident Response Strategies
- IT Consulting Skills
- Consulting and Ethics
- Time and Resource Management
- Interpersonal Skills
- Consulting History and Global Views
- The Consulting Project Proposal
- Persuasive Presentations
- Digital Forensics
- Digital Forensic Concepts and Techniques
- Securing Digital Evidence
- Examining Forensic Data
- Audits and Investigations
- Analyzing System Files and Artifacts
- Current Practices and Trends
- Information Systems Security
- Information Security Concepts
- System Vulnerability and Threats
- Cryptography Techniques
- Operational Security and Incident Planning
- Disaster Recovery Planning
- Network Security Policies and Procedures
- Directed Studies, School of Information Technology
- System Analysis and Design
- Information Systems Concepts
- Developing Logical Systems Models
- Object Modeling
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT460M4</td>
<td>Development Strategies</td>
<td>1</td>
</tr>
<tr>
<td>IT460M5</td>
<td>Systems Architecture</td>
<td>1</td>
</tr>
<tr>
<td>IT460M6</td>
<td>Systems Implementation</td>
<td>1</td>
</tr>
<tr>
<td><strong>IT471</strong></td>
<td><strong>Routing and Switching II</strong></td>
<td></td>
</tr>
<tr>
<td>IT471M1</td>
<td>IP Addressing Schemes</td>
<td>1</td>
</tr>
<tr>
<td>IT471M2</td>
<td>Routing and Switching Configuration</td>
<td>1</td>
</tr>
<tr>
<td>IT471M3</td>
<td>Advanced Routing and Switching Concepts</td>
<td>1</td>
</tr>
<tr>
<td>IT471M4</td>
<td>Network Design</td>
<td>1</td>
</tr>
<tr>
<td>IT471M5</td>
<td>Disaster Recovery with WANs</td>
<td>1</td>
</tr>
<tr>
<td>IT471M6</td>
<td>Network Health</td>
<td>1</td>
</tr>
<tr>
<td>IT489</td>
<td>Bachelor’s-Level Information Technology Internship</td>
<td>6</td>
</tr>
<tr>
<td>or IT499</td>
<td>Bachelor’s Capstone in Information Technology</td>
<td></td>
</tr>
</tbody>
</table>

Total Major Requirements 147

TOTAL CREDITS 180
Associate of Applied Science in Accounting

Description and Outcomes

The objective of the Associate of Applied Science in Accounting program is to prepare you with knowledge of accounting theories and principles relevant to the application of accounting functions in business. You will have the opportunity to gain the necessary knowledge and skills to help you enter the field of accounting and pursue career advancement.

Course content includes the application of accounting principles, payroll processing procedures, financial statement preparation, and tax preparation according to federal and state regulations. Computer software relevant to the accounting field is emphasized throughout the program. The curriculum teaches you to utilize accounting software applications, and analyze, record, and interpret accounting information based upon industry guidelines.

Program Length

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

Program Outcomes

**Discipline-Specific Outcomes**

1. Regulations: Recognize the impact of state and federal laws and regulations on business.
2. Management: Define the various tasks and responsibilities of managers in the organization.
3. Control: Recognize basic financial and accounting data that influence business activities.
4. Finance: Analyze financial data and demonstrate the ability to make informed financial decisions.
5. Accounting Solutions: Identify solutions to various accounting business demands by applying Generally Accepted Accounting Principles (GAAP).
6. Technology: Use technology and software applications appropriate to the business environment.

**General Education Literacies and Professional Competencies**

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 55) and the Policy Information (p. 6) section for general Kaplan University policies.

---

### Degree Plan

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements 20

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB114</td>
<td>Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AB116</td>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>AB140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>AB217</td>
<td>Finance</td>
<td>5</td>
</tr>
<tr>
<td>AB219</td>
<td>Marketing</td>
<td>5</td>
</tr>
<tr>
<td>AB224</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>AB239</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>AB256</td>
<td>Federal Tax</td>
<td>5</td>
</tr>
<tr>
<td>CS113</td>
<td>Academic Strategies for the Business Professional</td>
<td>5</td>
</tr>
<tr>
<td>CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td>MM255</td>
<td>Business Math and Statistical Measures</td>
<td>5</td>
</tr>
<tr>
<td>AB298</td>
<td>Associate's Capstone in Accounting</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Major Requirements 60

**Open Elective Requirements**

Open Electives 10

Total Open Elective Requirements 10

TOTAL CREDITS 90

1 Online students will take the program-specific Academic Strategies course.
Associate of Applied Science in Business Administration

Description and Outcomes

The objective of the Associate of Applied Science in Business Administration program is to prepare you with the knowledge, technical skills, and work habits to pursue positions in a variety of business fields. The curriculum is designed to provide a solid foundation in management and helps you develop teamwork and leadership skills as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills are also emphasized.

Concentrations

You can personalize your degree in business administration by choosing a concentration. Concentrations consist of four 100- or 200-level courses and allow you to concentrate on your career interests.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes
1. Regulations: Recognize the impact of state and federal laws and regulations on business.
2. Management: Define the various tasks and responsibilities of managers in organizations.
3. Marketing: Discuss marketing principles used in business strategies.
4. Technology: Use technology and software applications appropriate to business environments.
5. Business Principles: Apply basic economic, finance, and accounting principles to organizational environments.
6. Career Skills: Analyze career skills in the field of business and management.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Upon enrollment in the Associate of Applied Science in Business Administration, you are required to select a concentration. If you are interested in completing a custom concentration, you may be required to complete the Concentration Application prior to enrollment. You may only enroll in the custom concentration option if you have previously completed a specific set of courses approved by the Dean of the School of Business and Information Technology through an articulation arrangement.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
<tr>
<td>AB113</td>
<td>Accounting for Nonaccounting Majors</td>
<td></td>
</tr>
<tr>
<td>or AB114</td>
<td>Accounting I</td>
<td></td>
</tr>
<tr>
<td>AB140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>AB217</td>
<td>Finance</td>
<td>5</td>
</tr>
<tr>
<td>AB219</td>
<td>Marketing</td>
<td>5</td>
</tr>
<tr>
<td>AB224</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>CS113</td>
<td>Academic Strategies for the Business Professional</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>MM255</td>
<td>Business Math and Statistical Measures</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Concentration Courses (see below)</td>
<td>20</td>
</tr>
<tr>
<td>AB290</td>
<td>Associate’s Internship in Management</td>
<td>5</td>
</tr>
<tr>
<td>or AB299</td>
<td>Associate’s Capstone in Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Open Electives</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

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

Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB116</td>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>AB204</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>AB209</td>
<td>Small Business Management</td>
<td>5</td>
</tr>
<tr>
<td>or AB220</td>
<td>Global Business</td>
<td></td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>20</td>
</tr>
</tbody>
</table>
## Associate of Applied Science in Business Administration

### Customer Service

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB202</td>
<td>Building Customer Sales and Loyalty</td>
<td>5</td>
</tr>
<tr>
<td>AB221</td>
<td>Customer Service</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>CM214</td>
<td>Public Speaking for the Professional</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Entrepreneurship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB202</td>
<td>Building Customer Sales and Loyalty</td>
<td>5</td>
</tr>
<tr>
<td>AB207</td>
<td>Starting a Business</td>
<td>5</td>
</tr>
<tr>
<td>AB209</td>
<td>Small Business Management</td>
<td>5</td>
</tr>
<tr>
<td>AB221</td>
<td>Customer Service</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Health Club Operations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB221</td>
<td>Customer Service</td>
<td>5</td>
</tr>
<tr>
<td>EF205</td>
<td>Scientific Foundations of Exercise and Fitness</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Hospitality Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB117</td>
<td>Global Hospitality</td>
<td>5</td>
</tr>
<tr>
<td>AB206</td>
<td>Hotel Management and Operations</td>
<td>5</td>
</tr>
<tr>
<td>AB213</td>
<td>Food and Beverage Management</td>
<td>5</td>
</tr>
<tr>
<td>AB223</td>
<td>Convention Sales and Services</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Information Processing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM115</td>
<td>Communication - Concepts and Skills</td>
<td>5</td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td>IT153</td>
<td>Spreadsheet Applications</td>
<td>5</td>
</tr>
<tr>
<td>IT163</td>
<td>Database Concepts Using Microsoft Access</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Meeting and Event Planning

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB213</td>
<td>Food and Beverage Management</td>
<td>5</td>
</tr>
<tr>
<td>AB223</td>
<td>Convention Sales and Services</td>
<td>5</td>
</tr>
<tr>
<td>AB230</td>
<td>Foundations of Conference and Event Planning</td>
<td>5</td>
</tr>
<tr>
<td>AB270</td>
<td>Advanced Meeting Planning</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Office Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB221</td>
<td>Customer Service</td>
<td>5</td>
</tr>
<tr>
<td>AB230</td>
<td>Foundations of Conference and Event Planning</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Retail Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB102</td>
<td>Principles of Retailing</td>
<td>5</td>
</tr>
<tr>
<td>AB202</td>
<td>Building Customer Sales and Loyalty</td>
<td>5</td>
</tr>
<tr>
<td>AB209</td>
<td>Small Business Management</td>
<td>5</td>
</tr>
<tr>
<td>AB221</td>
<td>Customer Service</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Sales

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB202</td>
<td>Building Customer Sales and Loyalty</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>CM214</td>
<td>Public Speaking for the Professional</td>
<td>5</td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### Small Business Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB122</td>
<td>Payroll Accounting</td>
<td>5</td>
</tr>
<tr>
<td>AB209</td>
<td>Small Business Management</td>
<td>5</td>
</tr>
<tr>
<td>or AB220</td>
<td>Global Business</td>
<td>5</td>
</tr>
<tr>
<td>AB221</td>
<td>Customer Service</td>
<td>5</td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Associate of Applied Science in Information Technology

Description and Outcomes

The Associate of Applied Science in Information Technology program is designed to prepare you with the general education, applied knowledge, technical skills, and communication skills to pursue a wide range of entry-level positions in the information technology field including the areas of general IT, programming and software development, and networking. Courses help you develop the foundational skills to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop web pages.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Technical Skills: Use technical skills and methods to solve problems.
2. Client Specifications: Explore users’ technical needs.
3. Application: Construct information technology solutions.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Upon enrollment in the Associate of Applied Science in Information Technology, you are required to select a concentration.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements 18

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td>IT190</td>
<td>Information Technology Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT213</td>
<td>Software Development Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT261</td>
<td>Desktop Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT296</td>
<td>Associate’s-Level Information Technology Internship</td>
<td>5</td>
</tr>
</tbody>
</table>

or IT299  | Associate’s Capstone in Information Technology | 5 |

Total Major Requirements 30

Open Elective Requirements

Open Electives (see below) 42

Total Open Elective Requirements 42

TOTAL CREDITS 90

Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

IT Generalist

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>CM241</td>
<td>Foundations of Technical Communication</td>
<td>2</td>
</tr>
<tr>
<td>IT117</td>
<td>Website Development</td>
<td>5</td>
</tr>
<tr>
<td>IT163</td>
<td>Database Concepts Using Microsoft Access</td>
<td>5</td>
</tr>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 22

Programming and Software Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>CM241</td>
<td>Foundations of Technical Communication</td>
<td>2</td>
</tr>
<tr>
<td>IT117</td>
<td>Website Development</td>
<td>5</td>
</tr>
<tr>
<td>IT163</td>
<td>Database Concepts Using Microsoft Access</td>
<td>5</td>
</tr>
<tr>
<td>IT232</td>
<td>Software Design and Development Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 27

Networking

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT117</td>
<td>Website Development</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT388</td>
<td>Routing and Switching I</td>
<td>6</td>
</tr>
<tr>
<td>IT471</td>
<td>Routing and Switching II</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 32
Associate of Applied Science in Small Group Management

Description and Outcomes

If you are currently an active-duty servicemember in the U.S. Army, the Associate of Applied Science in Small Group Management could help further your educational and career goals. The curriculum focuses on the ability to effectively communicate with and manage others in a small group setting. This program builds on your prior military training to help you achieve an associate’s degree.

The program provides a focus on small group management skills including: communication skills within small groups, managing conflict, risk management, ethical decision-making and problem solving, employee development, team synergy, and effective goal setting. The program includes a capstone experience designed to prepare you to effectively manage small groups within the military and could help you meet educational requirements for advancement in the military.

Program Length

The Associate of Applied Science in Small Group Management consists of a minimum of 90 quarter credit hours. You must complete a specific number of credit hours at Kaplan University. Refer to the Progression Requirements (p. 80) section for details. Upon successful completion of the program, you will be awarded an associate of applied science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Use communication skills effectively to achieve small group goals.
2. Apply conflict resolution strategies to conflicts within small groups to achieve group cohesion and collaboration.
3. Apply risk management, ethical decision-making, and problem solving management skills to achieve small group goals.
4. Apply employee development, team synergy-building, and goal-setting skills to achieve small group management goals and create teams.
5. Use small group management strategies to achieve group and organizational goals.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Enrollment in the Associate of Applied Science in Small Group Management is limited to active-duty servicemembers in the U.S. Army.

Progression Requirements

Prior to attempting your capstone course, you must have a military transcript on file that shows successful completion of the Army Basic Leader Course.

Graduation Requirements

Please refer to the general requirements (p. 6).

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>or HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>20</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>CS125</td>
<td>Academic Strategies for the Military Professional</td>
<td>2</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Business/Management Elective</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Small Group Management Electives</td>
<td>18</td>
</tr>
<tr>
<td>AB297</td>
<td>Associate’s Capstone in Small Group Management</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>35</td>
</tr>
</tbody>
</table>

Open Elective Requirements

<table>
<thead>
<tr>
<th>Open Electives</th>
<th>Total Open Elective Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>90</td>
</tr>
</tbody>
</table>
Cisco Networks Postbaccalaureate Certificate

Description and Outcomes

The objective of the Cisco Networks Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Cisco networks. The certificate program is designed to provide foundational knowledge of key information technology areas including network administration, TCP/IP protocols, and network routers and switches. You will configure and troubleshoot network routers and switches using live and simulated labs.

This certificate program could also help you prepare for the Cisco Certified Network Associate (CCNA) certification exam. Refer to the Certification, State Board, and National Board Exams (p. 81) section for important program disclosure information.

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

Program Length

The Cisco Networks Postbaccalaureate Certificate program consists of a minimum of 27 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
2. Client Specifications: Analyze users' technical issues.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.
6. Project Management: Apply project management practices, tools, and methods.
7. Professional Development: Demonstrate an understanding of the importance of professional development in the IT field.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor's degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Cisco Certified Network Associate (CCNA) certification exam.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT388</td>
<td>Routing and Switching I</td>
<td>6</td>
</tr>
<tr>
<td>IT471</td>
<td>Routing and Switching II</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td><strong>27</strong></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 27
Computer Forensics Postbaccalaureate Certificate

Description and Outcomes

The objective of the Computer Forensics Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of computer forensics. The certificate program is designed to provide foundational knowledge of key information technology areas including intrusion detection systems, incidence response strategies, computer forensics, and forensic techniques. You will explore computer forensic software and study to gain proficiency in these programs.

This certificate program could also help you prepare for the CompTIA Network+, CompTIA Security+, and the EnCase Certified Examiner (EnCE) certification exams. Refer to the Certification, State Board, and National Board Exams (p. 82) section for important program disclosure information.

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

Program Length

The Computer Forensics Postbaccalaureate Certificate program consists of a minimum of 28 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the CompTIA Network+, CompTIA Security+, and EnCase Certified Examiner (EnCE) certification exams.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT390</td>
<td>Intrusion Detection and Incidence Response</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>28</td>
</tr>
</tbody>
</table>
Human Resources Postbaccalaureate Certificate

Description and Outcomes

The objective of the Human Resources Postbaccalaureate Certificate program is to prepare you with the critical knowledge and skills to pursue entry-level positions in human resources. The certificate program is designed to provide foundational knowledge of key human resource areas including employee recruitment, employee training and development, compensation and reward systems, and employment law.

This certificate program could also help you prepare for the Professional in Human Resources (PHR) certification exam. Refer to the Certification, State Board, and National Board Exams (p. 83) section for important program disclosure information.

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

Program Length

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

Program Outcomes

1. Assess employee recruitment and hiring strategies. If enrolling in a program that includes a placement component, such as a clinical, practicum, or externship, ensure that the program of study complies with the terms of your visa.
2. Formulate a strategic training and development process.
3. Analyze an employer's responsibility for compliance with federal and state laws.
4. Explain methods for developing a total compensation strategy.
5. Explain a strategic approach to human resources.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor's degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Certification, State Board, and National Board Exams

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

Upon graduation, you may be eligible to take the Professional in Human Resources (PHR) certification exam.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR400</td>
<td>Employment and Staffing</td>
<td>6</td>
</tr>
<tr>
<td>HR410</td>
<td>Employee Training and Development</td>
<td>6</td>
</tr>
<tr>
<td>HR420</td>
<td>Employment Law</td>
<td>6</td>
</tr>
<tr>
<td>HR435</td>
<td>Compensation</td>
<td>6</td>
</tr>
<tr>
<td>HR485</td>
<td>Strategic Human Resource Management</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>30</td>
</tr>
</tbody>
</table>
Information Security Postbaccalaureate Certificate

Description and Outcomes

The objective of the Information Security Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of information security. The certificate program is designed to provide foundational knowledge of key information technology areas including network operating systems, network security, threat detection and response methods, disaster recovery planning, cryptography, and information security and risk management.

This certificate program could also help you prepare for the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Information Security Postbaccalaureate Certificate program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

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

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>21</td>
</tr>
</tbody>
</table>

And

The objective of the Information Security Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of information security. The certificate program is designed to provide foundational knowledge of key information technology areas including network operating systems, network security, threat detection and response methods, disaster recovery planning, cryptography, and information security and risk management.

This certificate program could also help you prepare for the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

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

Program Length

The Information Security Postbaccalaureate Certificate program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

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

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional (CISSP) certification exams.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>21</td>
</tr>
</tbody>
</table>
Microsoft Operating Systems Postbaccalaureate Certificate

Description and Outcomes

The objective of the Microsoft Operating Systems Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions working with Microsoft operating systems. The certificate program is designed to provide foundational knowledge of key information technology areas including PC configuration and maintenance, desktop administration, network administration, and Active Directory configuration. You will explore Microsoft operating systems and study to gain proficiency in these systems.

This certificate program could also help you prepare for various Microsoft certification exams. Refer to the Certification, State Board, and National Board Exams (p. 85) section for important program disclosure information.

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

Program Length

The Microsoft Operating Systems Postbaccalaureate Certificate program consists of a minimum of 26 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
2. System Specifications: Design information systems.
5. Project Management: Apply project management practices, tools, and methods.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take various Microsoft certification exams.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT190</td>
<td>Information Technology Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT261</td>
<td>Desktop Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT273</td>
<td>Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>26</td>
</tr>
</tbody>
</table>
Oracle Database Administration Postbaccalaureate Certificate

(CURRENTLY NOT ACCEPTING ENROLLMENTS)

Description and Outcomes

Effective March 22, 2017, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

The objective of the Oracle Database Administration Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the fields of database administration or database development. The certificate program is designed to provide foundational knowledge of key information technology areas including relational database management systems, relational database design, SQL and PL/SQL programming languages, database query design, and Oracle database administration. You will explore database management software and study to gain proficiency in these programs.

This certificate program could also help you prepare for the Oracle DBA Assessment Exam. Refer to the Certification, State Board, and National Board Exams (p. 86) section for important program disclosure information.

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

Program Length

The Oracle Database Administration Postbaccalaureate Certificate program consists of a minimum of 28 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
2. Client Specifications: Analyze users' technical issues.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.
6. Project Management: Apply project management practices, tools, and methods.
7. Professional Development: Demonstrate an understanding of the importance of professional development in the IT field.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor's degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Oracle DBA Assessment Exam.
Programming and Software Development Postbaccalaureate Certificate

Description and Outcomes
The objective of the Programming and Software Development Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of programming and software development. The certificate program is designed to provide foundational knowledge of key information technology areas including software development, advanced programming, and advanced database concepts; and advanced software development and design strategies. You will explore various types of programming languages and study to gain proficiency.

This certificate program could also help you prepare for the CIW Associate Design Specialist certification exam.

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

Program Length
The Programming and Software Development Postbaccalaureate Certificate program consists of a minimum of 34 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes
1. Client and System Specifications: Use software development skills to create solutions that meet the needs of users and organizations.
2. Technology and Business Analysis: Evaluate IT trends and current best practices in software development to recommend the best product for each business process.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements
If you are enrolled in the Programming and Software Development Postbaccalaureate Certificate, you will have the prerequisites of IT117 Website Development, IT234 Database Concepts, and IT302 Human Computer Interaction waived.

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

Upon completion of the certificate program, you may be eligible to take the CIW Web Foundation Series of Certifications.

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT213</td>
<td>Software Development Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT232</td>
<td>Software Design and Development Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
<tr>
<td>IT391</td>
<td>Advanced Software Development Including Web and Mobility</td>
<td>6</td>
</tr>
<tr>
<td>IT481</td>
<td>Advanced Software Development</td>
<td>6</td>
</tr>
<tr>
<td>IT488</td>
<td>Software Product Development Using Agile</td>
<td>6</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
School of Health Sciences

Mission Statement

The School of Health Sciences is committed to preparing our students to become contributing members of the rapidly evolving health professions and the communities they serve. The knowledge, skills, and abilities gained through the health sciences programs prepare students to become effective and professional communicators, analytical problem solvers, and to embrace the challenges of a diverse community. The curriculum combines these skills with industry-specific standards that enable graduates to excel in this honorable field of service.

General Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

International Students

If you are an international student, you cannot enroll in a School of Health Sciences program that requires a clinical placement without prior approval of the Dean. In addition, you must have an approved criminal background check on file with the University prior to the first day of your first term. You will also be required to take a second criminal background check prior to placement at a clinical, externship, or practicum site. You are responsible for the cost of the criminal background check.

Programs With a Required Clinical, Externship, or Practicum Experience

If you are unable to pass a criminal background check, you are not eligible to be fully enrolled in a School of Health Sciences program that requires completion of a clinical, externship, or practicum experience. Please refer to the Additional Requirements for Undergraduate Programs section under Admissions Requirements (p. 19). You will be required to complete a second criminal background check prior to placement at a clinical, externship, or practicum site if your initial background check will be more than 1 year old by the date your externship is completed, or if requested by the clinical site.

The University may require you to submit to a drug/chemical substance test at any time during the course of the program if there is evidence of impaired behavior that may pose a risk to patients, other students, or the education program. The requirement to submit to a drug/chemical substance test is based on an assessment of behavior that reflects possible drug use and/or impairment, and you will be required to cover all expenses incurred unless you live in the state of North Dakota, in which case, the University will cover the expenses. If applicable, you must provide a valid, verifiable, current prescription and evidence of appropriate medical supervision for medications that may affect your academic or clinical performance during your educational program. You will not be allowed to return to the externship site or participate in onsite clinical courses until drug testing results are presented to, reviewed, and approved by the program chair. If you refuse the test, the University will assume you are using drugs/alcohol, which is considered a conduct violation and subject to disciplinary action identified in the Student Conduct (p. 30) section. A positive drug test for a nonprescribed substance will lead to dismissal from a program that includes a clinical component.

Progression Requirements

General progression requirements for programs in the School of Health Sciences are noted below.

Bachelor’s and Associate’s Degree Programs

1. Transfer credit applied toward major School of Health Sciences courses must have been completed within 10 years of the start of your School of Health Sciences program. This provision may be waived at the discretion of the Dean of the program based on a review of submitted coursework or professional experience.

2. You must achieve a minimum grade of “S” (satisfactory) for the clinical components of courses.

3. You must provide required documentation for the clinical course, practicum, and externship placement including, but not limited to, health assessments and an application for clinical placement. Specific policies and procedures for submitting required documentation can be found in the appropriate Student Clinical Handbook. Failure to submit appropriate documentation by the deadline may result in a delay in placement for the clinical course, practicum, or externship and/or dismissal from the University.

Online Programs With a Required Clinical, Externship, or Practicum Experience

1. In the event that the University is unable to schedule you into the required externship, practicum, or clinical experience, there may be a delay between the time you end classes and begin the externship, practicum, or clinical experience. In this case, the Dean of the School of Health Sciences may grant an administrative leave of absence.

2. At the discretion of the University, externship, practicum, or clinical sites may be secured outside of your immediate residential area. You will be responsible for costs associated with transportation to the externship, practicum, or clinical site.

3. You are responsible for submitting any documents requested by clinical sites by the established deadline. Failure to submit documentation will lead to a delay in placement and could lead to a failed attempt with placement.

4. In the event that you have not met preclinical placement requirements, a one-term clinical leave of absence may be granted. The School of Health Sciences Clinical Placement Team must approve the request for a clinical leave of absence.

5. If you fail to meet the requirements of an arranged clinical placement after two attempts, you will be withdrawn from your academic program at the end of the current term.

Oregon Health Professions Requirements

Effective July 1, 2014, students completing certain types of clinical training in the state of Oregon are required to complete a standardized set of administrative requirements prior to beginning the clinical experience. These requirements include, but are not limited to, immunizations, screenings, and trainings listed by the Oregon Health Authority. Students are responsible for the costs associated with completion of these requirements. Additional information can be found on the Oregon Health Authority website. Health sciences students should work with the Health Sciences Clinical Placement Team to determine what requirements will need to be completed. Nursing students should work with the Practicum Manager to determine what requirements will need to be completed.
Accelerated Master’s Degree Options

If you are enrolled in a School of Health Sciences bachelor’s degree program and wish to continue on to pursue a School of Health Sciences master’s degree program, you may be eligible to take up to five graduate-level courses in place of open or major electives.

In order to qualify for an accelerated master’s degree option, you must meet the following criteria:

1. Have completed a minimum of 135 quarter credit hours in a School of Health Sciences bachelor’s degree program, including any credits received for prior learning.
2. Possess a minimum cumulative GPA of 3.0.
3. Obtain a grade of "B" or better in each of the master’s-level courses and maintain a minimum cumulative GPA of 3.0 while completing the master’s-level courses; failure to meet this requirement will result in removal from the accelerated master’s degree option.

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

Consult with your Education Advisor for additional information, to ensure that you are eligible for this option, and to apply for entry. You should also discuss any financial aid implications with your Financial Aid Officer.

You may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

Block Transfer Option for EMS Program Graduates

If you are a graduate of a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited emergency medical services (EMS) program, you may receive credit for your credential. Students enrolled in the Medical Assistant Certificate, Medical Billing and Coding Certificate, Medical Office Administration Certificate, and all School of Health Sciences bachelor’s degree programs are eligible to receive credit for the following courses, when required by or applicable to the program:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
</tbody>
</table>

To receive credit, by the end of the first term an official transcript must be received from the CAAHEP-accredited granting institution. Transcripts received after the end of the first term may be denied eligibility for an official transfer credit evaluation.

Graduation Requirements

You must meet the below graduation requirements in addition to Kaplan University’s general requirements (p. 6).

1. Complete with a passing grade all requirements for your program of study, within the maximum time frame permitted, and attain a minimum cumulative GPA of 2.0.
2. Comply with all applicable policies and requirements related to the clinical educational experiences.

Programs

Bachelor of Science in Health and Wellness

The Bachelor of Science in Health and Wellness program is designed to prepare you to pursue a variety of career opportunities in health care and health and wellness-related industries. The program’s curriculum focuses on building content knowledge and skills in the broad areas of health care and health and wellness.

View Program Details (p. 91)

Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration program is designed to address the growing need for well-prepared, entry-level health care administrators. The objective of the program is to provide you with the foundation to work within the health care industry as well as prepare you to pursue entry-level supervisory roles in health care organizations.

View Program Details (p. 93)

Bachelor of Science in Health Information Management

The objective of the Bachelor of Science in Health Information Management program is to prepare you with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinker and problem solver. Individuals that possess these qualities are capable of using available services and technologies to support operations, management, and decision-making initiatives within the health information field.

View Program Details (p. 95)

Bachelor of Science in Health Science

The Bachelor of Science in Health Science program focuses on building content knowledge and skills in the broad areas of health science and health care. Coursework highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a career in health care or health science.

View Program Details (p. 97)

Bachelor of Science in Nutrition

The Bachelor of Science in Nutrition program focuses on building content knowledge and skills in the broad areas of nutrition science and health care. The program’s curriculum highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a variety of career opportunities in health care and nutrition science-related industries.

View Program Details (p. 99)

Associate of Applied Science in Health Information Technology

(Not Accepting Enrollments, Effective November 11, 2015)
The objective of the Associate of Applied Science in Health Information Technology program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the health information management field. The curriculum is geared toward the ability to process, maintain, compile, and report health information data for patient care, reimbursement, facility planning, marketing, risk management, quality assessment, and research.

View Program Details (p. 109)

Dental Assistant Diploma
The objective of the Dental Assistant Diploma program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in a dental office, clinic, or lab environment. The program concentrates on helping you acquire knowledge and develop skills in treatment room care of the dental patient.

View Program Details (p. 111)

Medical Assistant Certificate (Online)
The objective of the Medical Assistant Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Medical Assistant Certificate program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

View Program Details (p. 114)

Medical Office Administration Certificate
The objective of the Medical Office Administration Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position as a billing and insurance specialist in either a physician’s office or institutional setting, or as a patient referral specialist, coder, or medical receptionist. The curriculum concentrates on helping you acquire the basic skills and knowledge necessary to submit medical claims for reimbursement, process bills, operate computerized billing systems, and gain a working knowledge of various insurance plans.

View Program Details (p. 116)
Bachelor of Science in Health and Wellness

Description and Outcomes

The Bachelor of Science in Health and Wellness program is designed to prepare you to pursue a variety of career opportunities in health care and health and wellness-related industries. Additionally, it provides you with a solid undergraduate foundation to pursue further graduate study or first professional programs. The program’s curriculum focuses on building content knowledge and skills in the broad areas of health care and health and wellness. It also highlights overall concepts, values, research methods, and applications that could prepare you to pursue a career in health care or health and wellness.

A defining feature of the curriculum is the exploration of diverse approaches to health and wellness including the integration of mind, body, and spirit. Courses teach you to critically evaluate the current scientific literature and research in wellness, prevention, and complementary health care practices. The program is designed to help you apply principles of healthy living to the education of individuals and communities, and focuses on foundational knowledge and skills upon which to build additional competencies. It also encourages the development of administrative, ethical, and professional skills that may enable you to pursue leadership positions in the increasingly diverse health care field.

Accelerated Master’s Degree Options

If you are interested in earning both a bachelor’s and master’s degree in the health sciences, consider an accelerated master’s degree option. Refer to the general Progression Requirements (p. 88) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in nutrition, exercise science, health psychology, stress management, and complementary and alternative medicine.
2. Application: Apply the concepts, principles, and methods of nutrition, exercise science, health psychology, stress management, and complementary and alternative medicine to designing health and wellness promotion programs.
3. Research Methods: Critically evaluate current research in nutrition, exercise science, health psychology, stress management, and complementary and alternative medicine.
5. Global Awareness: Demonstrate an understanding of multicultural literacy in the fields of health care and wellness promotion.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 88) and the Policy Information (p. 6) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements: 33

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EF310</td>
<td>Current Trends in Exercise and Fitness - Aging Well Across the Life Span</td>
<td>6</td>
</tr>
<tr>
<td>HW310</td>
<td>Complementary and Alternative Medicine</td>
<td>6</td>
</tr>
<tr>
<td>HW315</td>
<td>Models for Health and Wellness</td>
<td>6</td>
</tr>
<tr>
<td>HW320</td>
<td>Contemporary Diet and Nutrition</td>
<td>6</td>
</tr>
<tr>
<td>HW410</td>
<td>Stress - Critical Issues in Management and Prevention</td>
<td>6</td>
</tr>
<tr>
<td>HW420</td>
<td>Creating Wellness - Psychological and Spiritual Aspects of Healing</td>
<td>6</td>
</tr>
<tr>
<td>HW425</td>
<td>Health and Wellness Programming - Design and Administration</td>
<td>6</td>
</tr>
<tr>
<td>Requirement</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>100/200/300/400 Major Electives Level</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>HW499 Bachelor’s Capstone in Health and Wellness</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td><strong>87</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>180</strong></td>
<td></td>
</tr>
</tbody>
</table>

1 Eligible students who choose to complete the accelerated master’s degree option will take up to five graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Health Care Administration

Description and Outcomes

The Bachelor of Science in Health Care Administration program is designed to address the growing need for well-prepared, entry-level health care administrators. The objective of the program is to provide you with the foundation to work within the health care industry as well as prepare you to pursue entry-level supervisory roles in health care organizations.

The curriculum is designed to help you gain a strong foundation in the core disciplines of health care administration, including content knowledge and skills in the areas of administration and management, and understand important concepts and processes. Coursework teaches foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a leadership career in health administration in the public sector or private industry. The program is taught by faculty with real-world knowledge and experience and helps you develop expertise in core health areas.

If you are interested in pursuing entry-level management positions in health care administration, you may be an ideal candidate for the Bachelor of Science in Health Care Administration program. Upon graduation, you could pursue administrative positions within the health care industry in organizations such as: insurance companies, hospitals, long-term care facilities, public health agencies, outpatient facilities, physician offices, mental health organizations, and other types of health organizations. The Bachelor of Science in Health Care Administration program could also provide an educational foundation if you plan on pursuing a master’s degree in order to apply for executive health care positions.

Accelerated Master’s Degree Options

If you are interested in earning both a bachelor’s and master’s degree in the health sciences, consider an accelerated master’s degree option. Refer to the general Progression Requirements (p. 88) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate a sound foundational knowledge and understanding of principles and practice in health care regarding administration, management, law, economics, and policy.
2. Research Methods and Critical Thinking Skills: Demonstrate competency in industry-specific knowledge and skills related to research methods, critical thinking, and problem solving in health care settings.
3. Interdisciplinary Integration: Apply principles of management needed to work in teams, build cross-functional teams, and facilitate collaborative decision making.
4. Operations: Apply best practices in decision making within the functional areas of health care management.

5. Health Care Administration: Demonstrate an understanding of the forces impacting health delivery systems and the effective and efficient management of health care.
6. Ethics and Professionalism: Analyze the professional, ethical, and legal standards of health care administrative practice.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 88) and the Policy Information (p. 6) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA405</td>
<td>Leadership and Ethics in Health Care</td>
</tr>
<tr>
<td>HA415</td>
<td>Health Care Policy and Economics</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>HA425</td>
<td>Operational Analysis and Quality Improvement</td>
</tr>
<tr>
<td>HI300</td>
<td>Information Technology and Systems for Health Care</td>
</tr>
<tr>
<td>HS410</td>
<td>Organization and Management for Health Care</td>
</tr>
<tr>
<td>HS440</td>
<td>Finance for Health Care</td>
</tr>
<tr>
<td>HS450</td>
<td>Strategic Planning and Organizational Development for Health Care</td>
</tr>
<tr>
<td>100/200/300/400 Major Electives</td>
<td>12</td>
</tr>
<tr>
<td>HA499</td>
<td>Bachelor’s Capstone in Health Care Administration</td>
</tr>
</tbody>
</table>

**Total Major Requirements** 60

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Open Electives</th>
<th>87</th>
</tr>
</thead>
</table>

**Total Open Elective Requirements** 87

**TOTAL CREDITS** 180

---

1 Eligible students who choose to complete the accelerated master's degree option will take up to five graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Health Information Management

Description and Outcomes

The objective of the Bachelor of Science in Health Information Management program is to prepare you with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinker and problem solver. Individuals that possess these qualities are capable of using available services and technologies to support operations, management, and decision-making initiatives within the health information field. In addition, the curriculum encourages lifelong learning and addresses the evolving professional skills of baccalaureate degree students.

Upon graduation, you may pursue positions that require you to perform either technical or management duties within the health information field. Typical duties may include overall department management; generation and analysis of health care data; implementation of quality improvement processes, risk management techniques, compliance strategies, and reimbursement procedures; research; and evaluation of legal issues. Employment opportunities may exist within hospitals, long-term care facilities, physicians’ offices, health maintenance organizations, insurance companies, home health care, consulting companies, computer software companies, and government agencies.

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Externship Experience

This program blends online coursework with on-ground experience. You must complete a 120-hour externship in a hospital or other health care facility to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information.

Program Length

The Bachelor of Science in Health Information Management program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, you will receive a bachelor of science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate foundational knowledge of the principles of planning, designing, managing, and evaluating electronic information systems.
2. Research Methods and Critical Thinking Skills: Apply research skills and critical thinking to create solutions for health care issues.
3. Health Care Administration: Demonstrate knowledge of the forces affecting health care delivery and health information systems.
5. Ethics and Professionalism: Employ the professional, ethical, and legal standards of health information management.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

If you are enrolling in the Bachelor of Science in Health Information Management Technology program, please refer to the school-specific policies (p. 88) and the Policy Information (p. 6) section for general Kaplan University policies.

To be eligible for advanced start credit in the Bachelor of Science in Health Information Management program, you must have successfully completed the Kaplan University Associate of Applied Science in Health Information Technology program or a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)-approved Associate of Applied Science in Health Information Technology program.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements 33

Major Requirements
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA255</td>
<td>Human Resources for Health Care Organizations</td>
<td>5</td>
</tr>
<tr>
<td>HI135</td>
<td>Legal Aspects of Health Information</td>
<td>5</td>
</tr>
<tr>
<td>HI150</td>
<td>Automation of Health Information</td>
<td>5</td>
</tr>
<tr>
<td>HI215</td>
<td>Reimbursement Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>HI230</td>
<td>Quality Assurance and Statistics in Health Information</td>
<td>5</td>
</tr>
<tr>
<td>HI253</td>
<td>Medical Coding I</td>
<td>5</td>
</tr>
<tr>
<td>HI255</td>
<td>Medical Coding II</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS230</td>
<td>Health Care Administration</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>HI300</td>
<td>Information Technology and Systems for Health Care</td>
<td>6</td>
</tr>
<tr>
<td>HI305</td>
<td>Management of Health Information</td>
<td>6</td>
</tr>
<tr>
<td>HI410</td>
<td>Advanced Reimbursement Methodology</td>
<td>6</td>
</tr>
<tr>
<td>HS305</td>
<td>Research Methods for Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>HS311</td>
<td>Epidemiology and Biostatistics I</td>
<td>6</td>
</tr>
<tr>
<td>HS312</td>
<td>Epidemiology and Biostatistics II</td>
<td>6</td>
</tr>
<tr>
<td>HS420</td>
<td>Advanced Health Informatics</td>
<td>6</td>
</tr>
<tr>
<td>HS450</td>
<td>Strategic Planning and Organizational Development for Health Care</td>
<td>6</td>
</tr>
<tr>
<td>HI499</td>
<td>Bachelor’s Capstone in Health Information Management</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements: 117

**Open Elective Requirements**

Open Electives: 30

Total Open Elective Requirements: 30

Total Credits: 180

1 These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.
Bachelor of Science in Health Science

Description and Outcomes

The Bachelor of Science in Health Science program focuses on building content knowledge and skills in the broad areas of health science and health care. Coursework highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a career in health care or health science. Courses teach you to apply principles of healthy living to the education of individuals and communities, and focus on foundational knowledge and skills upon which to build additional competencies. The program also encourages the development of administrative, ethical, and professional skills that are relevant to leadership positions in the increasingly diverse health care field.

The Bachelor of Science in Health Science program is designed to prepare you to pursue a variety of career opportunities in health care and health science-related industries. Additionally, it provides you with a solid undergraduate foundation to pursue further graduate study and/or professional degrees.

Accelerated Master’s Degree Options

If you are interested in earning both a bachelor’s and master’s degree in the health sciences, consider an accelerated master’s degree option. Refer to the general Progression Requirements (p. 88) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate sound foundational knowledge and an understanding of the principles of biology, chemistry, human anatomy, physiology, and disease processes as they relate to health outcomes.
2. Research Methods and Critical Thinking Skills: Demonstrate competency in medical research and inquiry using scientific methods and laboratory skills for critical thinking and problem solving in health care settings.
3. Interdisciplinary Integration: Apply principles of healthy living at the individual and community level to protect and promote optimal physical and mental health.
4. Public Health and Education: Integrate basic knowledge of the core disciplines within public health and deliver educational programs that promote public health.
5. Health Care Administration: Demonstrate an understanding of the forces impacting health delivery systems and the effective management of health care administration.
6. Ethics and Professionalism: Employ the professional, ethical, and legal standards of health care practice and interdisciplinary collaboration through leadership and community stewardship.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 88) and the Policy Information (p. 6) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MM150 Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>MM212 College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HU200 Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HU245 Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HU250 Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements 33

Major Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS305 Research Methods for Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>HS311 Epidemiology and Biostatistics I</td>
<td>6</td>
</tr>
<tr>
<td>HS312 Epidemiology and Biostatistics II</td>
<td>6</td>
</tr>
<tr>
<td>HS315 Practices in Public Health</td>
<td>6</td>
</tr>
<tr>
<td>HS320 Microbiology</td>
<td>6</td>
</tr>
<tr>
<td>HS415 Environmental Health</td>
<td>6</td>
</tr>
<tr>
<td>HS420 Advanced Health Informatics</td>
<td>6</td>
</tr>
<tr>
<td>100/200/300/400 Major Electives Level</td>
<td>12</td>
</tr>
<tr>
<td>HS499 Bachelor’s Capstone in Health Science</td>
<td>6</td>
</tr>
<tr>
<td>Requirement</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td>60</td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td>87</td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td>87</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

1. Eligible students who choose to complete the accelerated master’s degree option will take up to five graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Nutrition

Description and Outcomes

The Bachelor of Science in Nutrition program focuses on building content knowledge and skills in the broad areas of nutrition science and health care. The program's curriculum highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a variety of career opportunities in health care and nutrition science-related industries. Courses teach you to apply principles of healthy living to the education of individuals and communities, and develop administrative, ethical, and professional skills that are relevant to leadership positions in the increasingly diverse health care field.

Refer to the Certification, State Board, and National Board Exams (p. 99) section for important program disclosure information.

Accelerated Master's Degree Options

If you are interested in earning both a bachelor's and master's degree in the health sciences, consider an accelerated master's degree option. Refer to the general Progression Requirements (p. 88) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

2. Application: Evaluate an individual's nutritional status using appropriate clinical assessment strategies and interpret food science information appropriate to consumer needs.
3. Critical Thinking Skills: Assess diets, prepare foods, and promote consumption of foods to meet the nutritional needs of healthy people throughout the life cycle.
4. Clinical Skills: Plan and implement individualized, appropriate nutrition therapy for clients.
5. Analytical Skills: Analyze the impact of cultural and economic issues on client needs and dietetic practice.
6. Communication: Plan, implement, and evaluate nutrition education programs for specific audiences.
7. Ethics and Professionalism: Advocate for the provision of food and nutrition services in public policy development.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

The Bachelor of Science in Nutrition program is designed to prepare you academically to pursue a variety of nutrition-oriented careers and advanced education. However, Kaplan University's Bachelor of Science in Nutrition program is not accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and does not qualify an individual to sit for the examination to become a Registered Dietitian (RD). In addition, some states will not permit individuals to become licensed in nutrition and/or dietetics if they do not possess the RD credential. If you are interested in becoming licensed in your state, it is vital that you understand your state's requirements for licensing prior to enrollment.

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

In order to pursue examinations and/or preprofessional experiences, you may be required to present documentation of a health assessment/physical examination, immunization records, drug screening results, and/or a background check. It is your responsibility to ensure that you have met all requirements prior to beginning examinations and/or preprofessional coursework/externships.

Upon completion of the program, you may be eligible for the following certifications and credentials. Please refer to the sponsor organization for specific eligibility requirements as there may be additional requirements beyond the degree program itself and requirements vary by state.

- Board Certified in Holistic Nutrition sponsored by the National Association of Nutrition Professionals (www.nanp.org/ [http://nanp.org])
- Certified Clinical Nutritionist (CCN) offered by the Clinical Nutrition Certification Board (www.cncb.org [http://www.cncb.org])
- Certified Dietary Manager (CDM) offered by the Association of Nutrition and Food Service Professionals (www.anfponline.org/index.php [http://www.anfponline.org]); to qualify take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB213</td>
<td>Food and Beverage Management</td>
<td>5</td>
</tr>
<tr>
<td>NS305</td>
<td>Food Safety and Microbiology</td>
<td>6</td>
</tr>
<tr>
<td>NS313</td>
<td>Foodservice Management - Principles and Practices</td>
<td>6</td>
</tr>
<tr>
<td>NS415</td>
<td>Food Science With Lab</td>
<td>6</td>
</tr>
</tbody>
</table>

- ServSafe offered through the National Restaurant Association (www.servsafe.com/home [http://www.servsafe.com]); to qualify take:
### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS305</td>
<td>Food Safety and Microbiology</td>
<td>6</td>
</tr>
</tbody>
</table>

---

### Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

**Total Core Requirements**: 33

### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS305</td>
<td>Food Safety and Microbiology</td>
<td>6</td>
</tr>
<tr>
<td>NS310</td>
<td>Nutritional Analysis and Assessment</td>
<td>6</td>
</tr>
<tr>
<td>NS321</td>
<td>Nutrition Planning and Management</td>
<td>6</td>
</tr>
<tr>
<td>NS325</td>
<td>Nutrition Across the Human Life Cycle</td>
<td>6</td>
</tr>
<tr>
<td>NS335</td>
<td>Nutrition for Special Populations</td>
<td>6</td>
</tr>
<tr>
<td>NS415</td>
<td>Food Science With Lab</td>
<td>6</td>
</tr>
<tr>
<td>NS420</td>
<td>Nutritional Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

**100/200/300/400 Level** Major Electives 12

**Total Major Requirements**: 60

### Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS499</td>
<td>Bachelor’s Capstone in Nutrition</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Open Elective Requirements**: 87

**TOTAL CREDITS**: 180

---

1 Eligible students who choose to complete the accelerated master’s degree option will take up to five graduate-level courses in addition to selected undergraduate electives.
Associate of Applied Science in Health Information Technology

(CURRENTLY NOT ACCEPTING ENROLLMENTS)

Description and Outcomes
As of November 11, 2015, this program will no longer be accepting enrollments.

The objective of the Associate of Applied Science in Health Information Technology program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the health information management field.

The curriculum is geared toward the ability to process, maintain, compile, and report health information data for patient care, reimbursement, facility planning, marketing, risk management, quality assessment, and research. The curriculum teaches medical coding and abstracting procedures, and also covers supervisory issues as well as medicolegal aspects of health information. Basic courses that address the use of computers in these areas are also part of the program.

Upon graduation, your workplace tasks may include abstracting health records and compiling reports on health care services; accurately assigning code numbers to diagnoses and procedures for indexing health data and processing bills; answering legal, government, insurance, and other inquiries for patient health information; and organizing, analyzing, and evaluating health record content for completeness and accuracy. Tasks may also include reviewing and evaluating health records to assist with meeting accreditation guidelines, releasing patient information in accordance with applicable laws, and supervising human resources.

The Associate of Applied Science in Health Information Technology offered online is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Upon graduation, you may be eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). Refer to the Certification, State Board, and National Board Exams (p. 101) section for important program disclosure information.

Externship Experience
This program blends online coursework with on-ground experience. You must complete a 90-hour externship in a hospital or other health care facility to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 101) section for additional requirements.

Program Length
The Associate of Applied Science in Health Information Technology program consists of a minimum of 92 quarter credit hours. Upon successful completion of the program, you will receive an associate of applied science degree.

Program Outcomes

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements
1. You will be withdrawn from the program if you are unable to successfully complete HI165 Health Information Practicum and HI295 Health Information Externship/Capstone on the second attempt.
2. As an online student, you must:
   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
   c. Enroll in EL206 Academic Prior Learning Portfolio in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.

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

The Associate of Applied Science in Health Information Technology offered online is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Upon graduation, you are eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). AHIMA exams
are not required for all career paths—you are ultimately responsible for determining state and federal licensure and accreditation requirements.

You may also be eligible to take the Certified Billing and Coding Specialist (CBCS) certification exam sponsored by the National Healthcareer Association (NHA), the Certified Coding Associate (CCA) certification exam sponsored by the American Health Information Management Association (AHIMA), and the Insurance and Coding Specialist (NCICS) certification exam sponsored by the National Center for Competency Testing (NCCT). You may be eligible for additional certifications once you attain professional experience.

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS100</td>
<td>Introduction to Health Science</td>
<td>5</td>
</tr>
<tr>
<td>HI125</td>
<td>Health Care Delivery and Information Management</td>
<td>5</td>
</tr>
<tr>
<td>HI135</td>
<td>Legal Aspects of Health Information</td>
<td>5</td>
</tr>
<tr>
<td>HI150</td>
<td>Automation of Health Information</td>
<td>5</td>
</tr>
<tr>
<td>HI165</td>
<td>Health Information Practicum</td>
<td>2</td>
</tr>
<tr>
<td>HI215</td>
<td>Reimbursement Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>HI230</td>
<td>Quality Assurance and Statistics in Health Information</td>
<td>5</td>
</tr>
<tr>
<td>HI252</td>
<td>Medical Coding I</td>
<td>4</td>
</tr>
<tr>
<td>HI255</td>
<td>Medical Coding II</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS115</td>
<td>Software Applications for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>HI295</td>
<td>Health Information Externship/Capstone</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>72</td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>92</td>
</tr>
</tbody>
</table>
**Associate of Applied Science in Medical Assisting (Iowa, Maine, Maryland, Nebraska)**

(Currently Not Accepting Enrollments)

**Description and Outcomes**

As of September 23, 2015, this program will no longer be accepting enrollments.

The objective of the Associate of Applied Science in Medical Assisting program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping you acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic. The associate's degree program is designed to provide a broad education to help you develop advanced technical and communication skills.

Upon graduation from a campus-based program offered in Iowa, Maryland, or Nebraska, you may be eligible to take the Certified Medical Assistant (CMA) examination given by the American Association of Medical Assistants. Upon graduation from a campus-based program offered in Iowa, Maine, Maryland, or Nebraska, you may be eligible to take the Registered Medical Assistant (RMA) examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA). Refer to the Certification, State Board, and National Board Exams (p. 103) section of this Catalog.

Workplace duties may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. You may also assist the physician in patient preparation and patient relations.

**Clinical Experiences**

The program blends online coursework with on-ground experience. You must complete an unpaid practicum or externship (160 hours) in a physician’s office or clinic to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 103) section for additional requirements.

**Program Length**

The Associate of Applied Science in Medical Assisting program consists of a minimum of 92 quarter credit hours. Upon successful completion of this program, you will be awarded an associate of applied science degree.

**Program Outcomes**

**Discipline-Specific Outcomes**

1. Clinical: Demonstrate competencies in all aspects of medical assisting clinical practice.
2. Administrative: Exhibit proficiency in the clerical and administrative functions required of a medical assistant.
4. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. Professionalism: Embody professional behaviors as defined by the discipline of allied health.

**General Education Literacies and Professional Competencies**

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

**Program Availability**

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

**Policies**

**Progression Requirements**

1. Prior to externship, you must provide documentation of completion of an approved health care provider CPR training course. Approved courses include: American Heart Association (Basic Life Support for the Healthcare Provider, Heartsaver CPR and AED, Healthcare Provider; BLS/CPR for Healthcare Public Safety; and BLS for Healthcare Providers ), American Red Cross (Adult and Child CPR with AED, CPR/AED for the Professional Rescuer, CPR/AED for the Professional Rescuer and Healthcare Provider), and ProCPR (ProFirst Aid blended course for health care providers).
2. You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA260</td>
<td>Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA270</td>
<td>Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>MA290</td>
<td>Medical Assisting Externship and Evaluation</td>
<td>5</td>
</tr>
</tbody>
</table>

3. If you are a campus-based medical assisting student re-entering the program, and have not completed one or both of the Clinical Competencies I and II courses within 6 months prior to the externship, you will need to successfully complete a competency evaluation prior to enrolling in MA290 Medical Assisting Externship and Evaluation.
4. If you are entering a campus-based CAAHEP-approved program and have completed MA260 Clinical Competencies I, MA270 Clinical Competencies II, HS210 Medical Office Management, and/or HS220 Medical Coding and Insurance or an equivalent course within a non-CAAHEP or ABHES-approved program, these courses will be applied toward the program pending successful completion of a competency evaluation.

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

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

The Associate of Applied Science in Medical Assisting program is designed to prepare you with clinical and administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical assistant. After completing the onsite program offered at a campus in the state of Iowa, Maryland, or Nebraska, you may be eligible to take the Certified Medical Assistant (CMA) examination given by the American Association of Medical Assistants. After completing the onsite program offered at a campus in the state of Iowa, Maine, Maryland, or Nebraska, you may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA).

**Nebraska Medication Aide Registry for Medical Assistants**

Medical assisting students completing an externship in the state of Nebraska will be required to complete a Medication Aide application with competency validation by an approved Nebraska licensed provider prior to the externship. In addition, you will be required to provide any associated required documentation to the Nebraska Department of Health and Human Services that may include certified copies of court documents for criminal convictions.

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level</td>
<td>Communication Course</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CS121</td>
<td>Pathways to Academic Success</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>Introduction to Health Science</td>
<td></td>
</tr>
<tr>
<td>HS101</td>
<td>Medical Law and Bioethics</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS210</td>
<td>Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>HS220</td>
<td>Medical Coding and Insurance</td>
<td>5</td>
</tr>
<tr>
<td>HS275</td>
<td>Professionalism in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>MA260</td>
<td>Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA270</td>
<td>Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>MA290</td>
<td>Medical Assisting Externship and</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td>62</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>92</td>
</tr>
</tbody>
</table>
**Associate of Applied Science in Medical Assisting (Online)**

(Currently Not Accepting Enrollments)

**Description and Outcomes**

As of September 23, 2015, this program will no longer be accepting enrollments.

The objective of the Associate of Applied Science in Medical Assisting program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping you acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic. The associate's degree program is designed to provide a broad education to help you develop advanced technical and communication skills.

Upon graduation from the program, you may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA). Refer to the Certification, State Board, and National Board Exams (p. 105) section for important program disclosure information.

Workplace duties may include performing CLIA waived tests, venipuncture, urinalysis, and electrocardiograms. You may also assist the physician in patient preparation and patient relations.

**Clinical Experiences**

The program blends online coursework with on-ground experiences. If you enroll in the online program, you need to complete clinical experiences at an approved clinical site for MA280 Online Clinical Competencies III. All students must also complete an externship (160 hours) in a physician’s office or clinic to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 105) section for additional requirements.

**Program Length**

The Associate of Applied Science in Medical Assisting program consists of a minimum of 92 quarter credit hours. Upon successful completion of this program, you will be awarded an associate of applied science degree.

**Program Outcomes**

**Discipline-Specific Outcomes**

1. **Clinical:** Demonstrate competencies in all aspects of medical assisting clinical practice.
2. **Administrative:** Exhibit proficiency in the clerical and administrative functions required of a medical assistant.
3. **Standards, Laws, and Ethics:** Employ the professional, ethical, and legal standards in health care practice.
4. **Foundational Knowledge of Allied Health Sciences:** Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. **Professionalism:** Embody professional behaviors as defined by the discipline of allied health.

**General Education Literacies and Professional Competencies**

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

**Program Availability**

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

**Policies**

**Progression Requirements**

1. Prior to beginning the first clinical experience, you must provide documentation of completion of an approved health care provider CPR training course. Approved courses include: American Heart Association (Basic Life Support for the Healthcare Provider, Heartsaver CPR and AED, Healthcare Provider), American Red Cross (Adult and Child CPR with AED, CPR/AED for the Professional Rescuer, CPR/AED for the Professional Rescuer and Healthcare Provider; BLS/CPR for Healthcare Public Safety, and BLS for Healthcare Providers), and ProCPR (ProFirst Aid blended course for health care providers).

   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.

   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.

   c. Enroll in EL206 Academic Prior Learning Portfolio in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.

2. As an online student, you must:
   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.

   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.

   c. Enroll in EL206 Academic Prior Learning Portfolio in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.

3. You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:

   - **MA265** Online Clinical Competencies I 5
   - **MA275** Online Clinical Competencies II 5
   - **MA280** Online Clinical Competencies III 1
   - **MA295** Online Medical Assisting Externship and Evaluation 5

4. If you are a medical assisting student and drop, are dismissed, or take a leave of absence longer than 6 months after beginning and prior to completing clinical coursework (MA250 Online Professionalism in Health Care, MA265 Online Clinical Competencies I, MA275 Online Clinical Competencies II, MA280 Online Clinical Competencies III,
and MA295 Online Medical Assisting Externship and Evaluation), you will be required to re-take one or more of these courses to ensure currency of skills.

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

The Associate of Applied Science in Medical Assisting program is designed to prepare you with clinical and administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical assistant. Upon graduation from the online program, you may be eligible to take the Registered Medical Assistant (RMA) examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA).

For Washington Students
The state of Washington requires all medical assistants to be certified or registered. Eligibility for certification requires graduation from a postsecondary school or college accredited by a regional or national accrediting agency approved by the U.S. Department of Education, which includes a minimum of 720 clock hours of training in medical assisting skills, including a clinical externship of no less than 160 hours.

In addition, graduates must successfully pass, within 5 years before submitting an initial application for certification, a certification examination issued by the AAMA, AMT, NHA, or NCCT. Students who have completed all requirements except for passage of the examination may obtain interim certification, which will allow them to provide the Medical Assistant—Certified's full scope of practice. This interim certification expires when the graduate obtains the Medical Assistant—Certified credential or after 1 year and cannot be renewed.

Washington students also may obtain a Medical Assistant—Registered credential if they obtain an endorsement from a health care practitioner, clinic, or group practice. Medical Assistant—Registered individuals may perform only the medical tasks listed in their current attestation of endorsement and cannot transfer the registration to another health care practitioner, clinic, or group practice.

Nebraska Medication Aide Registry for Medical Assistants
Medical assisting students completing an externship in the state of Nebraska will be required to complete a Medication Aide application with competency validation by an approved Nebraska licensed provider prior to the externship. In addition, you will be required to provide any associated required documentation to the Nebraska Department of Health and Human Services that may include certified copies of court documents for criminal convictions.

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS100</td>
<td>Introduction to Health Science</td>
<td>5</td>
</tr>
<tr>
<td>HS101</td>
<td>Medical Law and Bioethics</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS210</td>
<td>Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>HS220</td>
<td>Medical Coding and Insurance</td>
<td>5</td>
</tr>
<tr>
<td>MA250</td>
<td>Online Professionalism in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>MA265</td>
<td>Online Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA275</td>
<td>Online Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>MA280</td>
<td>Online Clinical Competencies III</td>
<td>1</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MA295</td>
<td>Online Medical Assisting Externship and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

**Open Elective Requirements**

| Open Electives                      | 15 |
| **Total Open Elective Requirements** | 15 |

**TOTAL CREDITS**

| 92 |
Discipline-Specific Outcomes

Science degree.

Program Length

Requirements (p. 107) section for additional requirements.

Section for criminal background check information and the Progression

complete the course of study. Refer to the General Policies (p. 88)

Externship Experience

This program blends online coursework with an on-ground experience. If you enroll in the online program, you will need to complete a minimum 90-hour supervised externship in a physician’s office or clinic to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 107) section for additional requirements.

Program Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of a medical office manager.
3. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
4. Professionalism: Embody professional behaviors as defined by the disciplines of allied health.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

1. You will be withdrawn from the program if you are unable to successfully complete MO290 Medical Office Administration Externship and Evaluation on the second attempt.
2. Prior to beginning the first clinical experience, you must provide documentation of completion of an approved health care provider CPR training course. Approved courses include: American Heart Association (Basic Life Support for the Healthcare Provider, Heartsaver CPR and AED, Healthcare Provider), American Red Cross (Adult and Child CPR with AED, CPR/AED for the Professional Rescuer, CPR/ AED for the Professional Rescuer and Healthcare Provider; BLS/CPR for Healthcare Public Safety; and BLS for Healthcare Providers), and ProCPR (ProFirst Aid blended course for health care providers).
3. As an online student, you must:
   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
   c. Enroll in EL206 Academic Prior Learning Portfolio in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.

Certification, State Board, and National Board Exams

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

The Associate of Applied Science in Medical Office Management program is designed to prepare you with the administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing...
national certification as a medical administrative specialist. After completion of the program, you may be eligible to take the Certified Medical Administrative Specialist examination given by the American Medical Technologists and the Certified Coding Associate (CCA) examination sponsored by the American Health Information Management Association (AHIMA).

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>HI215</td>
<td>Reimbursement Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>HI252</td>
<td>Medical Coding I</td>
<td>4</td>
</tr>
<tr>
<td>HI255</td>
<td>Medical Coding II</td>
<td>5</td>
</tr>
<tr>
<td>HS100</td>
<td>Introduction to Health Science</td>
<td>5</td>
</tr>
<tr>
<td>HS101</td>
<td>Medical Law and Bioethics</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS210</td>
<td>Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>HS240</td>
<td>Medical Office Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MO250</td>
<td>Medical Records Management</td>
<td>3</td>
</tr>
<tr>
<td>MO260</td>
<td>Medical Office Applications</td>
<td>5</td>
</tr>
<tr>
<td>MO270</td>
<td>Advanced Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MO290</td>
<td>Medical Office Administration Externship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td>66</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>91</td>
</tr>
</tbody>
</table>
Associate of Science in Health Science

Description and Outcomes

If you are a military student who has already received military training for medical and health science occupational specialties, the Associate of Science in Health Science could help further your educational and career goals. The curriculum focuses on the important role of professionalism in health care, general education, and industry-related technical information and builds on your prior military medical training to help you achieve an associate's degree.

The program provides a broad education and allows you to select coursework in health science subjects including anatomy and physiology, chemistry, nutrition, nuclear medicine technology, pathophysiology, clinical skills, health education, health informatics, preprofessional, surgical technology, and telemetry. The program includes a capstone experience designed to prepare you for work in various health science fields within the military and could help you meet educational requirements for advancement in the military. Upon graduation, you may also pursue a number of entry-level careers within the broad field of allied health should you return to civilian life.

Refer to the Admissions Requirements (p. 109) section for details on program eligibility.

Concentrations

In addition to the required core and major courses, you can further specialize your degree by choosing one of four concentrations: surgical technology, telemetry, medical assistant, or preprofessional. Some concentrations are only available to students who have successfully completed a specific articulated military occupational specialty or training course.

Program Length

The Associate of Science in Health Science program consists of a minimum of 90 quarter credit hours. You must complete a specific number of credit hours at Kaplan University. Refer to the Progression Requirements (p. 109) section for details. Upon successful completion of the program, you will be awarded an associate of science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Integrate knowledge from behavioral and biological sciences as a basis for allied health practice.
2. Use current technology in a variety of health care roles.
3. Demonstrate competencies relevant to a career focus area within health sciences.
4. Execute administration skills and management processes within the interdisciplinary health care field.
5. Exhibit behavior consistent with the professional, ethical, and legal standards of allied health practice.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the following admission requirement in addition to the Kaplan University general requirements (p. 19).

Enrollment in the Associate of Science in Health Science is limited to active-duty servicemembers of the U.S. military, members of the Reserve or National Guard, and veterans of the U.S. military who have completed one of the articulated military occupation training courses. A list of currently articulated occupations can be obtained by contacting Kaplan University Military Admissions.

Progression Requirements

You must meet the following progression requirement in addition to Kaplan University’s general requirements.

You must have a military transcript on file that shows successful completion of one of the articulated military occupational specialties or training course. You may fulfill all of the major requirements, with the exception of the capstone course, via any combination of prior learning.

Graduation Requirements

In addition to Kaplan University’s general requirements (p. 50), you must also have a military transcript on file that shows successful completion of an occupational specialty.

Degree Plans

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM214</td>
<td>Public Speaking for the Professional</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).
### Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

#### Medical Assistant

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA285</td>
<td>Comprehensive Medical Assisting</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Major Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Preprofessional

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CM206 Interpersonal Communications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HU280 Bioethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MM207 Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS124 Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC115 Principles of Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC121 Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC131 Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC156 Principles of Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC246 Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS144 Sociology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select two of the following:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS305 Research Methods for Health Sciences</td>
<td></td>
</tr>
<tr>
<td>HS311 Epidemiology and Biostatistics I</td>
<td></td>
</tr>
<tr>
<td>HS315 Practices in Public Health</td>
<td></td>
</tr>
<tr>
<td>HS320 Microbiology</td>
<td></td>
</tr>
<tr>
<td>HS415 Environmental Health</td>
<td></td>
</tr>
<tr>
<td>SC328 Histology and Embryology</td>
<td></td>
</tr>
<tr>
<td>SC330 Immunology</td>
<td></td>
</tr>
<tr>
<td>SC335 Biochemistry</td>
<td></td>
</tr>
</tbody>
</table>

#### Surgical Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS255</td>
<td>Sterile Processing for Surgical Technologists</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Major Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Telemetry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS250</td>
<td>Cardiac Rhythm Analysis and Telemetry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Major Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>20</td>
</tr>
</tbody>
</table>

---

1 Students in the Preprofessional concentration area will complete 22 credits of Major Electives and 18 credits of Open Electives.
Dental Assistant Diploma

Description and Outcomes

The objective of the Dental Assistant Diploma program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in a dental office, clinic, or lab environment. The program concentrates on helping you acquire knowledge and develop skills in treatment room care of the dental patient. In addition, courses teach you how to assist the dentist, infection control and sterilization techniques, how to handle medical emergencies, the correct procedure for taking dental X-rays and making impressions, and the use of various dental instruments. Topics covered in the program also include oral evacuation, fixed prosthodontics, pharmacology and pain control, preventative dentistry, how to assist with oral surgery, and tray setups.

Instruction occurs in classroom, laboratory, and clinical settings.

Upon graduation, you may seek employment as a dental assistant. Duties may include providing essential and vital auxiliary services for the dentist chairside, in the business office, and in the office laboratory.

Externship Experience

Prior to graduation, you are required to complete two externships for a minimum of 300 chairside hours. Refer to the General Policies (p. 88) section for criminal background check information and the Externships and Clinical Experiences (p. 50) section for additional requirements.

Program Length

You must complete a minimum of 56 quarter credit hours. Upon successful completion of the program, you will be awarded a diploma.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

To enroll in the Dental Assistant Diploma program offered at the Omaha campus, you must submit proof of CPR certification, which must remain valid for the duration of the program.

Progression Requirements

You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAV190</td>
<td>Specialty Dentistry Externship</td>
<td>2.5</td>
</tr>
<tr>
<td>DAZ190</td>
<td>General Dentistry Externship</td>
<td>9</td>
</tr>
</tbody>
</table>

Externships and Clinical Experiences

Kaplan University requirements for externships are located in the Undergraduate Policy Information (p. 50) section.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAB170</td>
<td>Radiology</td>
<td>4.5</td>
</tr>
<tr>
<td>DAG151</td>
<td>Patient Interaction</td>
<td>6.5</td>
</tr>
<tr>
<td>DAK151</td>
<td>Foundational Skills for Dental Assisting</td>
<td>6</td>
</tr>
<tr>
<td>DAO170</td>
<td>Operative Assisting</td>
<td>5</td>
</tr>
<tr>
<td>DAP170</td>
<td>Dental Materials</td>
<td>5.5</td>
</tr>
<tr>
<td>DAR170</td>
<td>Chairside Specialties</td>
<td>6</td>
</tr>
<tr>
<td>DAV190</td>
<td>Specialty Dentistry Externship</td>
<td>2.5</td>
</tr>
<tr>
<td>DAW151</td>
<td>Technology and Terminology for Dental Assisting</td>
<td>6</td>
</tr>
<tr>
<td>DAY151</td>
<td>Diagnostic Assisting</td>
<td>5</td>
</tr>
<tr>
<td>DAZ190</td>
<td>General Dentistry Externship</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Major Requirements | 56

TOTAL CREDITS | 56
Medical Assistant Certificate (Onsite)

Description and Outcomes

The objective of the Medical Assistant Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Medical Assistant Certificate program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping you acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician’s office or ambulatory care clinic.

Upon graduation, you may be eligible to take the Certified Medical Assistant (CMA) examination given by the American Association of Medical Assistants, the Registered Medical Assistant (RMA) examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) examination given by the National Center for Competency Testing (NCCT), the Certified Clinical Medical Assistant (CCMA) examination given by the National Healthcareer Association (NHA), and the Clinical Medical Assistant Certification (CMAC) examination given by the American Medical Certification Association (AMCA). Refer to the Certification, State Board, and National Board Exams (p. 112) section for important program disclosure information.

Workplace duties may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. You may also assist the physician in patient preparation and patient relations.

Clinical Experiences

You will complete clinical instruction in a classroom lab for both MA260 Clinical Competencies I and MA270 Clinical Competencies II. You must also complete an unpaid externship (160 hours) in a physician’s office or clinic to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 112) section for additional requirements.

Program Length

The Medical Assistant Certificate program consists of 57 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Clinical: Demonstrate the core competencies of medical assisting clinical practice.
2. Administrative: Perform clerical and administrative functions required of a medical assistant.
4. Professionalism: Exhibit professional behavior as defined by the health care industry.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

1. Prior to beginning the first clinical experience, you must provide documentation of completion of an approved health care provider CPR training course. Approved courses include: American Heart Association (Basic Life Support for the Healthcare Provider, Heartsaver CPR, and AED, Healthcare Provider), American Red Cross (Adult and Child CPR with AED, CPR/AED for the Professional Rescuer, CPR/ AED for the Professional Rescuer and Healthcare Provider; BLS/CPR for Healthcare Public Safety; and BLS for Healthcare Providers), and ProCPR (ProFirst Aid blended course for health care providers).
2. Prior to the first clinical experience, you are required to submit a health clearance form signed by a MD, DO, nurse practitioner, or physician’s assistant. You will also be required to provide evidence of two MMR vaccines or a positive blood titer; tetanus vaccination within the last 10 years; varicella vaccination, a positive titer, or documentation of disease; negative tuberculin test within the last year; and three Hepatitis B vaccines, a positive titer, or a written waiver opting out of vaccination. If you fail to submit the required immunizations and health clearance, you will be removed from the course prior to the start of the term.
3. You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA260</td>
<td>Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA270</td>
<td>Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>MA290</td>
<td>Medical Assisting Externship and Evaluation</td>
<td>5</td>
</tr>
</tbody>
</table>

4. If you are a campus-based medical assisting student re-entering the program, and have not completed one of both of the Clinical Competencies I and II courses within 6 months prior to the externship, you will need to successfully complete a competency evaluation prior to enrolling in MA290 Medical Assisting Externship and Evaluation.
5. If you are entering a campus-based CAAHEP-approved program and have completed MA260 Clinical Competencies I, MA270 Clinical Competencies II, HS210 Medical Office Management, and/or HS220 Medical Coding and Insurance or an equivalent course within a non-CAAHEP or ABHES-approved program, these courses will be applied toward the program pending successful completion of a competency evaluation.

Certification, State Board, and National Board Exams

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

The Medical Assistant Certificate program is designed to prepare you with clinical and administrative skills to provide outstanding patient care.
The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical assistant. After completing the onsite program offered at a campus in the states of Iowa, Maine, Maryland, or Nebraska, you may be eligible to take the Certified Medical Assistant (CMA) examination given by the American Association of Medical Assistants, the Registered Medical Assistant (RMA) examination, given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) examination given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) examination given by the National Healthcareer Association (NHA), and the Clinical Medical Assistant Certification (CMAC) examination given by the American Medical Certification Association (AMCA).

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS101</td>
<td>Medical Law and Bioethics</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS210</td>
<td>Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>HS220</td>
<td>Medical Coding and Insurance</td>
<td>5</td>
</tr>
<tr>
<td>HS275</td>
<td>Professionalism in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>MA260</td>
<td>Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA270</td>
<td>Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MA290</td>
<td>Medical Assisting Externship and Evaluation</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Major Requirements**  57

**TOTAL CREDITS**  57
Medical Assistant Certificate (Online)

Description and Outcomes

The objective of the Medical Assistant Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Medical Assistant Certificate program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping you acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic.

Upon graduation from the program, you may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) examination given by the National Center for Competency Testing (NCCT), the Certified Clinical Medical Assistant (CCMA) examination given by the National Healthcareer Association (NHA), and the Medical Assistant Certification (CMAC) examination given by the American Medical Certification Association (AMCA). Refer to the Certification, State Board, and National Board Exams (p. 114) section for important program disclosure information.

Workplace duties may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. You may also assist the physician in patient preparation and patient relations.

Clinical Experiences

The program blends online coursework with on-ground experiences. If you enroll in the online program, you will need to complete clinical experiences at an approved clinical site for MA280 Online Clinical Competencies III. All students must also complete an externship (160 hours) in a physician's office or clinic to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 114) section for additional requirements.

Program Length

The Medical Assistant Certificate program consists of a minimum of 57 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

1. Clinical: Demonstrate the core competencies of medical assisting clinical practice.
2. Administrative: Perform clerical and administrative functions required of a medical assistant.
4. Professionalism: Exhibit professional behavior as defined by the health care industry.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

1. Prior to beginning the first clinical experience, you must provide documentation of completion of an approved health care provider CPR training course. Approved courses include: American Heart Association (Basic Life Support for the Healthcare Provider, Heartsaver CPR and AED, Healthcare Provider), American Red Cross (Adult and Child CPR with AED, CPR/AED for the Professional Rescuer, CPR/ AED for the Professional Rescuer and Healthcare Provider; BLS/CPR for Healthcare Public Safety; and BLS for Healthcare Providers), and ProCPR (ProFirst Aid blended course for health care providers).
2. Prior to the first clinical experience, you are required to submit a health clearance form signed by a MD, DO, nurse practitioner, or physician’s assistant. You will also be required to provide evidence of two MMR vaccines or a positive blood titer; tetanus vaccination within the last 10 years; varicella vaccination, a positive titer, or documentation of disease; negative tuberculin test within the last year; and three Hepatitis B vaccines, a positive titer, or a written waiver opting out of vaccination. If you fail to submit the required immunizations and health clearance, you will be removed from the course prior to the start of the term.
3. You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA265</td>
<td>Online Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA275</td>
<td>Online Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>MA280</td>
<td>Online Clinical Competencies III</td>
<td>1</td>
</tr>
<tr>
<td>MA295</td>
<td>Online Medical Assisting Externship and Evaluation</td>
<td>5</td>
</tr>
</tbody>
</table>

4. If you are a medical assisting student and drop, are dismissed, or take a leave of absence longer than 6 months after beginning and prior to completing clinical coursework (MA250 Online Professionalism in Health Care, MA265 Online Clinical Competencies I, MA275 Online Clinical Competencies II, MA280 Online Clinical Competencies III, and MA295 Online Medical Assisting Externship and Evaluation), you will be required to re-take one or more of these courses to ensure currency of skills.

Certification, State Board, and National Board Exams

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

Certification Examinations

The Medical Assisting Certificate program is designed to prepare you with clinical and administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical assistant. Upon graduation from the online program, you may be eligible...
to take the Registered Medical Assistant (RMA) examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA), and the Clinical Medical Assistant Certification (CMAC) examination given by the American Medical Certification Association (AMCA).

**Washington Students**

The state of Washington requires all medical assistants to be certified or registered. Eligibility for certification requires graduation from a postsecondary school or college accredited by a regional or national accrediting agency approved by the U.S. Department of Education, which includes a minimum of 720 clock hours of training in medical assisting skills, including a clinical externship of no less than 160 hours.

In addition, graduates must successfully pass, within 5 years before submitting an initial application for certification, a certification examination issued by the AAMA, AMT, NHA, or NCCT. Students who have completed all requirements except for passage of the examination may obtain interim certification, which will allow them to provide the Medical Assistant—Certified's full scope of practice. This interim certification expires when the graduate obtains the Medical Assistant—Certified credential or after 1 year and cannot be renewed.

Washington students also may obtain a Medical Assistant—Registered credential if they obtain an endorsement from a health care practitioner, clinic, or group practice. Medical Assistant—Registered individuals may perform only the medical tasks listed in their current attestation of endorsement and cannot transfer the registration to another health care practitioner, clinic, or group practice.

**Nebraska Medication Aide Registry for Medical Assistants**

Medical assisting students completing an externship in the state of Nebraska will be required to complete a Medication Aide application with competency validation by an approved Nebraska licensed provider prior to the externship. In addition, you will be required to provide any associated required documentation to the Nebraska Department of Health and Human Services that may include certified copies of court documents for criminal convictions.

**South Dakota Students**

Medical assistants in South Dakota must meet requirements to practice and must register with the South Dakota Board of Medical and Osteopathic Examiners in order to practice.

**Requirements for registration include:**

1. Proof of graduation from a medical assistant program approved by the boards;
2. Proof of good moral character;
3. Proof the applicant has graduated from high school or passed a standard equivalency test;
4. Documentation showing the applicant is at least 18 years of age;
5. Proof of having passed a national certifying exam approved by the boards

---

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS101</td>
<td>Medical Law and Bioethics</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS210</td>
<td>Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>HS220</td>
<td>Medical Coding and Insurance</td>
<td>5</td>
</tr>
<tr>
<td>MA250</td>
<td>Online Professionalism in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>MA265</td>
<td>Online Clinical Competencies I</td>
<td>5</td>
</tr>
<tr>
<td>MA275</td>
<td>Online Clinical Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>MA280</td>
<td>Online Clinical Competencies III</td>
<td>1</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MA295</td>
<td>Online Medical Assisting Externship and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td>57</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>
Medical Billing/Coding Certificate

Description and Outcomes

The objective of the Medical Billing/Coding Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position as a billing and insurance specialist in either a physician’s office or institutional setting, or as a patient referral specialist, coder, or medical receptionist. The curriculum concentrates on helping you acquire the basic skills and knowledge necessary to submit medical claims for reimbursement, process bills, operate computerized billing systems, and gain a working knowledge of various insurance plans. Emphasis is placed on quality of coding for reimbursement and statistical reporting. You will gain additional hours of practical experience in medical billing, coding, and administrative functions in a virtual lab setting.

Upon graduation, workplace duties may include evaluating medical records in order to appropriately assign ICD-10 and CPT codes related to medical diagnoses and procedures, submitting insurance claims for reimbursement, and evaluating rejected claims for resubmission. You may use computerized billing programs and complete the HCFA claim form. In addition, you may develop a working knowledge of various insurance plans, including their associated regulations and guidelines, in order to efficiently and accurately refer patients to various health care providers.

Practicum Experience

Prior to graduation, you will be required to complete a 40-hour practicum experience during HS292 Billing and Coding Practicum. You will select the facility where you will complete the experience. Detailed guidelines for selection of a facility will be provided during HS215 Medical Insurance and Billing.

Program Length

The Medical Billing/Coding Certificate program consists of 44 quarter credit hours. Upon completion of the program, you will be awarded a certificate.

Program Outcomes

1. Administration: Perform administrative functions of medical billing and coding.
2. Technical: Apply computer literacy skills in managing electronic medical claims.
3. Foundational Knowledge: Demonstrate knowledge of coding and billing guidelines and requirements in the process of medical claims management.
5. Critical Thinking: Apply problem-solving skills to real and simulated health care scenarios.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

Upon completion of the program, you may be eligible to take the Certified Billing and Coding Specialist (CBCS) certification exam sponsored by the National Healthcareer Association (NHA), the Certified Coding Associate (CCA) certification exam sponsored by the American Health Information Management Association (AHIMA), the Certified Coding Specialist—Physician-based (CCS-P®) and Certified Coding Specialist (CCS®) exams offered by the American Health Information Management Association (AHIMA), and the Insurance and Coding Specialist (NCICS) certification exam sponsored by the National Center for Competency Testing (NCCT). You may be eligible for additional certifications once you attain professional experience.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI215</td>
<td>Reimbursement Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>HI253</td>
<td>Medical Coding I</td>
<td>5</td>
</tr>
<tr>
<td>HI255</td>
<td>Medical Coding II</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS140</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS215</td>
<td>Medical Insurance and Billing</td>
<td>3</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>HS292</td>
<td>Billing and Coding Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 44
Medical Office Administration Certificate

Description and Outcomes

The objective of the Medical Office Administration Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue entry-level positions in medical offices. The program concentrates on helping you develop skills to submit medical claims for reimbursement, process bills, and develop a working knowledge of various insurance plans as well as administrative procedures. The certificate program provides a broad education to help you develop advanced technical and communication skills.

Upon graduation, you may be eligible to take the examination given by the American Medical Technologists to become a Certified Medical Administrative Specialist (CMAS), the Certified Coding Associate (CCA) examination sponsored by the American Health Information Management Association (AHIMA), and the National Certified Medical Office Assistant (NCMOA) examination given by the National Center for Competency Testing. Refer to the Certification, State Board, and National Board Exams (p. 117) section for important program disclosure information.

Workplace duties may include appointment management and scheduling, medical records management, insurance processing, insurance coding and billing, and fundamentals of financial management. Competence in the field also requires that a medical office assistant display professionalism, communicate professionally, and provide instruction to patients.

Externship Experience

This program blends online coursework with an on-ground experience. If you enroll in the online program, you will need to complete a minimum 160-hour supervised externship in a physician’s office or clinic to complete the course of study. Refer to the General Policies (p. 88) section for criminal background check information and the Progression Requirements (p. 117) section for additional requirements.

Program Length

The Medical Office Administration Certificate program consists of a minimum of 57 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate in medical office administration.

Program Outcomes

Discipline-Specific Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of medical office staff.
3. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
4. Professionalism: Embody professional behaviors as defined by the disciplines of allied health.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

1. You will be withdrawn from the program if you are unable to successfully complete MO290 Medical Office Administration Externship and Evaluation and Evaluation on the second attempt.
2. Prior to beginning the first clinical experience, you must provide documentation of completion of an approved Health Care Provider CPR training course. Approved courses include: American Heart Association (Basic Life Support for the Healthcare Provider; Heartsaver CPR; and AED, Healthcare Provider), American Red Cross (Adult and Child CPR w/AED; CPR/AED for the Professional Rescuer; CPR/AED for the Professional Rescuer and Healthcare Provider; BLS/CPR for Healthcare and Public Safety; and BLS for Healthcare Providers), and ProCPR (ProFirst Aid blended course for Healthcare Providers).
3. As an online student, you must:
   a. Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
   b. Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
   c. Enroll in EL206 Academic Prior Learning Portfolio in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.

Certification, State Board, and National Board Exams

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

The Medical Office Administration Certificate program is designed to prepare you with the administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical administrative specialist. After completion of the program, you may be eligible to take the Certified Medical Administrative Specialist examination given by the American Medical Technologists and the Certified Coding Associate (CCA) examination sponsored by the American Health Information Management Association (AHIMA).
## Degree Plan
### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI215</td>
<td>Reimbursement Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>HI253</td>
<td>Medical Coding I</td>
<td>5</td>
</tr>
<tr>
<td>HI255</td>
<td>Medical Coding II</td>
<td>5</td>
</tr>
<tr>
<td>HS101</td>
<td>Medical Law and Bioethics</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>HS200</td>
<td>Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>HS210</td>
<td>Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>HS240</td>
<td>Medical Office Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MO250</td>
<td>Medical Records Management</td>
<td>3</td>
</tr>
<tr>
<td>MO270</td>
<td>Advanced Medical Office Management</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MO290</td>
<td>Medical Office Administration Externship and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Major Requirements 57

TOTAL CREDITS 57
School of Nursing
Mission Statement
The Kaplan University School of Nursing mission is to prepare and
develop a diverse population of undergraduate and graduate nursing
students to launch, enhance, and change health care careers that
contribute to the art and science of nursing. Our faculty are practitioners
and scholars who provide a state-of-the-art education within an
innovative and accessible learning environment. Our programs build
student knowledge and confidence to transform health care. Graduates
are prepared to effectively address health care priorities in local,
national, and global settings with enriched professional attributes in
evidence-based practice and scholarship, critical thinking, leadership,
interprofessional communication, and lifelong learning.

General Policies
Upon acceptance to a nursing program, you will receive the School of
Nursing Handbook. This handbook outlines policies and procedures
specific to the nursing programs, in addition to the below.

Admissions Requirements
In addition to Kaplan University’s general requirements, you must
complete a criminal background check, as required by applicable federal
and/or state regulatory agencies. See the Criminal Background Check
Policy below for more information.

Refer to the program-specific policy pages for additional admissions
requirements.

Criminal Background Check Policy
If you are a prospective or new student enrolled in an associate’s or
bachelor’s degree program in the School of Nursing, you must submit
a request for a criminal background check to the Kaplan University-
approved vendor prior to the first day of your first term. No funding will
be processed until an approved background check is on file. If your
background check is not approved by the end of the third week of your
first term, your enrollment will be cancelled.

Additional criminal background check information may be required
based on your state and/or clinical setting’s requirements. The state
of Iowa requires that criminal background checks include information
from the Iowa Department of Human Services relating to child abuse
and dependent adult abuse. If you reside in Iowa, you must authorize the
University to obtain this information.

Clinical Experiences
In particular phases of study, some courses include a clinical experience
that is to be completed without compensation.

Although you are supervised by professionals at your clinical site, you
must continue to participate in the online course activities and complete
all assignments.

You must meet the following eligibility requirements prior to starting a
clinical:

1. You may not have an incomplete grade (“I”) for any major course.
2. You must have a 2.0 GPA for any prior practicum or clinical
   experiences.

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

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

The University maintains affiliation agreements with a variety of facilities.
Some facilities may have special requirements that must be met. If you
have a particular interest in a facility with which the University is not
affiliated, you may bring this to the attention of the Clinical Coordinator
so the site may be evaluated.

If you are absent from clinical training, you must inform both the site and
the clinical instructor. You must comply will all attendance expectations
while completing a clinical experience.

Clinical sites may require a criminal background check or medical
examination.

Refer to the Progression Requirements section of the program-specific
policy pages for additional requirements.

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

The School of Nursing’s programs are designed to provide you with the
background and practical experience that meet state and nationally
recognized standards for such degrees; however, individual state
licensing requirements vary and are subject to change. Thus, Kaplan
University makes no representations or warranties as to whether the
degree programs meet the specific licensing requirements of any
individual state. The University suggests you independently research the
licensing requirements of any state in which you intend to seek licensure.

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

State laws may permit the use of marijuana for medicinal or recreational
use; however, federal laws prohibit the use, possession, and/or cultivation
of marijuana at educational institutions that are recipients of federal
funds. You will be required to undergo drug testing according to the Kaplan University School of Nursing Drug Screening Policy. Any student testing positive for marijuana or derivatives will not be allowed continued enrollment in the nursing program.

**Programs**

**Prelicensure Bachelor of Science in Nursing**

The Prelicensure Bachelor of Science in Nursing program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice. The program emphasizes professional growth and continuous learning, and features a capstone course and a professional development plan that includes career planning.

View Program Details (p. 121)

**Bachelor of Science in Nursing—RN-to-BSN**

If you are a registered nurse, the Bachelor of Science in Nursing—RN-to-BSN program could provide you with the education to enhance your skills, better meet the complex demands of health care, and pursue employment in numerous nursing and management specialties. Additionally, the program is designed as a foundation to help you pursue graduate nursing studies.

View Program Details (p. 125)

**Associate of Science in Nursing (Iowa and Nebraska)**

The Associate of Science in Nursing program is a prelicensure nursing education program. The program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice.

View Program Details (p. 131)
Prelicensure Bachelor of Science in Nursing

Description and Outcomes

The Prelicensure Bachelor of Science in Nursing program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice.

A Bachelor of Science in Nursing degree is considered essential for registered nurses seeking broader professional responsibilities and career opportunities. Baccalaureate-level nurses are typically generalists that provide direct and indirect patient care. The program emphasizes professional growth and continuous learning, and features a capstone course and a professional development plan that includes career planning.

Upon successful completion of the required plan of study and all other graduation requirements, you may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN®). Refer to the Certification, State Board, and National Board Exams (p. 122) section for important program disclosure information.

A Bachelor of Science in Nursing degree prepares members of the nursing profession who are effective in the integration of evidence as a foundation for practice. The program emphasizes professional growth and lifelong learning by building upon a foundation of the arts, sciences, and humanities. Program outcomes promote leadership in a culturally diverse and global health care system that is rapidly changing. Graduates are prepared to provide direct and indirect care for individuals, families, communities and populations.

The Prelicensure BSN program option provides a comprehensive foundation for the development of nurses who are safe, effective practitioners. Program outcomes align with professional nursing standards and guidelines. Using courses in the arts, sciences, and humanities as a foundation, the curriculum integrates several learning modes, including theory, lab, clinical, and simulation experiences that incorporate the knowledge, skills, and values essential for professional nursing practice. The core courses cover in-depth physical assessment, evidence-based practice, interprofessional collaboration, information technology, leadership, and public health nursing. Also, you may choose nursing electives, which can serve as precertification preparation for subspecialty areas of nursing, including hospice/palliative care nursing, transcultural nursing, faith community nursing, and holistic nursing. Delivery of the content is through distance and campus-based learning. Graduates are prepared to provide care across the lifespan, manage various health conditions along the wellness/illness continuum, and possess a foundation for progressively higher levels of nursing practice.

Program Length

The Prelicensure BSN option of the Bachelor of Science in Nursing program consists of a minimum of 182 quarter credit hours. Upon successful completion of the Prelicensure BSN program option, you will receive a Bachelor of Science in Nursing (BSN) degree.

Program Availability

Enrollment in the program is limited. Contact an Admissions Advisor for details.

Discipline-Specific Outcomes

1. Integrate theoretical and empirical knowledge from the arts, sciences, and humanities to support nursing practice.
2. Apply organizational and systems leadership concepts in providing safe, cost-effective, and quality nursing care.
3. Integrate evidence in planning, implementing, and evaluating outcomes of care.
4. Implement safe and appropriate use of informatics and emerging health care technologies in the delivery of nursing care.
5. Analyze the influence of power, politics, policy, finance, and regulatory guidelines on health systems and nursing practice.
6. Employ interprofessional communication to lead collaborative teams in delivering patient centered care.
7. Incorporate health promotion, prevention, and risk-reduction strategies to provide population-focused care.
8. Demonstrate clinical reasoning that reflects ethical and professional nursing values.
9. Deliver nursing care to individuals, families, groups, communities, and populations to achieve positive outcomes in a variety of health care settings.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

This program is only available to residents of the state of Maine who enroll at the Kaplan University, Augusta campus and to students who enroll at the Kaplan University, Omaha campus.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you have held prior health care licensure or certification, it may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

If applying for admission, you must:

1. Be at least 18 years old at the program’s start date.
2. Complete an informational interview with an admissions representative.
3. Submit proof of evidence of high school graduation or a GED certificate and official transcripts from all other colleges and universities.
4. Achieve a passing score on the standardized admission examination that evaluates basic academic skills. Additional information about the exam is available through the School of Nursing.
5. Complete an admissions interview conducted by the Director of Nursing or designee.

6. Complete enrollment activities, including submission of the Student Expectations Acknowledgment Form. You must also submit a request for a criminal background check (p. 19) to the Kaplan University-approved vendor prior to the first day of your first term. If an approved background check is not on file with the University prior to the first day of your first term, your enrollment will be cancelled.

7. Pay all applicable application fees.

**Progression Requirements**

1. You must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.

2. You will be withdrawn from the program if unable to successfully complete a course on the second attempt.

3. Prior to beginning any nursing major course, you must successfully complete the following science courses with a minimum grade of "B":

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td>5</td>
</tr>
</tbody>
</table>

   You will have one opportunity to repeat a course. If you fail to achieve a "B" on the second attempt, you will be dismissed from the program.

4. In order to remain enrolled in the program, you must submit proof of a negative result on drug/chemical substance testing by the deadline specified by the campus where you are enrolled. You must provide a valid, verifiable, current prescription and evidence of appropriate medical supervision for medications that may affect your academic or clinical performance during the nursing program. If you test positive and do not have a prescription as described above, you will not be permitted to start the program or re-enroll at a later date.

5. Prior to the start of the sequence of clinical courses, you will be required to submit the following:
   a. Proof of a physical exam no more than 1 year old. The exam must be signed by a medical doctor, physician assistant, doctor of osteopathy, or nurse practitioner.
   b. Documentation of required health examinations, tests, and immunizations.
   c. Current American Heart Association CPR certification (also called BLS) at the health care provider level; online and American Red Cross will not be accepted. Certification must be valid during your full tenue in the program.

   You may be required to pass a second criminal background check prior to beginning certain courses that require clinical experiences.

6. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for student nurse candidates. Failure to submit appropriate documentation to participate in clinical experiences by the deadline will result in dismissal from the University.

7. If you are enrolled in the Prelicensure Bachelor of Science in Nursing at the Omaha campus, you are required to complete your clinical experiences at various locations throughout the state of Maine. Faculty will assign you to a clinical site, and you will be supervised by a faculty clinical instructor. You are responsible for arranging and paying for your own transportation, housing, and availability to attend clinical experiences. Clinical locations may change at any time. You are required to complete all clinical activities assigned. Failure to meet clinical attendance requirements will result in failure of the course.

**Accelerated LPN-to-BSN (Omaha)**

In addition to meeting the above progression requirements, students enrolled in the Accelerated LPN-to-BSN must also meet the following requirements:

- Active, unrestricted LPN license
- Resume outlining at least 1 year of LPN experience
- Letter of recommendation indicating satisfactory LPN job performance from a supervisor who has worked with the LPN for at least 6 months
- Letter from the LPN applicant outlining interest in the LPN-to-BSN curriculum and requesting placement in the Accelerated LPN-to-BSN curriculum provided to the Director of Nursing at least 4 weeks before a scheduled Boot Camp session
- Successful completion of the LPN Boot Camp

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

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

The Prelicensure Bachelor of Science in Nursing program is designed to help you become academically and clinically qualified to provide outstanding patient care. Upon successful completion of the program of study, you may be academically prepared to apply to take the national licensure examination for registered nurses (NCLEX-RN®).

**Degree Plan**

**Program Requirements**

**Maine and Omaha**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SC115</td>
<td>Principles of Nutrition</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>SC156</td>
<td>Principles of Chemistry</td>
</tr>
<tr>
<td>or SS144 Sociology</td>
<td></td>
</tr>
<tr>
<td>SC435</td>
<td>Genetics</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
</tr>
<tr>
<td></td>
<td>Open Electives Requirements</td>
</tr>
<tr>
<td></td>
<td>Total Open Electives Requirements</td>
</tr>
<tr>
<td>NU301</td>
<td>Fundamentals of Nursing Care</td>
</tr>
<tr>
<td>NU301ME</td>
<td>Fundamentals of Nursing Care Clinical</td>
</tr>
<tr>
<td>NU305</td>
<td>Clinical Pharmacology</td>
</tr>
<tr>
<td>NU307</td>
<td>Physical Assessment</td>
</tr>
<tr>
<td>NU309</td>
<td>Pathophysiology for Nursing</td>
</tr>
<tr>
<td>NU310</td>
<td>Research Guided Evidence-Based Nursing Practice</td>
</tr>
<tr>
<td>NU311</td>
<td>Nursing Care of Adults I</td>
</tr>
<tr>
<td>NU311ME</td>
<td>Nursing Care of Adults I Clinical</td>
</tr>
<tr>
<td>NU321</td>
<td>Nursing Care of Childbearing Families</td>
</tr>
<tr>
<td>NU321ME</td>
<td>Nursing Care of Childbearing Families Clinical</td>
</tr>
<tr>
<td>NU327</td>
<td>Nursing Care of Children, Adolescents, and Families</td>
</tr>
<tr>
<td>NU327ME</td>
<td>Nursing Care of Children, Adolescents, and Families</td>
</tr>
<tr>
<td>NU330</td>
<td>Nursing Care of the Mental Health Patient and Family</td>
</tr>
<tr>
<td>NU330ME</td>
<td>Nursing Care of the Mental Health Patient and Family</td>
</tr>
<tr>
<td>NU341</td>
<td>Nursing Care of Adults II</td>
</tr>
<tr>
<td>NU341ME</td>
<td>Nursing Care of Adults II Clinical</td>
</tr>
<tr>
<td>NU411</td>
<td>Nursing Care of Adults III</td>
</tr>
<tr>
<td>NU411ME</td>
<td>Nursing Care of Adults III Clinical</td>
</tr>
<tr>
<td>NU418</td>
<td>Nursing Care of the Geriatric Patient</td>
</tr>
<tr>
<td>NU418ME</td>
<td>Nursing Care of the Geriatric Patient Clinical</td>
</tr>
<tr>
<td>NU422</td>
<td>Leadership, Management, Issues, and Trends in Nursing</td>
</tr>
<tr>
<td>NU452</td>
<td>Community-Based Nursing Care</td>
</tr>
<tr>
<td>NU452ME</td>
<td>Community-Based Nursing Care Clinical</td>
</tr>
<tr>
<td>NU496</td>
<td>Bachelor's Capstone in Nursing for Entry-Level Practice</td>
</tr>
<tr>
<td>NU496ME</td>
<td>Bachelor's Capstone in Nursing for Entry-Level Practice Clinical</td>
</tr>
<tr>
<td></td>
<td>Total Nursing Major Requirements</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
</tr>
</tbody>
</table>

1 Students enrolled at a Maine campus will take SS144 Sociology; students enrolled at the Omaha campus will take SC156 Principles of Chemistry.

### Omaha - Accelerated LPN-to-BSN

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SC115</td>
<td>Principles of Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>SC156</td>
<td>Principles of Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>or SS144 Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC435</td>
<td>Genetics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Open Electives Requirements</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Open Electives Requirements</td>
<td>10</td>
</tr>
<tr>
<td>NU302</td>
<td>Transitions I for LPN-to-BSN Students</td>
<td>4</td>
</tr>
<tr>
<td>NU302ME</td>
<td>Transitions I For LPN-to-BSN Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NU303</td>
<td>Transitions II for LPN-to-BSN Students</td>
<td>4</td>
</tr>
<tr>
<td>NU303NE</td>
<td>Transitions II for LPN-to-BSN Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NU305</td>
<td>Clinical Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>NU307</td>
<td>Physical Assessment</td>
<td>5</td>
</tr>
<tr>
<td>NU309</td>
<td>Pathophysiology for Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NU310</td>
<td>Research Guided Evidence-Based Nursing Practice</td>
<td>6</td>
</tr>
<tr>
<td>NU311</td>
<td>Nursing Care of Adults I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Nursing Major Requirements</td>
<td></td>
</tr>
<tr>
<td>NU330</td>
<td>Nursing Care of the Mental Health Patient and Family</td>
<td>4</td>
</tr>
<tr>
<td>NU330ME</td>
<td>Nursing Care of the Mental Health Patient and Family</td>
<td>2</td>
</tr>
<tr>
<td>NU341</td>
<td>Nursing Care of Adults II</td>
<td>5</td>
</tr>
<tr>
<td>NU341ME</td>
<td>Nursing Care of Adults II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>NU411</td>
<td>Nursing Care of Adults III</td>
<td>4</td>
</tr>
<tr>
<td>NU411ME</td>
<td>Nursing Care of Adults III Clinical</td>
<td>3</td>
</tr>
<tr>
<td>NU418</td>
<td>Nursing Care of the Geriatric Patient</td>
<td>4</td>
</tr>
<tr>
<td>NU418ME</td>
<td>Nursing Care of the Geriatric Patient Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NU422</td>
<td>Leadership, Management, Issues, and Trends in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NU452</td>
<td>Community-Based Nursing Care</td>
<td>4</td>
</tr>
<tr>
<td>NU452ME</td>
<td>Community-Based Nursing Care Clinical</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>NU311ME</td>
<td>Nursing Care of Adults I Clinical</td>
<td>5</td>
</tr>
<tr>
<td>NU341</td>
<td>Nursing Care of Adults II</td>
<td>5</td>
</tr>
<tr>
<td>NU341ME</td>
<td>Nursing Care of Adults II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>NU411</td>
<td>Nursing Care of Adults III</td>
<td>4</td>
</tr>
<tr>
<td>NU411ME</td>
<td>Nursing Care of Adults III Clinical</td>
<td>3</td>
</tr>
<tr>
<td>NU422</td>
<td>Leadership, Management, Issues, and Trends in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NU452</td>
<td>Community-Based Nursing Care</td>
<td>4</td>
</tr>
<tr>
<td>NU452ME</td>
<td>Community-Based Nursing Care Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NU496</td>
<td>Bachelor’s Capstone in Nursing for Entry-Level Practice</td>
<td>4</td>
</tr>
<tr>
<td>NU496ME</td>
<td>Bachelor’s Capstone in Nursing for Entry-Level Practice Clinical</td>
<td>5</td>
</tr>
</tbody>
</table>

Prior LPN Experience and Coursework \(^1\) 24

Total Nursing Major Requirements 103

TOTAL CREDITS 182

\(^1\) Students will be awarded 24 credits for successfully completing the Accelerated LPN-to-BSN (Omaha) progression requirements.
Bachelor of Science in Nursing—RN-to-BSN

Description and Outcomes

A Bachelor of Science in Nursing degree prepares members of the nursing profession who are effective in the integration of evidence as a foundation for practice. The program emphasizes professional growth and lifelong learning by building upon a foundation of the arts, sciences, and humanities. Program outcomes promote leadership in a culturally diverse and global health care system that is rapidly changing. Graduates are prepared to provide direct and indirect care for individuals, families, communities, and populations.

The RN-to-BSN program option provides registered nurses with the education to enhance their skills, better meet the complex demands of health care, and pursue employment in numerous nursing management and practice specialties. Program outcomes align with professional nursing standards and guidelines. The core courses cover in-depth physical assessment, evidence-based practice, and chronicity throughout the lifespan, interprofessional collaboration, information technology, leadership, case management, and public health nursing. Near the end of the program, you will create a professional development plan, a curriculum vitae (CV), and an ePortfolio displaying your coursework, which can be shared with future employers. Finally, the program is designed as a foundation to support registered nurses interested in pursuing graduate nursing studies.

Customizable Plan of Study

In addition, you may choose nursing electives in one of the following areas, which can prepare you for certifications recognized by the Magnet Recognition Program®:

- Hospice/palliative care nursing
- Transcultural nursing
- Faith community nursing
- Holistic nursing

Tracks of Study

The RN-to-BSN program option features two tracks of study: the advanced start track and standard track. You will enroll in the track relevant to your previously completed nursing program. If you enroll in the standard track, you will be provided with an individualized plan of study that will allow you to complete required coursework intended to provide a solid foundation for the bachelor’s degree curriculum.

ExcelTrack Option

The ExcelTrack option for the Bachelor of Science in Nursing—RN-to-BSN is designed to allow students with applicable skills, professional experience, and self-direction to accelerate their pace toward earning their degree. In the ExcelTrack option, there are no required weekly assignments or class hours per course—just one final comprehensive project. Students must take all modules of the master course outcome. All modules must be taken in sequential order. Students cannot test out of any part. With a few rare exceptions, ExcelTrack courses are divided into small one-credit courses that allow flexible course loads each term. ExcelTrack uses a term-based tuition model: the more courses students complete per term, the greater their cost savings. To determine if ExcelTrack is a good fit for you, speak to your Advisor. For more information on the policies governing ExcelTrack programs, see the academic policy (p. 6) section of the Catalog.

Accelerated Master of Science in Nursing Option

If you are interested in earning both a bachelor’s and master’s degree in nursing, consider the Accelerated Master of Science in Nursing option. Refer to the Progression Requirements (p. 126) section for details.

Program Length

The RN-to-BSN program option of the Bachelor of Science in Nursing program consists of a minimum of 180 quarter credit hours including the requisite associate’s degree, diploma, or certificate in nursing. In addition, you must also complete all prerequisites for the bachelor’s degree courses. Thus, you may need to complete more than the minimum number of credits required for the bachelor’s degree. Upon successful completion of the program, you will receive a Bachelor of Science in Nursing (BSN) degree.

Program Outcomes

Discipline-Specific Outcomes

1. Integrate theoretical and empirical knowledge from the arts, sciences, and humanities to support nursing practice.
2. Apply organizational and systems leadership concepts in providing safe, cost-effective, and quality nursing care.
3. Integrate evidence in planning, implementing, and evaluating outcomes of care.
4. Implement safe and appropriate use of informatics and emerging health care technologies in the delivery of nursing care.
5. Analyze the influence of power, politics, policy, finance, and regulatory guidelines on health systems and nursing practice.
6. Employ interprofessional communication to lead collaborative teams in delivering patient centered care.
7. Incorporate health promotion, prevention, and risk-reduction strategies to provide population-focused care.
8. Demonstrate clinical reasoning that reflects ethical and professional nursing values.
9. Deliver nursing care to individuals, families, groups, communities, and populations to achieve positive outcomes in a variety of health care settings.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).
If applying for admission, you must:

1. Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a nursing license comparable to a U.S. registered nurse license from the nation, province, or region where you are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. The University will verify the authenticity of all submitted foreign nursing licenses. If you are a recent graduate of an Associate of Science in Nursing program and have not yet passed the NCLEX-RN® exam, you may apply for admission through the prelicensure contingency enrollment procedures set forth below.

2. Possess an associate's degree, diploma, or certificate in nursing with a minimum of 50 quarter credit hours of eligible credit with a focus in nursing.

3. Have a cumulative GPA of 2.5 (out of 4.0) reflected on the transcript for the applicant’s nursing degree or apply for admission through the alternative admissions procedures set forth below.

**Alternative Admissions Options**

If you have a GPA between 2.0 and 2.5 from an accredited institution, you may apply for admission to the program by completing an Alternative Admissions Dean’s Evaluation.

The Dean of the School of Nursing or a designee will review your work history, transcripts, and resume and determine whether admission is appropriate. If you have a cumulative GPA below 2.5 and have not completed an Alternative Admissions Dean’s Evaluation, you will not be admitted to the program.

**Prelicensure Contingency Enrollment**

If you have graduated within the past 3 months from an Associate of Science in Nursing program, but have not yet taken or passed the NCLEX-RN® exam, you may apply for admission to the Bachelor of Science in Nursing—RN-to-BSN program by completing a Contingency Enrollment Dean’s Evaluation.

In addition to meeting the stated admissions requirements, the following documentation will be required at the time of application:

1. An unofficial transcript indicating a completed associate’s degree in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

2. A letter of recommendation submitted directly from the Director of Nursing/Dean or equivalent at the previous institution verifying your aptitude to undertake the NCLEX-RN exam and enroll in the Bachelor of Science in Nursing—RN-to-BSN program.

The Dean of the School of Nursing or a designee will determine if you may enroll.

If you are accepted under the terms of prelicensure contingency enrollment, you will be considered conditionally admitted and will also be required to:

1. Submit a request for a criminal background check (p. 19) to the Kaplan University-approved vendor prior to the first day of your first term. If your background check is not approved by the end of the third week of your first term, your enrollment will be cancelled.

2. Submit proof of a current, unencumbered license to practice as a registered nurse in at least one U.S. state by the end of the second term. This will indicate that you have successfully passed the NCLEX-RN exam.

If the proof of RN licensure is not submitted by the end of the second term, you will be blocked from classes until such documentation is provided. If, for any reason, you do not furnish proof of RN licensure by the end of the second term, or if the documentation submitted is found to be false, you will be subject to immediate dismissal from the University and the University will take all other appropriate actions. If you furnish valid proof of RN licensure after your dismissal, and all other requirements are met, you may be fully accepted into the Bachelor of Science in Nursing—RN-to-BSN and will only then be able to receive credit for all coursework completed. You must re-enroll through the Office of Returning Students.

**Requirements for Graduates of Foreign Nursing Programs**

If you graduated from a foreign nursing program, you must submit an official course-by-course evaluation of your nursing program to a foreign credential evaluation service. The University will accept an unofficial copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. or the equivalent educational verification that was required at the time of licensure in a foreign nation, province, or region. The official foreign credential evaluation must be received by the Prior Learning Assessment Center prior to the end of the first term.

The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at http://www.naces.org/members.htm or by another service approved by the University.

Due to the variation in structure of foreign nursing programs, it is not always possible to identify equivalent nursing courses in U.S. certificate, diploma, or associate’s degree programs. If, at the time of enrollment, you meet the following requirements, you may be approved for admission to the Bachelor of Science in Nursing—RN-to-BSN program:

- You are licensed as a registered nurse in at least one U.S. state or in the U.S. military or provide evidence of a nursing license comparable to a U.S. registered nurse license from a foreign nation, province, or region
- Your transcript evaluation reflects a minimum of 50 quarter credit hours of eligible credit with a focus in nursing

The School of Nursing will admit applicants on a case-by-case basis.

**Progression Requirements**

1. You must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5. If you have chosen the ExcelTrack option, you will adhere to the ExcelTrack grading scale (see Academic Grades and Marks (p. 39)).

2. You will be withdrawn from the program if unable to successfully complete a course on the second attempt.

3. The Bachelor of Science in Nursing—RN-to-BSN program has an articulation plan that allows you to obtain higher education academic credit and reduce repetition of previous coursework. The articulation options are determined using your state of residency and original transcripts from the certificate, diploma, or degree-granting institution. Your transcripts will be evaluated in their entirety for possible transfer of prior academic credits.

4. By the end of the first term, you must submit official transcripts indicating a completed associate’s degree, diploma, or certificate in
nursing. This same transcript must also show a cumulative GPA of 2.5 or higher from all previous coursework. Refer to the First-Term Responsibilities (p. 21) section for additional information.

**Accelerated Master of Science in Nursing Option**

If you choose to complete the Accelerated Master of Science in Nursing option, you will have the opportunity to complete up to three graduate courses (listed below) in place of open elective requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN501</td>
<td>Advanced Nursing Roles</td>
<td>5</td>
</tr>
<tr>
<td>MN502</td>
<td>Theoretical Foundations of Advanced Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN504</td>
<td>Scientific and Analytic Approaches to Advanced Evidence-Based Practice</td>
<td>5</td>
</tr>
</tbody>
</table>

If you choose this option, you will be subject to the graduate-level grading scale (p. 39) while enrolled in the graduate-level courses. Upon subsequent enrollment in the Master of Science in Nursing, the final grades from these courses will be applied to the Master of Science in Nursing degree plan and will count in the evaluation for satisfactory academic progress (p. 40).

**Criminal Background Check**

Before you are fully admitted into the program you must submit a request for a criminal background check (p. 19) to the Kaplan University-approved vendor prior to the first day of your first term. If your background check is not approved by the end of the third week of your first term, your enrollment will be cancelled.

**Graduation Requirements**

In addition to Kaplan University’s general graduation requirements (p. 50), you must achieve a minimum grade of “C” in each of the major and core requirements for the program. If you have chosen the ExcelTrack option, you will adhere to the ExcelTrack grading scale (see Academic Grades and Marks (p. 39)).

**Degree Plan**

**Program Requirements**

**RN-to-BSN - Advanced Start Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior Degree Requirements</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Total Prior Degree Requirements</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

**RN-to-BSN - Standard Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior Degree Requirements</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Total Prior Degree Requirements</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Prerequisite Requirements</td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td></td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics or MM212 College Algebra</td>
<td></td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
</tbody>
</table>

1 Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements.

2 Students who are interested in continuing on to pursue Kaplan University’s Master of Science in Nursing should consider the Accelerated Master of Science in Nursing option where students can take graduate-level courses in place of open electives.
### Bachelor of Science in Nursing—RN-to-BSN

#### SS236
*People, Power, and Politics - An Introduction to American Government*

#### SS250
*The Technological Revolution - A Social Scientific Approach*

**Total Core Requirements** 23

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU300</td>
<td>Professional Leadership Transitions</td>
<td>6</td>
</tr>
<tr>
<td>NU310</td>
<td>Research Guided Evidence-Based Nursing Practice</td>
<td>6</td>
</tr>
<tr>
<td>NU333</td>
<td>Health Assessment for the Nursing Professional</td>
<td>5</td>
</tr>
<tr>
<td>NU416</td>
<td>Chronicity Within Nursing Care Across the Life Span</td>
<td>6</td>
</tr>
<tr>
<td>NU420</td>
<td>Leadership and Management in the Changing Health Care Environment</td>
<td>6</td>
</tr>
<tr>
<td>NU450</td>
<td>Public Health Nursing - Population-Centered Health Care in the Community</td>
<td>6</td>
</tr>
<tr>
<td>NU499</td>
<td>Bachelor’s Capstone in Nursing</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements** 41

**Open Elective Requirements**

- 300/400 Level Nursing Electives 10
- Open Electives 2 56

**Total Open Elective Requirements** 66

**TOTAL CREDITS** 180

---

1. Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements.

2. Students who are interested in continuing on to pursue Kaplan University's Master of Science in Nursing should consider the Accelerated Master of Science in Nursing option where students can take graduate-level courses in place of open electives.

### ExcelTrack

#### Program Requirements

**RN-to-BSN - Advanced Start Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Degree Requirements 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior Degree or Diploma in Nursing</td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

**Total Prior Degree Requirements** 90

**Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td></td>
</tr>
<tr>
<td>CS204M1</td>
<td>Maintaining a Professional Presence</td>
<td>1</td>
</tr>
<tr>
<td>CS204M2</td>
<td>Professional Communication Skills and Online Presence</td>
<td>1</td>
</tr>
<tr>
<td>CS204M3</td>
<td>Professional Culture and Career Marketability</td>
<td>1</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>MM207M1</td>
<td>Examining Data</td>
<td>1</td>
</tr>
<tr>
<td>MM207M2</td>
<td>Graphical Methods</td>
<td>1</td>
</tr>
<tr>
<td>MM207M3</td>
<td>Variable Relationships</td>
<td>1</td>
</tr>
<tr>
<td>MM207M4</td>
<td>Applying Probability</td>
<td>1</td>
</tr>
<tr>
<td>MM207M5</td>
<td>Confidence Intervals</td>
<td>1</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC246M1</td>
<td>Introduction to Microbiology and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>SC246M2</td>
<td>Microbial Growth and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>SC246M3</td>
<td>Prokaryotic and Eukaryotic Microbes, Viruses, and Chemotherapy</td>
<td>1</td>
</tr>
<tr>
<td>SC246M4</td>
<td>Epidemiology, Microbial Pathogenicity, and Immunology</td>
<td>1</td>
</tr>
<tr>
<td>SC246M5</td>
<td>Environmental Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU200M1</td>
<td>The Humanities and Photography</td>
<td>1</td>
</tr>
<tr>
<td>HU200M2</td>
<td>Painting and Architecture</td>
<td>1</td>
</tr>
<tr>
<td>HU200M3</td>
<td>Theatre and Literature</td>
<td>1</td>
</tr>
<tr>
<td>HU200M4</td>
<td>Cinema and Music</td>
<td>1</td>
</tr>
<tr>
<td>HU200M5</td>
<td>Television and the Interrelationship of the Arts</td>
<td>1</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS236M1</td>
<td>The Constitution and Federalism</td>
<td>1</td>
</tr>
<tr>
<td>SS236M2</td>
<td>The Executive and Legislative Branches</td>
<td>1</td>
</tr>
<tr>
<td>SS236M3</td>
<td>The Judicial Branch and Civil Rights and Civil Liberties</td>
<td>1</td>
</tr>
<tr>
<td>SS236M4</td>
<td>Politics Today - Political Parties and Outside Interests</td>
<td>1</td>
</tr>
<tr>
<td>SS236M5</td>
<td>Politics Today - Domestic, Economic, and Foreign Policies</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Core Requirements** 23
NU416  Chronicity Within Nursing Care Across the Life Span
NU416M1 Strategies for Therapeutic Communication 1
NU416M2 Technology and Chronic Condition Self-Management 1
NU416M3 Factors That Influence Chronic Illness 1
NU416M4 Holistic Health Assessment 1
NU416M5 Applying Evidence to Chronic Care Management 1
NU416M6 Using Evidence to Maximize Wellness 1

NU420  Leadership and Management in the Changing Health Care Environment
NU420M1 Leadership Theory and Research 1
NU420M2 Change Agent to Diverse Populations 1
NU420M3 Organizational Structure 1
NU420M4 Quality of Care 1
NU420M5 Accountability of Care and Ethics 1
NU420M6 Communication Techniques and Working Relationships 1

NU450  Public Health Nursing - Population-Centered Health Care in the Community
NU450M1 Ethics, Equity, and Public Health Practices 1
NU450M2 Population Health Appraisal 1
NU450M3 Population Health Determinants 1
NU450M4 Collaborative Community Partnerships 1
NU450M5 Public Health System Analysis 1
NU450M6 Innovation and Strategic Planning 1
NU499  Bachelor's Capstone in Nursing 6

Total Major Requirements 41

Open Elective Requirements 2
300/400 Level Nursing Electives 10
Open Electives 16
Total Open Elective Requirements 26
TOTAL CREDITS 180

1 Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements.

2 Students who are interested in continuing on to pursue Kaplan University's Master of Science in Nursing should consider the Accelerated Master of Science in Nursing option where students can take graduate-level courses in place of open electives.

 RN-to-BSN - Standard Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Degree Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior Degree or Diploma in Nursing</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Total Prior Degree Requirements</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite Requirements 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td></td>
</tr>
<tr>
<td>CM107M1</td>
<td>Understanding What You Read - A Pathway to Reading and Writing Success</td>
<td></td>
</tr>
<tr>
<td>CM107M2</td>
<td>Using Language Appropriate to Audience and Writing Situation</td>
<td></td>
</tr>
<tr>
<td>CM107M3</td>
<td>Writing an Effective Academic Essay</td>
<td></td>
</tr>
<tr>
<td>CM107M4</td>
<td>Locating, Integrating, and Citing Reliable and Relevant Sources</td>
<td></td>
</tr>
<tr>
<td>CM107M5</td>
<td>Writing Effective Professional Documents</td>
<td></td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td></td>
</tr>
<tr>
<td>CM220M1</td>
<td>Defining Effective Communication in Different Contexts</td>
<td></td>
</tr>
<tr>
<td>CM220M2</td>
<td>Constructing Logical Arguments</td>
<td></td>
</tr>
<tr>
<td>CM220M3</td>
<td>Using Research to Support Academic and Professional Assertions</td>
<td></td>
</tr>
<tr>
<td>CM220M4</td>
<td>Articulating a Strong Written Argument</td>
<td></td>
</tr>
<tr>
<td>CM220M5</td>
<td>Communicating Solutions With Digital Media</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>MM212M1</td>
<td>Factoring and Polynomials</td>
<td></td>
</tr>
<tr>
<td>MM212M2</td>
<td>Analyzing Rational and Radical Equations</td>
<td></td>
</tr>
<tr>
<td>MM212M3</td>
<td>Solving Linear Equations and Graphing</td>
<td></td>
</tr>
<tr>
<td>MM212M4</td>
<td>Solving Quadratic Equations</td>
<td></td>
</tr>
<tr>
<td>MM212M5</td>
<td>Solving Exponential and Logarithmic Equations</td>
<td></td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td></td>
</tr>
<tr>
<td>CS204M1</td>
<td>Maintaining a Professional Presence</td>
<td>1</td>
</tr>
<tr>
<td>CS204M2</td>
<td>Professional Communication Skills and Online Presence</td>
<td>1</td>
</tr>
<tr>
<td>CS204M3</td>
<td>Professional Culture and Career Marketability</td>
<td>1</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>MM207M1</td>
<td>Examining Data</td>
<td>1</td>
</tr>
<tr>
<td>MM207M2</td>
<td>Graphical Methods</td>
<td>1</td>
</tr>
<tr>
<td>MM207M3</td>
<td>Variable Relationships</td>
<td>1</td>
</tr>
<tr>
<td>MM207M4</td>
<td>Applying Probability</td>
<td>1</td>
</tr>
<tr>
<td>MM207M5</td>
<td>Confidence Intervals</td>
<td>1</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC246M1</td>
<td>Introduction to Microbiology and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>SC246M2</td>
<td>Microbial Growth and Genetics</td>
<td>1</td>
</tr>
<tr>
<td>SC246M3</td>
<td>Prokaryotic and Eukaryotic Microbes, Viruses, and Chemotherapy</td>
<td>1</td>
</tr>
<tr>
<td>SC246M4</td>
<td>Epidemiology, Microbial Pathogenicity, and Immunology</td>
<td>1</td>
</tr>
<tr>
<td>SC246M5</td>
<td>Environmental Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>1</td>
</tr>
<tr>
<td>HU200M1</td>
<td>The Humanities and Photography</td>
<td>1</td>
</tr>
<tr>
<td>HU200M2</td>
<td>Painting and Architecture</td>
<td>1</td>
</tr>
<tr>
<td>HU200M3</td>
<td>Theatre and Literature</td>
<td>1</td>
</tr>
<tr>
<td>HU200M4</td>
<td>Cinema and Music</td>
<td>1</td>
</tr>
<tr>
<td>HU200M5</td>
<td>Television and the Interrelationship of the Arts</td>
<td>1</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>1</td>
</tr>
<tr>
<td>SS236M1</td>
<td>The Constitution and Federalism</td>
<td>1</td>
</tr>
<tr>
<td>SS236M2</td>
<td>The Executive and Legislative Branches</td>
<td>1</td>
</tr>
</tbody>
</table>

Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements.

Students who are interested in continuing on to pursue Kaplan University's Master of Science in Nursing should consider the Accelerated Master of Science in Nursing option where students can take graduate-level courses in place of open electives.
### Bachelor of Science in Nursing—RN-to-BSN

**SS236M3**  The Judicial Branch and Civil Rights and Civil Liberties  1
**SS236M4**  Politics Today - Political Parties and Outside Interests  1
**SS236M5**  Politics Today - Domestic, Economic, and Foreign Policies  1

**Total Core Requirements**  23

**Major Requirements**

**NU300**  Professional Leadership Transitions  
**NU300M1**  Leading in Excellence  1
**NU300M2**  Leading in a Diverse World  1
**NU300M3**  Leading in Evidence-Based Practice  1
**NU300M4**  Leading in Health Care Technology  1
**NU300M5**  Leading in Professionalism  1
**NU300M6**  Leading in Health and Wellness  1

**NU310**  Research Guided Evidence-Based Nursing Practice  
**NU310M1**  Components and Models  1
**NU310M2**  Credibility of Sources  1
**NU310M3**  Theory and Nursing Research Connections  1
**NU310M4**  Ethical Research Principles  1
**NU310M5**  Clinically Relevant Interprofessional Practice  1
**NU310M6**  Best Practice to Improve Patient Outcomes  1

**NU333**  Health Assessment for the Nursing Professional  
**NU333M1**  Comprehensive Holistic Assessment and History  1
**NU333M2**  Assessment Techniques for Skin, Hair, Nails, and Head  1
**NU333M3**  Assessment Techniques for Thorax and Abdomen  1
**NU333M4**  Musculoskeletal and Neurological Assessment  1
**NU333M5**  Comprehensive Holistic Health Assessment  1

**NU416**  Chronicity Within Nursing Care Across the Life Span  
**NU416M1**  Strategies for Therapeutic Communication  1
**NU416M2**  Technology and Chronic Condition Self-Management  1
**NU416M3**  Factors That Influence Chronic Illness  1
**NU416M4**  Holistic Health Assessment  1
**NU416M5**  Applying Evidence to Chronic Care Management  1
**NU416M6**  Using Evidence to Maximize Wellness  1

**NU420**  Leadership and Management in the Changing Health Care Environment  
**NU420M1**  Leadership Theory and Research  1
**NU420M2**  Change Agent to Diverse Populations  1
**NU420M3**  Organizational Structure  1
**NU420M4**  Quality of Care  1
**NU420M5**  Accountability of Care and Ethics  1
**NU420M6**  Communication Techniques and Working Relationships  1

**NU450**  Public Health Nursing - Population-Centered Health Care in the Community  
**NU450M1**  Ethics, Equity, and Public Health Practices  1
**NU450M2**  Population Health Appraisal  1
**NU450M3**  Population Health Determinants  1
**NU450M4**  Collaborative Community Partnerships  1
**NU450M5**  Public Health System Analysis  1
**NU450M6**  Innovation and Strategic Planning  1

**NU499**  Bachelor’s Capstone in Nursing  6

**Total Major Requirements**  41

**Open Elective Requirements**

| 300/400 Level | Nursing Electives | 10 |
| Open Electives |  | 56 |

**Total Open Elective Requirements**  66

**TOTAL CREDITS**  180

---

1. Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements.

2. Students who are interested in continuing on to pursue Kaplan University’s Master of Science in Nursing should consider the Accelerated Master of Science in Nursing option where students can take graduate-level courses in place of open electives.
Associate of Science in Nursing (Iowa and Nebraska)

Description and Outcomes

The Associate of Science in Nursing program is a prelicensure nursing education program. The program offers a dynamic curriculum designed to organize and integrate content, skills, and procedures, increase your knowledge and competence, and provide the foundation for progressively higher levels of nursing practice.

Upon successful completion of the required plan of study and all other graduation requirements, you may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN®). Refer to the Certification, State Board, and National Board Exams (p. 132) section for important program disclosure information. If you complete the associate's degree and successfully pass the NCLEX-RN, you will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree-completion program.

The Associate of Science in Nursing program admits students who have no prior health care experience as well as individuals who have completed a practical nursing program.

Effective November 8, 2017, this program is no longer accepting enrollments at the Cedar Falls, IA campus.

Clinical Experiences

The program blends online coursework with on-ground, facility-based clinical experiences. Refer to the Progression Requirements (p. 131) section and the Clinical Experiences (p. 119) section for details.

Program Length

The Associate of Science in Nursing program consists of a minimum of 110 quarter credit hours. Upon successful completion of the program, you will receive an associate of science degree.

Program Availability

Enrollment in the program is limited. Contact an Admissions Advisor for details.

Program Outcomes

Discipline-Specific Outcomes

1. Foundational Nursing Skills: Integrate the nursing process into caring for clients at different levels along the health–wellness continuum.
2. Professional Roles: Integrate knowledge from nursing and other disciplines into the delivery of competent, culturally sensitive, and developmentally appropriate care.
3. Leadership: Utilize leadership and management skills within the scope of identified roles for the associate's degree graduate.
5. Health Care Technology: Demonstrate safe and appropriate performance of nursing skills including using various technologies within the health care delivery system.
6. Values: Integrate ethical decision making and legal considerations into professional practice.
7. Communication: Apply effective communication skills within the professional role.
8. Professional Development Plan: Analyze one's own professional growth and progress toward the achievement of self-initiated goals.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Associate of Science in Nursing program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you have held prior health care licensure or certification, it may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

If you have passed the NCLEX-PN® and hold an active PN license, you must possess an active, unencumbered LPN license in the states in which you hold licensure. If you are a graduate of the University's Practical Nursing Diploma program, you must be in good academic standing and have no Code of Conduct violations (p. 30).

Two weeks prior to the beginning of any course with a clinical component, you may be required to submit current American Heart Association CPR Certification (also called BLS) at the Healthcare Provider Level; online and the American Red Cross will not be accepted. Certification must be valid during your full tenure in the program.

Prior to enrollment, you must:

1. Be at least 18 years old at the program's start date.
2. Complete an informational interview with an admissions representative.
3. Achieve the minimum required scores on the entrance assessment tests, as required by the School of Nursing.
4. Complete enrollment activities including the Student Expectations Acknowledgment Form.
5. Pay all applicable application fees.
6. Submit a request for a criminal background check (p. 19) to the Kaplan University-approved vendor prior to the first day of your first term. If your criminal background check is not approved by the end of the third week of your first term, your enrollment will be cancelled.

Progression Requirements

1. You must achieve a minimum grade of “C” in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.
2. You will be withdrawn from the program if unable to successfully complete a course on the second attempt.

3. You must complete your clinical experiences in Polk or the surrounding counties for the Des Moines, Iowa, campus and Linn or the surrounding counties for the Cedar Rapids, Iowa, campus. If you are enrolled in the program at the Cedar Falls, Iowa, campus, you must complete your clinical experiences in Black Hawk or the surrounding counties. If you remain enrolled in the program at the Lincoln, Nebraska campus, you must complete your clinical experiences in Lancaster or the surrounding counties. During clinical experiences, you will be supervised by a faculty clinical instructor.

4. After enrollment, you must complete and/or submit the following prior to starting coursework:
   - Evidence of high school graduation or a GED certificate
   - Official transcripts from all other colleges, universities, and/or vocational schools attended, if applicable
   - Admissions interview conducted by the Director of Nursing (DON) or a designee

5. In order to remain enrolled in the program, proof of the following is required:
   - Negative result on drug/chemical substance testing. You must provide a valid, verifiable, current prescription for medications you are presently taking. If you test positive and do not have a prescription as described above, you will not be permitted to start the program or re-enroll at a later date.

Graduation Requirements

You must meet the following graduation requirements in addition to Kaplan University's general requirements (p. 50):

1. Achieve a minimum grade of "C" in each of the major and core requirements for the program.
2. Successfully complete all clinical nursing courses with a minimum grade of "C" for the didactic portion of the courses and a grade of "S" (satisfactory) for the clinical portion of the courses. Failure to complete the clinical portion of a course will result in failure of the entire course.
3. Comply with all applicable policies and requirements related to the clinical educational experiences

Certification, State Board, and National Board Exams

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

The Associate of Science in Nursing program is designed to help you become academically and clinically qualified to provide outstanding patient care. Upon successful completion of the program of study, you may be academically prepared to apply to take the national licensure examination for registered nurses (NCLEX-RN®).

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>HS111</td>
<td>Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>SS144</td>
<td>Sociology</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements: 35 credits

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU102</td>
<td>Nursing Fundamentals</td>
<td>7</td>
</tr>
<tr>
<td>NU104</td>
<td>Pathophysiology for Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NU107</td>
<td>Pharmacology for Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NU114</td>
<td>Medical-Surgical Nursing I</td>
<td>8</td>
</tr>
<tr>
<td>NU123</td>
<td>Maternal Infant Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NU133</td>
<td>Medical-Surgical Nursing II</td>
<td>7</td>
</tr>
<tr>
<td>NU223</td>
<td>Pediatric Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NU242</td>
<td>Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NU262</td>
<td>Medical-Surgical Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NU280</td>
<td>Leadership and Trends in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>SC131</td>
<td>Human Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>NU297</td>
<td>Capstone</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Major Requirements: 75 credits

TOTAL CREDITS: 110

The number of additional electives required will be based on the number of credits needed to meet individual state education requirements for nursing students.
College of Social and Behavioral Sciences

Mission Statement
The College of Social and Behavioral Sciences prepares undergraduate and graduate students to become professionals, leaders, and change agents in their chosen fields and communities. We offer a variety of academic programs that support career paths that make a difference in response to human societal causes, issues, and needs. Program offerings focus on the knowledge required within these fields as well as ethics, decision making, communication, and critical thinking skills.

General Policies
Please refer to the individual program pages for program-specific policies and the Policy Information (p. 50) section for general Kaplan University policies.

Notice to Students
If you cannot pass a background check, you will likely experience limitations and/or restrictions on employment opportunities.

Before you are fully admitted into one of the following programs, you must submit a request for a criminal background check (p. 19) to the Kaplan University-approved vendor prior to the first day of your first term. If your criminal background check is not approved by the end of the third week of your first term, your enrollment will be cancelled.

- Bachelor of Science in Corrections
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Fire and Emergency Management
- Bachelor of Science in Fire Science
- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Criminal Justice and Criminology
- Associate of Applied Science in Fire Science
- Associate of Applied Science in Public Safety and Security
- Corrections Certificate
- Crime Scene Technician Certificate
- Management and Supervision Certificate in Criminal Justice
- Private Security Certificate

Licensing and/or certification requirements may vary from state to state. It is your responsibility to become familiar and comply with the licensing/certification requirements in your respective state.

It is your responsibility to inquire about current employment, certification, licensing, registration, and externship requirements prior to enrolling in one of the programs noted above.

Onsite Students
If you are a continuing campus student admitted prior to April 15, 2009, and enrolled in one of the programs noted above, you will be required to complete a national criminal background check prior to participating in firearms training activities. You will not be permitted to participate in any firearms training or simulation activities if information reveals a felony conviction or other issue that the College of Social and Behavioral Sciences deems unacceptable.

Progression Requirements

Accelerated Master’s Degree Options
If you are enrolled in an eligible bachelor’s degree program and wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Psychology, Master of Science in Human Services, or Master of Science in Legal Studies, you may be eligible to complete one of the below accelerated master’s degree options.

Eligible Degree Programs
Eligible degree programs include:

- Bachelor of Science in Communication
- Bachelor of Science in Corrections
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Early Childhood Administration
- Bachelor of Science in Early Childhood Development
- Bachelor of Science in Environmental Policy and Management
- Bachelor of Science in Fire and Emergency Management
- Bachelor of Science in Fire Science
- Bachelor of Science in Human Services
- Bachelor of Science in Human Services in Youth/Family Services and Administration
- Bachelor of Science in Legal Studies
- Bachelor of Science in Legal Support and Services
- Bachelor of Science in Liberal Studies
- Bachelor of Science in Paralegal Studies
- Bachelor of Science in Psychology
- Bachelor of Science in Psychology in Addictions
- Bachelor of Science in Psychology in Applied Behavior Analysis
- Bachelor of Science in Psychology in Industrial/Organizational Psychology

Accelerated Master’s Degree Qualifications
In order to qualify for an accelerated master’s degree option, you must meet the following criteria:

- Possess and maintain a minimum cumulative GPA of 3.0
- Obtain a grade of "B" or above in each of the master's-level courses
- Have at least 15 or 20 credits of open electives available in your degree plan, depending on master’s degree selected
- Have completed between 30 and 100 quarter credit hours in your bachelor’s degree program including any credits received for prior learning
- Submit an essay providing detailed career goals and associated reasons for enrolling in the appropriate master’s degree program

Please refer to the individual sections below for additional requirements.

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

You should consult with your Education Advisor to ensure that you are eligible for an accelerated master’s degree option and discuss any financial aid implications with your Financial Aid Officer.
You may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

**Accelerated Master of Public Administration Option**

If you are interested in continuing on to pursue a Kaplan University Master of Public Administration, you may take the following graduate-level courses in place of open electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP500</td>
<td>Public Administration and Management</td>
<td>5</td>
</tr>
<tr>
<td>PP510</td>
<td>Leadership in the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>PP520</td>
<td>Finance and the Administration of Public Funds</td>
<td>5</td>
</tr>
<tr>
<td>PP530</td>
<td>Human Resource Management in the Public Sector</td>
<td>5</td>
</tr>
</tbody>
</table>

**Accelerated Master of Science in Human Services Option**

If you are interested in continuing on to pursue a Kaplan University Master of Science in Human Services, you may be eligible to take the following graduate-level human services courses in place of open electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN501</td>
<td>Human Development and Human Behavior in Context</td>
<td>5</td>
</tr>
<tr>
<td>HN502</td>
<td>History, Multiculturalism, and Diversity in Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN510</td>
<td>Professional Ethics and Personal Values</td>
<td>5</td>
</tr>
</tbody>
</table>

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

If you are interested in continuing on to pursue a Kaplan University Master of Science in Legal Studies, you may take the following graduate-level courses in place of open electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS500</td>
<td>Legal Methods and Process</td>
<td>5</td>
</tr>
<tr>
<td>LS501</td>
<td>Ethics and the Professional</td>
<td>5</td>
</tr>
<tr>
<td>LS502</td>
<td>Legal Research, Analysis, and Writing</td>
<td>5</td>
</tr>
<tr>
<td>LS503</td>
<td>Jurisprudence and Legal History</td>
<td>5</td>
</tr>
</tbody>
</table>

**Accelerated Master of Science in Psychology Option**

If you are interested in continuing on to pursue a Kaplan University Master of Science in Psychology, you may be eligible to take the following graduate-level psychology courses in place of open electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
</tbody>
</table>

**Programs**

### Bachelor of Science in Communication

The Bachelor of Science in Communication program is designed to provide you with the skills to become an effective communicator in today’s competitive, global workplace. The interdisciplinary approach combines both theory and application, enabling you to gain a critical understanding of social issues, new media, and effective writing and speaking skills.

View Program Details (p. 139)

### Bachelor of Science in Corrections

The Bachelor of Science in Corrections program is designed to offer a level of academic study that provides you with a solid foundation in criminal justice and specialized knowledge in the field of corrections. The baccalaureate program focuses on the correctional professional, performing research, and utilizing analytical skills; characteristics that are much sought after by today’s correctional staff and administrators.

View Program Details (p. 141)

### Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice program is designed to offer a level of academic study that provides you with a solid foundation in criminal justice and a broad liberal arts knowledge base. The baccalaureate program combines the professional skills of various specialized areas of criminal justice with research and analytical skills.

View Program Details (p. 143)

### Bachelor of Science in Early Childhood Administration

The Bachelor of Science in Early Childhood Administration builds on the foundations of early childhood development best practices while preparing you to administer early childhood programs focusing on children from birth through age 8. Foundation coursework concentrates on growth and development, applied theory, health and nutrition, lesson planning, business administration, program leadership and advocacy, current issues and trends, ethics and professionalism, and strategies for building family and community relationships in a diverse society in the early childhood field.

View Program Details (p. 145)
Bachelor of Science in Early Childhood Development
(Not Accepting Enrollments, Effective November 11, 2015)

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

View Program Details (p. 147)

Bachelor of Science in Environmental Policy and Management

The Bachelor of Science in Environmental Policy and Management program offers an interdisciplinary opportunity to study environmental issues and policy from a perspective that explores the interrelationship between public and private sectors and society, economics, and the environment. The program focuses on the environment in conjunction with a set of core courses in science, economics, and policy.

View Program Details (p. 150)

Bachelor of Science in Fire and Emergency Management

The Bachelor of Science in Fire and Emergency Management program is designed for emergency services personnel and addresses the new challenges in technology, human resource management, and fiscal responsibility. This bachelor’s degree is designed to empower you to pursue leadership roles that include managing all aspects of modern fire, EMS, and emergency preparedness agencies.

View Program Details (p. 152)

Bachelor of Science in Fire Science

The Bachelor of Science in Fire Science is designed to provide you with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics.

View Program Details (p. 154)

Bachelor of Science in Human Services (Not Accepting Enrollments, Effective October 19, 2016)

The Bachelor of Science in Human Services program draws from multiple disciplines, such as health services, psychology, sociology, law, and criminal justice, to help prepare you to meet the complex challenges of the twenty-first century in the growing field of human services. The program is designed to help you gain the skills, knowledge, attitudes, and experience to assess, intervene, and evaluate the situations of the most vulnerable in our society in order to provide services that respond to the needs of clients.

View Program Details (p. 156)

Bachelor of Science in Human Services in Youth/Family Services and Administration

The Bachelor of Science in Human Services in Youth/Family Services and Administration program draws from multiple disciplines, such as developmental psychology, sociology, law, and criminal justice, to help prepare you to meet the complex challenges in the growing field of human services. You will be prepared to enter careers in family and youth services, social services and administration, juvenile and family law, program planning, case management, and community advocacy.

View Program Details (p. 158)

Bachelor of Science in Legal Studies (Not Accepting Enrollments, Effective October 19, 2016)

The Bachelor of Science in Legal Studies program is designed to provide you with an education that incorporates the study of law (and related disciplines) with the development of both practical and analytical skills.

View Program Details (p. 160)

Bachelor of Science in Legal Support and Services

The Bachelor of Science in Legal Support and Services program is designed to offer a broad-based foundation in the knowledge of the law and other related practical study areas, in conjunction with the practical and technical skills and competencies required of various professions in the legal field. Comprehensive study in areas such as legal research and writing, American justice system, legal ethics, legal philosophy, and various legal disciplines help prepare you for diverse career opportunities.

View Program Details (p. 162)

Bachelor of Science in Liberal Studies

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

View Program Details (p. 164)

Bachelor of Science in Paralegal Studies (Not Accepting Enrollments, Effective November 11, 2015)

The Bachelor of Science in Paralegal Studies program is designed to prepare you to pursue a career as a paralegal as well as for advancement if you are already working in the field. The baccalaureate program is designed to combine the technical skills of various specialized areas of law with research, practical, technological, and analytical skills.

View Program Details (p. 166)

Bachelor of Science in Political Science (Currently Not Accepting Enrollments)

The Bachelor of Science in Political Science program is designed to help you develop an understanding of the interconnected issues and...
challenges that confront governing bodies and society locally, regionally, nationally, and globally. The study of politics and political science is broad and interdisciplinary; therefore, the program focuses on the historical, global, current, and future approaches to political theories and the application of those theories to the creation of political institutions and policy.

View Program Details (p. 168)

**Bachelor of Science in Psychology**
*(Not Accepting Enrollments, Effective November 11, 2015)*

The program's curriculum is designed to provide you with content knowledge of the major concepts, values, theories, psychological studies, research methods, and historical trends in psychology as they apply to human behavior, learning, and development. Courses are designed to help you develop and use psychological skills, critical thinking, and the scientific approach to problem solving to evaluate behavior and mental processes while applying psychological principles to personal, social, and organizational issues.

View Program Details (p. 170)

**Bachelor of Science in Psychology in Addictions**

The Bachelor of Science in Psychology in Addictions provides you with content knowledge of the major concepts, values, theories, psychological studies, research methods, and historical trends in psychology as they apply to the many aspects of addiction science, assessment, prevention, intervention, treatment, and case management.

View Program Details (p. 172)

**Bachelor of Science in Psychology in Applied Behavior Analysis**

The Bachelor of Science in Psychology in Applied Behavior Analysis (ABA) degree provides you with the knowledge, skills, and abilities necessary to prepare for graduate study or to work effectively with individuals in a variety of settings. This program provides an examination of the design, analysis, and application of learning theories and behavioral principles.

View Program Details (p. 174)

**Bachelor of Science in Psychology in Industrial/Organizational Psychology**

The Bachelor of Science in Psychology in Industrial/Organizational Psychology program provides foundational preparation for a variety of roles in business, government, and nonprofit organizations utilizing rigor and methods of psychology as applied to issues of critical relevance and to organizational effectiveness: talent management, coaching, assessment, selection, training, organizational development, performance (i.e., improvement, management), and work-life balance.

View Program Details (p. 176)

**Associate of Applied Science in Criminal Justice**
*(Not Accepting Enrollments, With the Exception of Military Servicemembers and Veterans, Effective November 11, 2015)*

The Associate of Applied Science in Criminal Justice program is designed to prepare you with applied knowledge, technical skills, communication abilities, and general knowledge to pursue a wide range of entry-level positions in the field of criminal justice. Upon graduation, you may pursue employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services.

View Program Details (p. 178)

**Associate of Applied Science in Criminal Justice and Criminology**

The Associate of Applied Science in Criminal Justice and Criminology program provides a foundation in criminological, sociological, and psychological theories. Applied knowledge, technical skills, and communication abilities gained within this program offers you the ability to pursue or advance your career in a wide range of positions in the field of criminal justice, including law enforcement, criminological research, crime analysis, the courts, adult and juvenile justice, and public safety.

View Program Details (p. 179)

**Associate of Applied Science in Early Childhood Development**
*(Currently Not Accepting Enrollments)*

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

View Program Details (p. 180)

**Associate of Applied Science in Fire Science**

The Associate of Applied Science in Fire Science is designed to provide you with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics.

View Program Details (p. 181)

**Associate of Applied Science in Human Services**
*(Not Accepting Enrollments, Effective November 11, 2015)*
The Associate of Applied Science in Human Services program draws from multiple disciplines, such as health services, psychology, sociology, law, and criminal justice, to help prepare you to meet the complex challenges of the twenty-first century in the growing field of human services. The program is designed to help you gain the introductory skills, knowledge, and attitudes to assess the situations of the most vulnerable in our society in order to provide services that respond to the needs of clients.

View Program Details (p. 182)

**Associate of Applied Science in Legal Support and Services**

The Associate of Applied Science in Legal Support and Services program is designed to offer a broad-based foundation in the knowledge of the law and other related practical study areas, in conjunction with the practical and technical skills and competencies required of various professions in the legal field. Comprehensive study in areas such as legal research and writing, civil litigation, legal ethics, torts, and various legal disciplines help prepare you for diverse career opportunities.

View Program Details (p. 184)

**Associate of Applied Science in Paralegal Studies**

*(Not Accepting Enrollments, Effective November 11, 2015)*

The Associate of Applied Science in Paralegal Studies program is designed to offer a level of training that provides you with knowledge of the law and paralegal studies, in conjunction with the practical and technical skills and competencies required of the profession. Comprehensive study in areas such as legal research and writing, litigation, contracts, legal ethics, torts, and various legal disciplines help prepare you for diverse career opportunities.

View Program Details (p. 185)

**Associate of Applied Science in Public Safety and Security**

The Associate of Applied Science in Public Safety and Security is created around a variety of public service disciplines including emergency management, law enforcement, corporate security, loss prevention, private investigations, and security. This program is designed to provide you with the foundational skills, knowledge, and communication abilities needed in today’s fast-paced world of public safety at the private and governmental levels.

View Program Details (p. 186)

**Applied Behavior Analysis Postbaccalaureate Certificate**

If you are interested in expanding your knowledge of applied behavior analysis in order to meet the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst®Examination, consider the Applied Behavior Analysis Postbaccalaureate Certificate program.

View Program Details (p. 188)

**Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate**

The Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate program is designed for practicing educators who work with children from birth to age 8 and are interested in developing additional competencies for working with young children with ASDs.

View Program Details (p. 190)

** Corrections Certificate**

The Corrections Certificate program is designed to prepare you to pursue entry-level and supervisory positions in today’s complex corrections environment. The field of corrections provides a variety of job opportunities, and correctional officers perform a variety of law enforcement roles in supervising and maintaining security in correctional facilities.

View Program Details (p. 191)

**Crime Scene Technician Certificate**

The Crime Scene Technician Certificate program is designed to provide you with a foundational understanding of the analytical procedures used by crime scene technicians, as well as the documentation, collection, and preservation processes employed to handle evidence. Program coursework will cover evidentiary procedures in a criminal investigation, such as locating, collecting, and analyzing crime scene evidence, handling and processing physical evidence, identifying the boundaries of a crime scene, managing a crime scene, and searching the crime scene for specific types of evidence that can be used in a criminal prosecution.

View Program Details (p. 192)

**Human Services Certificate in Child and Family Services**

The Human Services Certificate in Child and Family Services is designed for individuals who want to secure a position or potential promotion in the field of human services. The curriculum will introduce you to child and family services and provide basic skills and general knowledge.

View Program Details (p. 193)

**Human Services Certificate in Elder Care Services**

The Human Services Certificate in Elder Care Services is designed for individuals who wish to enter the field of gerontology with a basic foundation centered on working with the older adult population. The curriculum will introduce and enhance basic skills as well as focus on some of the specific knowledge required of a human services professional who has a goal of working in elder care services.

View Program Details (p. 194)

**Legal Secretary Certificate**

The Legal Secretary Certificate program is designed to provide you with an introduction to legal secretarial skills and enhance your abilities on the job. Coursework focuses on the role of the paralegal in the civil litigation
process and helps you develop the skills necessary for effective legal writing, document processing, and use of software applications.

View Program Details (p. 195)

**Management and Supervision Certificate in Criminal Justice**

If you are currently a professional in the criminal justice field, the Management and Supervision Certificate in Criminal Justice could help increase your knowledge of supervision and management. You will study supervisory practices in criminal justice organizations, management theory and how to manage in a criminal justice organization, organizational behavior, employment law, and human resource development.

View Program Details (p. 196)

**Pathway to Paralegal Postbaccalaureate Certificate**

If you already possess a bachelor’s degree from an accredited institution and want to enter the paralegal profession, consider the Pathway to Paralegal Postbaccalaureate Certificate program. Courses teach you how to communicate effectively in a legal environment, conduct legal research, and evaluate legal sources.

View Program Details (p. 197)

**Private Security Certificate**

If you are currently a professional in the criminal justice field, the Private Security Certificate program could help increase your knowledge of private security. The program offers 10 courses designed to introduce you to the field of private and corporate security, examine the range of security responsibilities, and teach you how to provide asset protection to a myriad of clients.

View Program Details (p. 198)
Bachelor of Science in Communication

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

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

Accelerated Master's Degree Options
If you are interested in earning a master's degree in human services, legal studies, psychology, or public administration, consider an accelerated master's degree option. Refer to the Progression Requirements (p. 133) section for details.

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

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Progression Requirements
You must achieve a minimum grade of "C" or better in both CM107 College Composition I and CM220 College Composition II.

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements: 33

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM111</td>
<td>Communication Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>CM115</td>
<td>Communication - Concepts and Skills</td>
<td>5</td>
</tr>
<tr>
<td>CM202</td>
<td>Mass Media and Broadcasting</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>CM208</td>
<td>Communication Research Skills</td>
<td>5</td>
</tr>
<tr>
<td>CM214</td>
<td>Public Speaking for the Professional</td>
<td>5</td>
</tr>
<tr>
<td>CM240</td>
<td>Technical Communication</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>CM305</td>
<td>Communicating in a Diverse Society</td>
<td>6</td>
</tr>
<tr>
<td>CM310</td>
<td>Communication and Conflict</td>
<td>6</td>
</tr>
<tr>
<td>CM313</td>
<td>Tools for the Digital Age</td>
<td>6</td>
</tr>
<tr>
<td>CM315</td>
<td>Group Dynamics and Team Building</td>
<td>6</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CM405</td>
<td>Communicating Persuasively</td>
<td>6</td>
</tr>
<tr>
<td>CM410</td>
<td>Organizational Communication</td>
<td>6</td>
</tr>
<tr>
<td>CM460</td>
<td>Strategic Communication</td>
<td>6</td>
</tr>
<tr>
<td>CM499</td>
<td>Bachelor's Capstone in Communication</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements 88

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Open Electives</th>
<th>Total Open Elective Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 180

---

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor's Degrees in the Prior Learning Assessment section for details.

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

Description and Outcomes

The Bachelor of Science in Corrections program is designed to offer a level of academic study that provides you with a solid foundation in criminal justice and specialized knowledge in the field of corrections. The baccalaureate program focuses on the correctional professional, performing research, and utilizing analytical skills; characteristics that are much sought after by today’s correctional staff and administrators.

The Bachelor of Science in Corrections is a practice-based program designed to enhance your current qualifications and aid you in pursuing an entry-level or supervisory position upon graduation.

If you seek a practice-based program, the Bachelor of Science in Corrections is designed to enhance your qualifications to help you pursue more challenging responsibilities in criminal justice agencies and corporations. Upon graduation, you may seek employment opportunities in various correctional and criminal justice environments such as courts, adult or juvenile corrections facilities, or community-based organizations. It should be noted that some positions may require additional academy training and experience.

Program Length

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

Accelerated Master’s Degree Options

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Outcomes

Discipline-Specific Outcomes

2. Law: Apply principles of law to correctional practice and the civil liabilities of correctional agencies and practitioners.
3. Research Methods: Demonstrate the ability to apply scientific methods of inquiry to arrive at reasoned decisions regarding professional practice within correctional settings.
4. Leadership: Analyze the roles of organizational culture, behavioral theory, planning, ethics, and front line or supervisory roles in correctional leadership strategies and practice.
5. Operations: Examine how correctional staff utilizes information and resources to make effective and ethical operational decisions in correctional settings.
6. Technology: Evaluate the impact of emerging technologies on the prohibition of crime, as a tool for criminal enterprise, and on the operations of correctional agencies.
7. Treatment: Evaluate community-based correctional alternatives, including treatment programs and standards of care.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ100</td>
<td>Preparing for a Career in Public Safety 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ102</td>
<td>Criminology I 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ126</td>
<td>American Prison System 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ130</td>
<td>Introduction to Corrections</td>
<td>5</td>
</tr>
<tr>
<td>CJ156</td>
<td>Correctional Law for the Correctional Officer 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ227</td>
<td>Criminal Procedure 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ255</td>
<td>History of Corrections 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ340</td>
<td>Applied Criminal Justice Ethics</td>
<td>6</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CJ352</td>
<td>Corrections in the Twenty-First Century</td>
<td>6</td>
</tr>
<tr>
<td>CJ420</td>
<td>Juvenile Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ433</td>
<td>Probation and Parole</td>
<td>6</td>
</tr>
<tr>
<td>CJ435</td>
<td>Correctional Alternatives</td>
<td>6</td>
</tr>
<tr>
<td>CJ455</td>
<td>Correctional Administration</td>
<td>6</td>
</tr>
<tr>
<td>CJ490</td>
<td>Research Methods in Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ492</td>
<td>Bachelor's Capstone in Corrections</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements** 88

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Open Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

**Total Open Elective Requirements** 59

**TOTAL CREDITS** 180

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

2. Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Criminal Justice

Description and Outcomes

The Bachelor of Science in Criminal Justice program is designed to offer a level of academic study that provides you with a solid foundation in criminal justice and a broad liberal arts knowledge base. The baccalaureate program combines the professional skills of various specialized areas of criminal justice with research and analytical skills.

If you seek a practice-based program, the Bachelor of Science in Criminal Justice is designed to enhance your qualifications to help you pursue more challenging responsibilities in criminal justice agencies and corporations. Upon graduation, you may seek employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. It should be noted that some positions may require additional academy training and experience.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Concentrations

The bachelor's degree program offers you the opportunity to personalize a degree with a concentration in law enforcement, forensic psychology, crime scene investigation, homeland security, or juvenile justice.

Program Length

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

Accelerated Master's Degree Options

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Outcomes

Discipline-Specific Outcomes

1. Criminological Theory: Use biological, sociological, and psychological criminological theories to understand the reasons individuals commit criminal acts.
2. Law: Apply the principles of criminal law and civil liabilities to keep officers and agencies from committing criminal acts and violating civil liabilities.
3. Research Methods: Use scientific methods to make professional and logical decisions.
4. Leadership: Build relationships within the community by understanding organizational culture, community relations, and theories of behavior.
5. Operations: Use available resources to make sound operational decisions for the criminal justice agency.
6. Technology: Apply new technology to improve the operations within a criminal justice agency.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
</tbody>
</table>

Major Requirements

CJ100 Preparing for a Career in Public Safety 1 5
or CS121 Pathways to Academic Success
Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

Law Enforcement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ333</td>
<td>Family and Domestic Violence</td>
<td>6</td>
</tr>
<tr>
<td>CJ355</td>
<td>Homeland Security</td>
<td>6</td>
</tr>
<tr>
<td>CJ370</td>
<td>Crime Scene Investigation II</td>
<td>6</td>
</tr>
<tr>
<td>CJ411</td>
<td>Drugs and Alcohol in the Criminal Justice System</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Forensic Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ325</td>
<td>Psychology for Law Enforcement</td>
<td>6</td>
</tr>
<tr>
<td>CJ440</td>
<td>Crisis Intervention</td>
<td>6</td>
</tr>
<tr>
<td>PS440</td>
<td>Abnormal Psychology</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Criminal Justice Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Crime Scene Investigation

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ328</td>
<td>Forensic Fingerprint Analysis</td>
<td>6</td>
</tr>
<tr>
<td>CJ345</td>
<td>Supervisory Practices in Criminal Justice</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Juvenile Justice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ150</td>
<td>Juvenile Delinquency</td>
<td>5</td>
</tr>
<tr>
<td>CJ333</td>
<td>Family and Domestic Violence</td>
<td>6</td>
</tr>
<tr>
<td>CJ420</td>
<td>Juvenile Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ445</td>
<td>Case Management</td>
<td>6</td>
</tr>
<tr>
<td>PS440</td>
<td>Abnormal Psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 29

Homeland Security

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ307</td>
<td>Crisis Management in Terrorist Attacks and Disasters</td>
<td>6</td>
</tr>
<tr>
<td>CJ355</td>
<td>Homeland Security</td>
<td>6</td>
</tr>
<tr>
<td>CJ407</td>
<td>Crisis Negotiation</td>
<td>6</td>
</tr>
<tr>
<td>FS320</td>
<td>Recovery Practices in Emergency Management</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24

Students who select the homeland security concentration will have the prerequisite of FS120 Introduction to Emergency Management waived.

1 Online students will take CJ100 Preparing for a Career in Public Safety.
2 These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.
3 Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Early Childhood Administration

Description and Outcomes

The Bachelor of Science in Early Childhood Administration builds on the foundations of early childhood development best practices while preparing you to administer early childhood programs focusing on children from birth through age 8. Foundation coursework concentrates on growth and development, applied theory, health and nutrition, lesson planning, business administration, program leadership and advocacy, current issues and trends, ethics and professionalism, and strategies for building family and community relationships in a diverse society in the early childhood field.

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

This program is intended for students who wish to advance their career by assuming a leadership or administrative role in an early childhood development setting. This program is not intended for individuals who are pursuing a license to teach early childhood education in a public or accredited private elementary school.

Program Length

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

Accelerated Master's Degree Options

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Apply knowledge through active participation in coursework and review of current practices in child development, learning theory, program administration, leadership competencies, and financial management in early childhood programs.
3. Observation and Assessment: Evaluate developmentally appropriate observation and assessment techniques to administer and inform instructional planning for children and their families.
4. Learning Environments: Evaluate developmentally appropriate principles, tools, and practices to create effective learning environments for young children.
5. Ethics and Professionalism: Demonstrate use of professional standards, ethical values, critical inquiry, and advocacy practices of the early childhood field through the review of case study scenarios.
6. Individuality and Cultural Diversity: Illustrate the importance of individuality and cultural diversity of children and their families to learning and development.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td>AC113</td>
<td>Accounting for Nonaccounting Majors</td>
<td>5</td>
</tr>
<tr>
<td>CE100</td>
<td>Preparing for a Career in Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>CE101</td>
<td>Introduction to Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>CE114</td>
<td>Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>CE215</td>
<td>Early Childhood Curriculum Planning</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CE220</td>
<td>Child Safety, Nutrition, and Health</td>
<td>5</td>
</tr>
<tr>
<td>CE240</td>
<td>Young Children With Special Needs</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>MT203</td>
<td>Human Resource Management</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS220</td>
<td>Child and Adolescent Psychology</td>
<td>5</td>
</tr>
<tr>
<td>CE300</td>
<td>Observation and Assessment in Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>CE370</td>
<td>Funding Development and Financial Planning in Early Childhood Programs</td>
<td>6</td>
</tr>
<tr>
<td>CE371</td>
<td>Early Childhood Administration</td>
<td>6</td>
</tr>
<tr>
<td>CE401</td>
<td>Current Issues and Trends in Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>CE402</td>
<td>Early Childhood Family, Community, and Advocacy</td>
<td>6</td>
</tr>
<tr>
<td>CM410</td>
<td>Organizational Communication</td>
<td>6</td>
</tr>
<tr>
<td>LI410</td>
<td>Leadership in Practice</td>
<td>6</td>
</tr>
<tr>
<td>CE490</td>
<td>Bachelor's Capstone in Early Childhood Administration</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements: 103

Open Elective Requirements

<table>
<thead>
<tr>
<th>Open Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

Total Open Elective Requirements: 44

TOTAL CREDITS: 180

---

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor's Degrees in the Prior Learning Assessment section for details.

2. Online students will take CE100 Preparing for a Career in Early Childhood Development.

3. Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Early Childhood Development

(Currently Not Accepting Enrollments)

Description and Outcomes
Effective November 11, 2015, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

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

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

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

Accelerated Master’s Degree Options
If you are interested in earning a master’s degree in environmental policy, human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Outcomes

Discipline-Specific Outcomes
1. Knowledge Base: Demonstrate the ability to apply knowledge of child development and learning theory in early childhood settings.
3. Observation and Assessment: Evaluate developmentally appropriate observation and assessment to inform instructional planning for children and their families.
4. Learning Environments: Evaluate developmentally appropriate principles, tools, and practices to create effective learning environments for young children.
5. Ethics and Professionalism: Demonstrate use of professional standards, ethical values, critical inquiry, and advocacy practices of the early childhood field.
6. Individuality and Cultural Diversity: Demonstrate an understanding of the importance of individuality and cultural diversity of children and their families to learning and development.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

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

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

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

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

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

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

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

Kentucky Students
Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at www.epsb.ky.gov/certification/outofstate.asp (http://www.epsb.ky.gov/certification/outofstate.asp).

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Standard Track</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science (select one of the following):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE100</td>
<td>Preparing for a Career in Early Childhood Development</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE101</td>
<td>Introduction to Early Childhood Education</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CE114</td>
<td>Early Childhood Development</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CE215</td>
<td>Early Childhood Curriculum Planning</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CE220</td>
<td>Child Safety, Nutrition, and Health</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CE230</td>
<td>Creative Activities for Young Children</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CE240</td>
<td>Young Children With Special Needs</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>or SS144</td>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE300</td>
<td>Observation and Assessment in Early Childhood</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE310</td>
<td>Children's Literacy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE320</td>
<td>Language Development in the Young Child</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE330</td>
<td>Teaching Across Content - Math, Science, and Sociology for Young Children</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE410</td>
<td>Teaching Art and Music in Early Childhood</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE420</td>
<td>Curriculum Development</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE430</td>
<td>Learning Through Play in the Inclusive Classroom</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CE499</td>
<td>Bachelor's Capstone in Early Childhood Development</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

1. Online students will take CE100 Preparing for a Career in Early Childhood Development.

Maine Student Teaching Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE100</td>
<td>Preparing for a Career in Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>CE101</td>
<td>Introduction to Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>CE114</td>
<td>Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>CE215</td>
<td>Early Childhood Curriculum Planning</td>
<td>5</td>
</tr>
<tr>
<td>CE220</td>
<td>Child Safety, Nutrition, and Health</td>
<td>5</td>
</tr>
<tr>
<td>CE230</td>
<td>Creative Activities for Young Children</td>
<td>5</td>
</tr>
<tr>
<td>CE240</td>
<td>Young Children With Special Needs</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>or SS144</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>CE300</td>
<td>Observation and Assessment in Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>CE310</td>
<td>Children's Literacy</td>
<td>6</td>
</tr>
<tr>
<td>CE320</td>
<td>Language Development in the Young Child</td>
<td>6</td>
</tr>
<tr>
<td>CE330</td>
<td>Teaching Across Content - Math, Science, and Sociology for Young Children</td>
<td>6</td>
</tr>
<tr>
<td>CE410</td>
<td>Teaching Art and Music in Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>CE420</td>
<td>Curriculum Development</td>
<td>6</td>
</tr>
<tr>
<td>CE430</td>
<td>Learning Through Play in the Inclusive Classroom</td>
<td>6</td>
</tr>
<tr>
<td>CE499</td>
<td>Bachelor's Capstone in Early Childhood Development</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td><strong>105</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>192</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE100</td>
<td>Preparing for a Career in Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>CE101</td>
<td>Introduction to Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>CE114</td>
<td>Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>CE215</td>
<td>Early Childhood Curriculum Planning</td>
<td>5</td>
</tr>
<tr>
<td>CE220</td>
<td>Child Safety, Nutrition, and Health</td>
<td>5</td>
</tr>
<tr>
<td>CE230</td>
<td>Creative Activities for Young Children</td>
<td>5</td>
</tr>
<tr>
<td>CE240</td>
<td>Young Children With Special Needs</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>or SS144</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>CE300</td>
<td>Observation and Assessment in Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>CE310</td>
<td>Children's Literacy</td>
<td>6</td>
</tr>
<tr>
<td>CE320</td>
<td>Language Development in the Young Child</td>
<td>6</td>
</tr>
<tr>
<td>CE330</td>
<td>Teaching Across Content - Math, Science, and Sociology for Young Children</td>
<td>6</td>
</tr>
<tr>
<td>CE410</td>
<td>Teaching Art and Music in Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>CE420</td>
<td>Curriculum Development</td>
<td>6</td>
</tr>
<tr>
<td>CE430</td>
<td>Learning Through Play in the Inclusive Classroom</td>
<td>6</td>
</tr>
<tr>
<td>CE497</td>
<td>Student Teaching Part A</td>
<td>6</td>
</tr>
<tr>
<td>CE498</td>
<td>Student Teaching Part B</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td><strong>105</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>192</strong></td>
</tr>
</tbody>
</table>
Bachelor of Science in Environmental Policy and Management

Description and Outcomes

The Bachelor of Science in Environmental Policy and Management program offers an interdisciplinary opportunity to study environmental issues and policy from a perspective that explores the interrelationship between public and private sectors and society, economics, and the environment. The program focuses on the environment in conjunction with a set of core courses in science, economics, and policy. You will delve into concepts of economics, ethics and values, environmental politics, business, law, culture, and property rights, in addition to studying the science of the environment and sustainability. You will study how institutions in society, including government, business, and nonprofits, all participate in devising solutions to environmental issues.

This interdisciplinary program draws courses and faculty from disciplines across Kaplan University including business, arts and sciences, health sciences, and legal studies. The program has been designed to immerse you in the real problems and issues concerning the environment. In addition, you are presented with opportunities for critical thinking and problem solving as you apply concepts and methods to solve issues at the local, national, and global levels.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master's Degree Options

If you are interested in earning a master's degree in human services, legal studies, psychology, or public administration, consider an accelerated master's degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Availability

This program is subject to minimum enrollments. If minimum enrollments are not met, you will be asked to enroll in a subsequent term.

Program Outcomes

Discipline-Specific Outcomes

1. Research Methods: Apply methods and tools to retrieve, analyze, and utilize primary and secondary sources of information and data.
2. Socially Responsible Leadership: Apply principles of social responsibility to decision-making actions and interactions.
3. Environmental Management: Apply concepts, theories, and principles of environmental management to evaluate and recommend solutions to managing the environment.

5. Global Environmental Issues: Analyze issues of the environment within the context of the global arena.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>SS200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession 1</td>
<td>5</td>
</tr>
<tr>
<td>EM101</td>
<td>Introduction to Environmental Policy and Management</td>
<td>5</td>
</tr>
<tr>
<td>EM205</td>
<td>The Politics of Managing the Environment 1</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PP110</td>
<td>Ethics and Public Administration&lt;sup&gt;1&lt;/sup&gt;</td>
<td>5</td>
</tr>
<tr>
<td>PP220</td>
<td>Socially Responsible Leadership&lt;sup&gt;1&lt;/sup&gt;</td>
<td>5</td>
</tr>
<tr>
<td>SC225</td>
<td>Environmental Science - Ecosystems, Resources, and Carbon Footprints</td>
<td>5</td>
</tr>
<tr>
<td>EM305</td>
<td>The Economics of Environmental Management</td>
<td>6</td>
</tr>
<tr>
<td>EM410</td>
<td>The Global Environment</td>
<td>6</td>
</tr>
<tr>
<td>EM430</td>
<td>Environmental Policy Analysis</td>
<td>6</td>
</tr>
<tr>
<td>LS302</td>
<td>Environmental Law and Policy</td>
<td>6</td>
</tr>
<tr>
<td>LS305</td>
<td>Constitutional Law</td>
<td>6</td>
</tr>
<tr>
<td>PA301</td>
<td>Administrative Law</td>
<td>6</td>
</tr>
<tr>
<td>PP310</td>
<td>Finance and Budgeting in the Public Sector</td>
<td>6</td>
</tr>
<tr>
<td>PP420</td>
<td>Private and Public Sector Partnerships</td>
<td>6</td>
</tr>
<tr>
<td>PP450</td>
<td>Program Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>EM499</td>
<td>Bachelor's Capstone in Environmental Policy and Management</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements** 95

**Open Elective Requirements**

Open Electives<sup>2</sup> 52

**Total Open Elective Requirements** 52

**TOTAL CREDITS** 180

---

<sup>1</sup> These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

<sup>2</sup> Eligible students who choose to complete the accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Fire and Emergency Management

Description and Outcomes

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

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

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master’s Degree Options

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Ethics: Evaluate ethical, social, civic, cultural, and political issues as they relate to the management of emergency services, safety, and survival.
2. Global Awareness: Analyze the social, cultural, behavioral, and economic characteristics of global emergency and disaster planning.
3. Knowledge Base: Develop a comprehensive program for operational and strategic emergency management decisions and materials management.
4. Operations: Apply project management strategies that illustrate the design and management of disaster and fire defense planning.

5. Psychology: Appraise issues that deal with the psychological effects of emergency services, safety, and survival.
6. Research Methods: Demonstrate critical thinking to perform research about the management of disaster and fire defense planning using commonly accepted quantitative and qualitative analytical tools to understand and evaluate fire and emergency situations and scenarios.
7. Technology: Evaluate the use of technology to inform and enhance operational and strategic emergency management decisions.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>
### Total Core Requirements
33

### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS100</td>
<td>Introduction to Fire and Emergency Services 1</td>
<td>5</td>
</tr>
<tr>
<td>FS105</td>
<td>Fire Prevention Practices</td>
<td>5</td>
</tr>
<tr>
<td>FS120</td>
<td>Introduction to Emergency Management</td>
<td>5</td>
</tr>
<tr>
<td>FS202</td>
<td>Principles of Emergency Services 1</td>
<td>5</td>
</tr>
<tr>
<td>FS205</td>
<td>Ethics for the Fire and Emergency Services 1</td>
<td>5</td>
</tr>
<tr>
<td>FS208</td>
<td>Legal Aspects of Emergency Services 1</td>
<td>5</td>
</tr>
<tr>
<td>FS220</td>
<td>Preparedness and Planning for Emergency Management</td>
<td>5</td>
</tr>
<tr>
<td>FS225</td>
<td>Emergency Management Response 1</td>
<td>5</td>
</tr>
<tr>
<td>CJ307</td>
<td>Crisis Management in Terrorist Attacks and Disasters</td>
<td>6</td>
</tr>
<tr>
<td>FS304</td>
<td>Community Risk Reduction for Fire and EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS320</td>
<td>Recovery Practices in Emergency Management</td>
<td>6</td>
</tr>
<tr>
<td>FS401</td>
<td>Fire Prevention Organization and Management</td>
<td>6</td>
</tr>
<tr>
<td>FS402</td>
<td>Political, Ethical, and Legal Foundations of EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS403</td>
<td>Leadership and Management</td>
<td>6</td>
</tr>
<tr>
<td>FS414</td>
<td>Personnel Management for Fire and EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS420</td>
<td>Mitigation and Risk Assessment in Emergency Management</td>
<td>6</td>
</tr>
<tr>
<td>FS425</td>
<td>Disaster Policy in Emergency Management</td>
<td>6</td>
</tr>
<tr>
<td>FS498</td>
<td>Bachelor’s Capstone in Fire Science</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements**
100

### Open Elective Requirements

|        | Open Electives 2                                   | 47      |

**Total Open Elective Requirements**
47

**TOTAL CREDITS**
180

---

1 These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

2 Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Fire Science

Description and Outcomes

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education (FESHE) institution. The Bachelor of Science in Fire Science closely follows the FESHE model and is designed to provide you with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics. The program serves fire service professionals seeking enhanced skills and a broad spectrum of knowledge in the field of fire science. The curriculum includes analytical approaches to fire protection and investigation, disaster and fire defense planning, hazardous materials management, fire protection structure and system design, and the role of the fire service within the community.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor's Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master's Degree Options

If you are interested in earning a master's degree in human services, legal studies, psychology, or public administration, consider an accelerated master's degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Fire Foundations: Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics.
3. Psychology: Analyze the issues that deal with the psychological effects of fire dynamics.
4. Research Methods: Apply scientific methods of inquiry to arrive at reasoned decisions regarding fire science.
5. Technology: Analyze methods that integrate the use of technology to inform operational and strategic decisions that will enhance firefighting strategy and tactics.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Science (select one of the following):</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ246</td>
<td>Human Relations in a Diverse Society</td>
<td>5</td>
</tr>
<tr>
<td>FS100</td>
<td>Introduction to Fire and Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS101</td>
<td>Fire Behavior and Combustion</td>
<td>5</td>
</tr>
<tr>
<td>FS102</td>
<td>Building Construction for Fire Protection</td>
<td>5</td>
</tr>
<tr>
<td>FS103</td>
<td>Fire Protection Hydraulics and Water Supply</td>
<td>5</td>
</tr>
<tr>
<td>FS104</td>
<td>Fire Protection Systems</td>
<td>5</td>
</tr>
<tr>
<td>FS105</td>
<td>Fire Prevention Practices</td>
<td>5</td>
</tr>
<tr>
<td>FS201</td>
<td>Strategy and Tactics</td>
<td>5</td>
</tr>
<tr>
<td>FS202</td>
<td>Principles of Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS204</td>
<td>Occupational Safety and Health for Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS208</td>
<td>Legal Aspects of Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>FS301</td>
<td>Fire Investigation and Analysis</td>
<td>6</td>
</tr>
<tr>
<td>FS302</td>
<td>Advanced Principles of Firefighter Safety and Survival</td>
<td>6</td>
</tr>
<tr>
<td>FS304</td>
<td>Community Risk Reduction for Fire and EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS401</td>
<td>Fire Prevention Organization and Management</td>
<td>6</td>
</tr>
<tr>
<td>FS402</td>
<td>Political, Ethical, and Legal Foundations of EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS403</td>
<td>Leadership and Management</td>
<td>6</td>
</tr>
<tr>
<td>FS412</td>
<td>Safety Risk Management for Fire and EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS413</td>
<td>Research Analysis for Fire Emergency Services</td>
<td>6</td>
</tr>
<tr>
<td>FS414</td>
<td>Personnel Management for Fire and EMS</td>
<td>6</td>
</tr>
<tr>
<td>FS498</td>
<td>Bachelor’s Capstone in Fire Science</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements** 115

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Open Electives</th>
<th>32</th>
</tr>
</thead>
</table>

**Total Open Elective Requirements** 32

**TOTAL CREDITS** 180

---

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor's Degrees in the Prior Learning Assessment section for details.

2. Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Human Services

Description and Outcomes

Effective October 19, 2016, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

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

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

This program adheres to the curriculum standards of the Council of Standards in Human Service Education; however, it is not accredited by this agency. Refer to the Certification, State Board, and National Board Exams (p. 156) section for important program disclosure information.

The program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education. The coursework in this program fulfills the requirements to sit for the exam to become a Human Services—Board Certified Practitioner (HS-BCP™). Please note that you must meet post-degree experience requirements in order to earn the HS-BCP credential.

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Concentrations

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

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

The gerontology concentration focuses on the physical, mental, and psychosocial development of humans during the aging process. Choose this concentration if you have an interest in working directly with the growing aging population and as an advocate for seniors in our society.

The courses are designed to prepare you to work with the change process of aging and address how the aging population impacts social policy and program delivery.

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

Program Length

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

Accelerated Master's Degree Options

If you are interested in earning a master’s degree in environmental policy, human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Outcomes

Discipline-Specific Outcomes

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

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

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

The program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education. The coursework in this program fulfills the requirements to sit for the exam to become a Human Services—Board Certified Practitioner (HS-BCP™). Please note that you must meet post-degree experience requirements in order to earn the HS-BCP credential.

The Center for Credentialing & Education can be contacted at:
3 Terrace Way
Greensboro, NC 27403-3660
Tel: 336.482.2856

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>MM205</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM206</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>HN115</td>
<td>Human Services Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>HN144</td>
<td>Human Behavior and the Environment</td>
<td>5</td>
</tr>
<tr>
<td>HN200</td>
<td>Survey of Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>HN205</td>
<td>Applied Skills for Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN220</td>
<td>Prevention and Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>HN300</td>
<td>Human Services and Social Policy</td>
<td>6</td>
</tr>
<tr>
<td>HN330</td>
<td>Case Management in Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN410</td>
<td>Human Services Delivery</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives (see below)</td>
<td>24</td>
</tr>
<tr>
<td>HN499</td>
<td>Bachelor's Capstone for Human Services</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td>88</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td>59</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

1 These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

### Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

#### Human Service Administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN345</td>
<td>Public Relations in Not-For-Profit Organizations</td>
<td>6</td>
</tr>
<tr>
<td>HN347</td>
<td>Public Personnel Administration</td>
<td>6</td>
</tr>
<tr>
<td>HN400</td>
<td>Proposal Designs for Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN450</td>
<td>Legal and Ethical Issues in Human Services</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

#### Gerontology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN360</td>
<td>The Aging Population and Society</td>
<td>6</td>
</tr>
<tr>
<td>HN365</td>
<td>Psychology of Aging</td>
<td>6</td>
</tr>
<tr>
<td>HN420</td>
<td>Social and Health Care Issues in Aging</td>
<td>6</td>
</tr>
<tr>
<td>HN450</td>
<td>Legal and Ethical Issues in Human Services</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

#### Child and Family Welfare

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN370</td>
<td>Child Welfare and Family</td>
<td>6</td>
</tr>
<tr>
<td>HN377</td>
<td>Studies in Child and Adolescent Development</td>
<td>6</td>
</tr>
<tr>
<td>HN430</td>
<td>Advocacy for Families and Youth</td>
<td>6</td>
</tr>
<tr>
<td>HN450</td>
<td>Legal and Ethical Issues in Human Services</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>24</td>
</tr>
</tbody>
</table>
Bachelor of Science in Human Services in Youth and Family Services and Administration

Description and Outcomes
The Bachelor of Science in Human Services in Youth/Family Services and Administration program draws from multiple disciplines, such as developmental psychology, sociology, law, and criminal justice, to help prepare you to meet the complex challenges in the growing field of human services. You will be prepared to enter careers in family and youth services, social services and administration, juvenile justice, program planning, case management, and community advocacy.

The program is designed to help you gain the skills, knowledge, attitudes, and experience to assess and evaluate programs that meet the needs of people in contemporary society. In addition, the program will prepare you with the knowledge and skills to work with diverse funding sources, influence policy, and intervene on behalf of those in need. The program will provide a broad understanding and the practical skills to help you discern how to be most helpful to clients and a proactive participant in the agency where you may work.

Blending theory and practice, the curriculum teaches you how to critically evaluate your social world as you explore the public and private policies that drive the day-to-day operations of human service agencies. Coursework will provide opportunities for practical application of evidence-based interventions used to serve youth and families.

This program adheres to the curriculum standards of the Council of Standards in Human Service Education; however, it is not accredited by this agency. Refer to the Certification, State Board, and National Board Exams (p. 158) section for important program disclosure information.

The program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education. The coursework in this program fulfills the requirements to sit for the Human Services—Board Certified Practitioner (HS-BCP™) exam offered by the Center for Credentialing & Education. Please note that you must meet post-degree experience requirements in order to earn the HS-BCP credential.

For additional information on the HS-BCP, the Center for Credentialing & Education can be contacted at:

3 Terrace Way
Greensboro, NC 27403-3660
Tel. 336.482.2856

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master’s Degree Options
If you are interested in earning a master’s degree in environmental policy, human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

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

Program Outcomes

Discipline-Specific Outcomes
1. Knowledge and Skill Base: Identify foundational and theoretical knowledge, best practices, and historical and current trends related to the human services field.
2. Planning and Evaluation Skills: Apply theory and skills to identify, plan, implement, evaluate, manage, and administer interventions involving youth and family services.
3. Values and Ethics: Examine the professional, ethical, and legal values, standards, and practices of the human services profession.
4. Information and Systems Management: Apply the information and skills necessary to manage and administer human services to youth and families in the community.
5. Diversity and Global Awareness: Evaluate the importance of culture, gender, diversity, and global perspectives in the administration and delivery of human services.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams
This program does not lead to certification or licensure as a social worker or counselor. Although this program may prepare you for other certification or licensure, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

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

The coursework in this program fulfills the requirements to sit for the Human Services—Board Certified Practitioner (HS-BCP) exam offered by the Center for Credentialing & Education. Please note that you must meet post-degree experience requirements in order to earn the HS-BCP credential.
For additional information on the HS-BCP, the Center for Credentialing & Education can be contacted at:
3 Terrace Way
Greensboro, NC 27403-3660
Tel: 336.482.2856

# Degree Plan

## Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics (select one of the following):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td><strong>Arts and Humanities (select one of the following):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Science (select one of the following):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science (select one of the following):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

## Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM206</td>
<td>Interpersonal Communications ¹</td>
<td>5</td>
</tr>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>HN115</td>
<td>Human Services Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>HN144</td>
<td>Human Behavior and the Environment</td>
<td>5</td>
</tr>
<tr>
<td>HN200</td>
<td>Survey of Social Problems ¹</td>
<td>5</td>
</tr>
<tr>
<td>HN205</td>
<td>Applied Skills for Human Services ¹</td>
<td>5</td>
</tr>
<tr>
<td>HN220</td>
<td>Prevention and Crisis Intervention ¹</td>
<td>5</td>
</tr>
<tr>
<td>SS144</td>
<td>Sociology ¹</td>
<td>5</td>
</tr>
<tr>
<td>CJ333</td>
<td>Family and Domestic Violence</td>
<td>6</td>
</tr>
<tr>
<td>CJ420</td>
<td>Juvenile Justice</td>
<td>6</td>
</tr>
<tr>
<td>HN330</td>
<td>Case Management in Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN347</td>
<td>Public Personnel Administration</td>
<td>6</td>
</tr>
<tr>
<td>HN370</td>
<td>Child Welfare and Family</td>
<td>6</td>
</tr>
<tr>
<td>HN377</td>
<td>Studies in Child and Adolescent Development</td>
<td>6</td>
</tr>
<tr>
<td>HN400</td>
<td>Proposal Designs for Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN430</td>
<td>Advocacy for Families and Youth</td>
<td>6</td>
</tr>
<tr>
<td>HN450</td>
<td>Legal and Ethical Issues in Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN498</td>
<td>Bachelor's Capstone for Human Services in Youth and Family Services and Administration</td>
<td></td>
</tr>
</tbody>
</table>

**Total Major Requirements** 100

## Open Elective Requirements

<table>
<thead>
<tr>
<th>Level</th>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100/200</td>
<td>Open Electives</td>
<td>35</td>
</tr>
<tr>
<td>300/400</td>
<td>Open Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 180

¹ These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

² Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Legal Studies

(Currently Not Accepting Enrollments)

Description and Outcomes

Effective October 19, 2016, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

The Bachelor of Science in Legal Studies program is designed to provide you with an education that incorporates the study of law (and related disciplines) with the development of both practical and analytical skills. In addition, if you plan on continuing your course of study at the law school level, the program’s solid educational foundation could prepare you for the rigors of advanced study of the law or other areas of graduate study.

The program focuses on the knowledge, skills, and values required of competent and ethical professionals working in the legal services industry. Courses provide a well-rounded academic foundation that emphasizes analytical thinking, reading comprehension, and communication skills while helping you develop the practical skills to successfully enter the job market. You will have the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

The legal education and training provided in the Bachelor of Science in Legal Studies program may prove useful if you are interested in continuing on to law school or a graduate education program or pursuing many other occupations including: arbitrator, mediator, patent agent, title examiner, legislative assistant, lobbyist, political office holder, corporate executive, journalist, abstractor, claims examiner, compliance and enforcement inspector, occupational and safety health worker, legal psychology expert, and jury consultant.

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master’s Degree Options

If you are interested in earning a master’s degree in environmental policy, human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Theory and Principles: Define the basic theories, elements, and principles of law.
2. Research: Find relevant primary and secondary legal sources in electronic and print media and apply them to specific fact scenarios using prescribed analysis and argument.
3. Investigation: Apply investigative techniques to support the development of a legal argument.
4. Communications: Produce communications using theoretical and practical concepts from specialized areas of law.
5. Critical Thinking: Evaluate the role of legal theory and practice in the practice of societal institutions.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

IT133 | Microsoft Office Applications on Demand \(^1\) | 5       |
<p>| or PA230 | Introduction to Legal Technology |         |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>PA165</td>
<td>Introduction to Torts</td>
<td>5</td>
</tr>
<tr>
<td>PA201</td>
<td>Introduction to Legal Research</td>
<td>5</td>
</tr>
<tr>
<td>PA205</td>
<td>Introduction to Legal Analysis and Writing</td>
<td>5</td>
</tr>
<tr>
<td>PA253</td>
<td>Legal Ethics</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Electives</td>
<td>10</td>
</tr>
<tr>
<td>LS305</td>
<td>Constitutional Law</td>
<td>6</td>
</tr>
<tr>
<td>LS308</td>
<td>Law and Society</td>
<td>6</td>
</tr>
<tr>
<td>LS490</td>
<td>Legal Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives</td>
<td>24</td>
</tr>
<tr>
<td>LS498</td>
<td>Bachelor’s Capstone in Legal Studies</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements** 88

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives</td>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

**Total Open Elective Requirements** 59

**TOTAL CREDITS** 180

1. Online students will take PA230 Introduction to Legal Technology.
2. Online students will take LS100 Introduction to the Law and Legal Profession.
3. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.
4. Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Legal Support and Services

Description and Outcomes
The Bachelor of Science in Legal Support and Services program is designed to offer a broad-based foundation in the knowledge of the law and other related practical study areas, in conjunction with the practical and technical skills and competencies required of various professions in the legal field. Comprehensive study in areas such as legal research and writing, American justice system, legal ethics, legal philosophy, and various legal disciplines help prepare you for diverse career opportunities.

If you are interested in pursuing occupational advancement or seeking employment in legal support environments, including private law firms, corporations, and government agencies, consider this program. Duties may include providing support during legal proceedings, investigation, preparing various documents, managing technology, and researching and assessing legal issues.

Concentration
The bachelor's degree program offers you the opportunity to personalize a degree with a concentration in the paralegal profession.

Accelerated Master's Degree Options
If you are interested in earning a master's degree in human services, legal studies, psychology, or public administration, consider an accelerated master's degree option. Refer to the Progression Requirements (p. 133) section for details.

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

Program Outcomes
Discipline-Specific Outcomes
1. Theory and Principles: Explain the elements of specific areas of law.
2. Research: Apply relevant primary and secondary legal sources to specific fact scenarios.
3. Investigation: Investigate using exploratory techniques in the legal profession.
4. Communications: Draft communications using legal sources from specific areas of law.
5. Critical Thinking: Argue legal theories and the practices of various societal institutions.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan
Program Requirements

Standard Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>SS256</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements: 33

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>IT133</td>
<td>Microsoft Office Applications on Demand 1, 2</td>
<td></td>
</tr>
<tr>
<td>PA230</td>
<td>Introduction to Legal Technology</td>
<td></td>
</tr>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession 2</td>
<td></td>
</tr>
<tr>
<td>LS185</td>
<td>Introduction to American Jurisprudence 2</td>
<td></td>
</tr>
<tr>
<td>LS204</td>
<td>Legal Research and Writing</td>
<td></td>
</tr>
<tr>
<td>LS244</td>
<td>Advanced Legal Research and Writing</td>
<td></td>
</tr>
<tr>
<td>PA253</td>
<td>Legal Ethics 2</td>
<td></td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Elective</td>
<td></td>
</tr>
<tr>
<td>LS308</td>
<td>Law and Society</td>
<td></td>
</tr>
<tr>
<td>LS311</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>LS312</td>
<td>Ethics and the Legal Environment</td>
<td></td>
</tr>
<tr>
<td>LS490</td>
<td>Legal Philosophy</td>
<td></td>
</tr>
<tr>
<td>PA412</td>
<td>Alternative Dispute Resolution</td>
<td></td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives (see below)</td>
<td></td>
</tr>
</tbody>
</table>
Kaplan University

**Bachelor of Science in Legal Support and Services Capstone**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS495</td>
<td>Bachelor of Science in Legal Support and Services Capstone</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Major Requirements**

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>

1. Online students will take PA230 Introduction to Legal Technology.
2. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor's Degrees in the Prior Learning Assessment section for details.
3. Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

### Concentration Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

### Paralegal

Concentration courses are completed within the major electives requirement of the degree plan.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA110</td>
<td>Civil Litigation</td>
<td>5</td>
</tr>
<tr>
<td>PA260</td>
<td>Criminal Law</td>
<td>5</td>
</tr>
<tr>
<td>PA301</td>
<td>Administrative Law</td>
<td>6</td>
</tr>
<tr>
<td>PA305</td>
<td>Law Office Management</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

1. Online students will take PA230 Introduction to Legal Technology.
2. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor's Degrees in the Prior Learning Assessment section for details.
3. Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Liberal Studies

Description and Outcomes

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

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

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

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

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Concentration

A concentration in leadership is also available within the Bachelor of Science in Liberal Studies and is designed to prepare you with knowledge and skills to lead others in diverse settings.

Program Length

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

Accelerated Master’s Degree Options

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Outcomes

Discipline-Specific Outcomes

1. Occupational Specialization: Apply program-specific interests and general education knowledge to the development of an approved individualized degree plan designed for a specific career or professional occupation.

2. Interdisciplinary Core: Use the interdisciplinary approach to learning to successfully complete a student-selected, focused sequence of elective coursework.

3. Professional Competencies: Use critical thinking and effective communications in locating, presenting, and analyzing information.

4. Cultural and Diversity Awareness: Demonstrate an understanding of individual and cultural differences and effective collaboration with colleagues of diverse backgrounds.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to the Policy Information (p. 50) section for general Kaplan University policies.

Progression Requirements

If you enroll in the Bachelor of Science in Liberal Studies leadership specialization, you will have the prerequisite for MT302 Organizational Behavior waived.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
</tbody>
</table>
Total Core Requirements 33

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM115</td>
<td>Communication - Concepts and Skills</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td>5</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SC115</td>
<td>Principles of Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Electives</td>
<td>15</td>
</tr>
<tr>
<td>CM310</td>
<td>Communication and Conflict</td>
<td>6</td>
</tr>
<tr>
<td>HU345</td>
<td>Critical Thinking</td>
<td>6</td>
</tr>
<tr>
<td>SS360</td>
<td>American Women</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives (see below)</td>
<td>24</td>
</tr>
<tr>
<td>LI499</td>
<td>Bachelor’s Capstone in Liberal Studies</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements 88

Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open Electives</td>
<td>59</td>
</tr>
</tbody>
</table>

Total Open Elective Requirements 59

TOTAL CREDITS 180

1  These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

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

Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM460</td>
<td>Strategic Communication</td>
<td>6</td>
</tr>
<tr>
<td>LI410</td>
<td>Leadership in Practice</td>
<td>6</td>
</tr>
<tr>
<td>MT302</td>
<td>Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MT340</td>
<td>Conflict Management and Team Dynamics</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 24
Bachelor of Science in Paralegal Studies

Description and Outcomes
Effective November 11, 2015, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

The Bachelor of Science in Paralegal Studies program is designed to prepare you to pursue a career as a paralegal as well as for advancement if you are already working in the field. The program provides you with a broad knowledge base and a strong foundation in law and paralegal skills. The baccalaureate program is designed to combine the technical skills of various specialized areas of law with research, practical, technological, and analytical skills. In addition to the areas covered in the associate's-level program, the bachelor's degree covers the fields of real estate law, family law, tort law, and advanced legal writing, and includes paralegal electives and general education requirements at the 300/400-level.

Upon graduation, you may pursue occupational advancement or seek employment in legal environments including private law firms, corporations, and government agencies. A paralegal’s duties may include providing support during courtroom proceedings, interviewing and investigation, preparing documents, managing technology, and researching legal issues.

Accelerated Master’s Degree Options
If you are interested in earning a master’s degree in environmental policy, human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

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

Program Outcomes
Discipline-Specific Outcomes
1. Assist Clients: Analyze data to ethically assist clients throughout the legal process.
2. Perform Legal Research: Locate and analyze relevant primary and secondary legal sources in electronic and print media.
3. Perform Investigative Functions: Use investigative techniques to gather information from a variety of sources.
4. Perform Communications Functions: Communicate with participants throughout the legal process.
5. Implement Legal Procedures: Manage electronic and print information.
6. Assist in Litigation Preparation: Draft and organize information for trial purposes.
7. Prepare Legal Documents for Clients.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT173</td>
<td>Microsoft Office Applications on Demand 1</td>
<td>5</td>
</tr>
<tr>
<td>or PA230</td>
<td>Introduction to Legal Technology</td>
<td></td>
</tr>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession 2</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>PA110</td>
<td>Civil Litigation</td>
<td>5</td>
</tr>
<tr>
<td>PA201</td>
<td>Introduction to Legal Research</td>
<td>5</td>
</tr>
<tr>
<td>PA205</td>
<td>Introduction to Legal Analysis and Writing</td>
<td>5</td>
</tr>
<tr>
<td>PA253</td>
<td>Legal Ethics</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Elective</td>
<td>10</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PA300</td>
<td>Real Estate Law</td>
<td>6</td>
</tr>
<tr>
<td>PA310</td>
<td>Tort Law 3</td>
<td>6</td>
</tr>
<tr>
<td>PA401</td>
<td>Advanced Legal Writing</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives</td>
<td>24</td>
</tr>
<tr>
<td>PA499</td>
<td>Bachelor’s Capstone in Paralegal Studies</td>
<td>6</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives 4</td>
<td>59</td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td>59</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>180</td>
</tr>
</tbody>
</table>

1. Online students will take PA230 Introduction to Legal Technology.
2. Online students will take LS100 Introduction to the Law and Legal Profession.
3. Students who do not possess prior learning credit comparable to PA165 Introduction to Torts must take the course in place of an open elective to satisfy the prerequisite requirements for PA310 Tort Law.
4. Eligible students who choose to complete an accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Political Science

(Originally Not Accepting Enrollments)

Description and Outcomes

Effective April 16, 2014, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

The Bachelor of Science in Political Science program is designed to help you develop an understanding of the interconnected issues and challenges that confront governing bodies and society locally, regionally, nationally, and globally. The study of politics and political science is broad and interdisciplinary; therefore, the program focuses on the historical, global, current, and future approaches to political theories and the application of those theories to the creation of political institutions and policy. In addition, the program emphasizes dimensions of politics, governance, the relationships between law and political institutions, economic and political power, and cultural and political identity.

The program’s curriculum bridges to other disciplines including economics, law/legal studies, and social science. This melding of perspectives and the connection of disciplines creates a program rich in understanding how various facets of political, legal, governmental, and economic structures interact. In addition, the program helps you develop skills and understand methods of applying these facets to the study of leadership in the political arena.

The Bachelor of Science in Political Science program is designed to prepare you to be an active and involved citizen in a democratic political system founded on principles of representative government as well as a multitiered system involving the federal, state, and local levels. This program provides you with the tools to participate and compete in the multifaceted political structure within a rapidly developing culture where global lines, institutions, cultures, and economies are blurred. The Bachelor of Science in Political Science program teaches you to think about politics and helps prepare you to be a critical and informed participant in an increasingly complex world.

Accelerated Master’s Degree Options

If you are interested in earning both a bachelor’s and master’s degree in legal studies, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. The Structure and Organization of Government: Assess the organization and structure of governmental organizations in the context of legislative and administrative processes.
2. Leadership and Advocacy: Apply techniques to access the political system in order to effectively advocate for social and political change.
3. Societal Relationships and Influence: Analyze relationships between law and political institutions, economic and political power, and culture and political identity.
4. Political Theory and Process: Analyze political, administrative, and policy theories and assess their impact on political processes and policy development.
5. Ethics: Apply ethical principles to decision making, actions, and interactions within the political process.
6. Comparative Global Politics: Evaluate the political process, public decision making, and implementation globally.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100/200 Level</td>
<td>Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level</td>
<td>Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Arts and Humanities Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Physical Science Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Social Science Course</td>
<td>6</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession</td>
<td>5</td>
</tr>
<tr>
<td>BU204</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LS102</td>
<td>Introduction to Law</td>
<td>5</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PO101</td>
<td>Introduction to Political Science</td>
<td>5</td>
</tr>
<tr>
<td>PP205</td>
<td>Introduction to Administrative Law</td>
<td>5</td>
</tr>
<tr>
<td>SS144</td>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>SS230</td>
<td>Making History - The Founding Fathers</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td>5</td>
</tr>
<tr>
<td>LS305</td>
<td>Constitutional Law</td>
<td>6</td>
</tr>
<tr>
<td>PO300</td>
<td>Political Theory</td>
<td>6</td>
</tr>
<tr>
<td>PO400</td>
<td>International Relations</td>
<td>6</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives</td>
<td>24</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PO499</td>
<td>Bachelor’s Capstone in Political Science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td><strong>93</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>
Bachelor of Science in Psychology

(Currently Not Accepting Enrollments)

Description and Outcomes

Effective November 11, 2015, this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

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

Emphasis Areas

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

Accelerated Master’s Degree Option

If you are interested in earning a master’s degree in environmental policy, human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate knowledge of the major concepts, theoretical perspectives, enduring conflicts, empirical findings, and historical trends in psychology.

2. Research Methods: Apply basic methodology in psychology including research design, data analysis, and the interpretation and evaluation of findings.

3. Critical Thinking Skills: Use analytical thinking, skeptical inquiry, and the scientific approach in solving problems related to behavior and mental processes.

4. Application: Apply the appropriate psychological principles, theories, and concepts to personal, social, and organizational issues.

5. Values in Psychology: Demonstrate an understanding of the underlying ethical standards, values, and considerations in theory and practice in the disciplines of psychology.

6. Information and Technological Skills: Use contemporary tools and technologies to communicate psychological principles and concepts effectively in diverse social and professional settings.

7. Global Awareness: Demonstrate an understanding of how academic and applied psychology can improve interpersonal relationships across cultural and national boundaries.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

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

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

The Behavior Analyst Certification Board can be contacted at:

8051 Shaffer Parkway
Littleton, CO 80127
The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University’s Bachelor of Science in Psychology program do not guarantee or prepare graduates for state licensure.

## Degree Plan

### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PS115</td>
<td>Psychology Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS200</td>
<td>Introduction to Cognitive Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS210</td>
<td>History of Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS220</td>
<td>Child and Adolescent Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td>5</td>
</tr>
<tr>
<td>PS300</td>
<td>Research Methods I</td>
<td>6</td>
</tr>
<tr>
<td>PS330</td>
<td>Personality Development</td>
<td>6</td>
</tr>
<tr>
<td>PS380</td>
<td>Clinical Psychology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>300/400 Level Emphasis Area Courses (see below)</td>
<td>24</td>
</tr>
<tr>
<td>PS499</td>
<td>Bachelor’s Capstone in Psychology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td>88</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Open Electives</strong></td>
<td>59</td>
</tr>
</tbody>
</table>

---

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

## Emphasis Area Requirements

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

### Addictions

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS370</td>
<td>Health Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS375</td>
<td>Psychology of Addiction</td>
<td>6</td>
</tr>
<tr>
<td>PS450</td>
<td>Case Management in Clinical Settings</td>
<td>6</td>
</tr>
<tr>
<td>PS452</td>
<td>Psychopharmacology of Alcohol and Drugs</td>
<td>6</td>
</tr>
</tbody>
</table>

### Applied Behavior Analysis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS410</td>
<td>Screening and Assessment</td>
<td>6</td>
</tr>
<tr>
<td>PS340</td>
<td>Exceptional Needs Children</td>
<td>6</td>
</tr>
<tr>
<td>PS360</td>
<td>Applied Behavior Analysis I</td>
<td>6</td>
</tr>
<tr>
<td>PS365</td>
<td>Applied Behavior Analysis II</td>
<td>6</td>
</tr>
<tr>
<td>PS430</td>
<td>Program Design and Evaluation</td>
<td>6</td>
</tr>
</tbody>
</table>

### Child Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS340</td>
<td>Exceptional Needs Children</td>
<td>6</td>
</tr>
<tr>
<td>PS345</td>
<td>Language and Speech Development and Disorders</td>
<td>6</td>
</tr>
<tr>
<td>PS350</td>
<td>Working With Children in a Diverse World</td>
<td>6</td>
</tr>
<tr>
<td>PS420</td>
<td>Social Relationships in Childhood</td>
<td>6</td>
</tr>
</tbody>
</table>

### Industrial/Organizational Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS390</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS391</td>
<td>Psychology of Leadership</td>
<td>6</td>
</tr>
<tr>
<td>PS392</td>
<td>Attitudes and Motivation in the Workplace</td>
<td>6</td>
</tr>
<tr>
<td>PS451</td>
<td>Selection and Assessment in Organizations</td>
<td>6</td>
</tr>
</tbody>
</table>

---

Total Elective Requirements: 59

**TOTAL CREDITS**: 180

Emphasis area is not available in Tennessee.
Bachelor of Science in Psychology in Addictions

Description and Outcomes
The Bachelor of Science in Psychology in Addictions provides you with content knowledge of the major concepts, values, theories, psychological studies, research methods, and historical trends in psychology as they apply to the many aspects of addiction science, assessment, prevention, intervention, treatment, and case management. Courses are designed to help you understand the nature of addiction and clinical disorders to help in your professional work with clients. Courses focus on using the scientific approach to problem solving to evaluate behavior and mental processes while applying psychological principles to personal, social, and organizational issues.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor's Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master's Degree Option
If you are interested in earning a master's degree in human services, legal studies, psychology, or public administration, consider an accelerated master's degree option. Refer to the Progression Requirements (p. 133) section for details.

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

Program Outcomes

Discipline-Specific Outcomes
1. Knowledge Base: Discuss the major concepts, theoretical perspectives, enduring conflicts, empirical findings, and historical trends in psychology.
2. Research Methods: Explore basic methodology in psychology including research design, data analysis, and the interpretation and evaluation of findings.
3. Critical Thinking Skills: Assess problems related to behavior and mental processes using analytical thinking, skeptical inquiry, and/or the scientific approach.
4. Application: Apply the appropriate psychological principles, theories, and concepts to personal, social, and organizational issues and problems.
5. Values in Psychology: Examine the underlying ethical standards, values, and considerations in theory and practice in the disciplines of psychology.
7. Global Awareness: Explain how academic and applied psychology can improve interpersonal relationships across cultural boundaries in a variety of treatment settings.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

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

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

The online Bachelor of Science in Psychology in Addictions is accredited by the National Addiction Studies Accreditation Commission (NASAC). The NASAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.562.0211
Website: nasacaccreditation.org (http://www.nasacaccreditation.org)

The NAADAC (Association for Addiction Professionals) has designated Kaplan University as an Approved Education Provider for meeting nationally approved standards of education for the alcoholism and drug abuse counseling field. Students who complete the Bachelor of Science in Psychology in Addictions will meet the coursework requirements to take the NCAC Level I and II certification exams.

Note that additional requirements must also be completed to take the NCAC Level I and II examinations, including degree, field experience, and licensure requirements. Refer to www.naadac.org/ncc-ap (http://www.naadac.org/ncc-ap) for full eligibility requirements.

The NAADAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.741.7686
Website: naadac.org (http://www.naadac.org)
# Degree Plan

## Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics (select one of the following):</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td><strong>Arts and Humanities (select one of the following):</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Science (select one of the following):</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science (select one of the following):</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>HN144</td>
<td>Human Behavior and the Environment</td>
<td>5</td>
</tr>
<tr>
<td>HN200</td>
<td>Survey of Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PS115</td>
<td>Psychology Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS200</td>
<td>Introduction to Cognitive Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS215</td>
<td>Neuroscience</td>
<td>5</td>
</tr>
<tr>
<td>PS220</td>
<td>Child and Adolescent Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SC121</td>
<td>Human Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>HW410</td>
<td>Stress - Critical Issues in Management and Prevention</td>
<td>6</td>
</tr>
<tr>
<td>PS300</td>
<td>Research Methods I</td>
<td>6</td>
</tr>
<tr>
<td>PS311</td>
<td>Ethical Practice in a Diverse World</td>
<td>6</td>
</tr>
<tr>
<td>PS330</td>
<td>Personality Development</td>
<td>6</td>
</tr>
<tr>
<td>PS370</td>
<td>Health Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS375</td>
<td>Psychology of Addiction</td>
<td>6</td>
</tr>
<tr>
<td>PS380</td>
<td>Clinical Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS440</td>
<td>Abnormal Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS450</td>
<td>Case Management in Clinical Settings</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td></td>
<td>121</td>
</tr>
<tr>
<td><strong>Open Electives</strong></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td><strong>Total Open Electives</strong></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

2. Eligible students who choose to complete the accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Psychology in Applied Behavior Analysis

Description and Outcomes

The Bachelor of Science in Psychology in Applied Behavior Analysis (ABA) degree provides you with the knowledge, skills, and abilities necessary to prepare for graduate study or to work effectively with individuals in a variety of settings. This program provides an examination of the design, analysis, and application of learning theories and behavioral principles. It is designed to prepare you to pursue careers working with children and adults struggling with behaviors ranging from difficulty with everyday social interactions to various disorders including autism spectrum disorders, and other mental health challenges.

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master’s Degree Option

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Disciplinary Knowledge and Skills: Draw upon foundational principles in the field of psychology, including applied behavior analysis, including historical considerations, fundamental principles, and current trends in the field to design effective treatment.
2. Research and Analysis: Utilize basic methodology in psychology including research design, data analysis, and the interpretation and evaluation of findings to determine effective client services.
3. Critical Thinking and Problem Solving: Use analytical thinking, skeptical inquiry, and the scientific approach in solving problems related to behavior and mental health as they relate to the DSM-5 diagnostic categories to design individualized treatment plans.
4. Disciplinary Knowledge and Skills: Apply conceptual knowledge of principles of applied behavior analysis to case examples and scenarios that reflect everyday problems within individuals, families, and organizations with regard to functional assessments, behavior intervention plans, and the evaluation of effectiveness of treatment.
5. Professionalism and Ethics: Demonstrate competent and ethical practice in the field of applied behavior analysis through the conduct of functional behavior assessments that inform function-based behavior intervention plans that address socially significant behaviors.
6. Communication: Explain treatment approaches in terms that clients, their families, and organizations can understand to gain informed consent.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

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

Applicants will have to meet additional requirements to qualify.

The Behavior Analyst Certification Board can be contacted at:

8051 Shaffer Parkway
Littleton, CO 80127
Tel: 720.438.4321

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

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td></td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements 33

**Major Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
</tr>
<tr>
<td>HN144</td>
<td>Human Behavior and the Environment</td>
</tr>
<tr>
<td>HN200</td>
<td>Survey of Social Problems</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
</tr>
<tr>
<td>PS115</td>
<td>Psychology Program and Profession</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PS210</td>
<td>History of Psychology</td>
</tr>
<tr>
<td>PS215</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>PS220</td>
<td>Child and Adolescent Psychology</td>
</tr>
<tr>
<td>CE340</td>
<td>Introduction to Autism Spectrum Disorders in Young Children</td>
</tr>
<tr>
<td>PS300</td>
<td>Research Methods I</td>
</tr>
<tr>
<td>PS330</td>
<td>Personality Development</td>
</tr>
<tr>
<td>PS340</td>
<td>Exceptional Needs Children</td>
</tr>
<tr>
<td>PS360</td>
<td>Applied Behavior Analysis I</td>
</tr>
<tr>
<td>PS365</td>
<td>Applied Behavior Analysis II</td>
</tr>
<tr>
<td>PS380</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>PS385</td>
<td>Targeted Topics in Applied Behavior Analysis</td>
</tr>
<tr>
<td>PS410</td>
<td>Screening and Assessment</td>
</tr>
<tr>
<td>PS430</td>
<td>Program Design and Evaluation</td>
</tr>
<tr>
<td>PS440</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PS498</td>
<td>Bachelor’s Capstone in Applied Behavior Analysis</td>
</tr>
</tbody>
</table>

Total Major Requirements 117

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Open Elective Requirements 30

TOTAL CREDITS 180

---

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

2. Eligible students who choose to complete the accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Bachelor of Science in Psychology in Industrial/Organizational Psychology

Description and Outcomes

The Bachelor of Science in Psychology in Industrial/Organizational Psychology program provides foundational preparation for a variety of roles in business, government, and nonprofit organizations utilizing rigor and methods of psychology as applied to issues of critical relevance and to organizational effectiveness: talent management, coaching, assessment, selection, training, organizational development, performance (i.e., improvement, management), and work-life balance.

If you have already completed an associate’s or bachelor’s degree from an accredited institution, you may be eligible for degree requirements to be waived and replaced with advanced start credit. Refer to Advanced Start Credit in Bachelor’s Degrees (p. 29) in the Prior Learning Assessment section for details.

Accelerated Master’s Degree Option

If you are interested in earning a master’s degree in human services, legal studies, psychology, or public administration, consider an accelerated master’s degree option. Refer to the Progression Requirements (p. 133) section for details.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge Base: Apply the appropriate psychological principles, theories, and concepts to personal, social, and organizational issues and problems.
2. Critical Thinking Skills: Demonstrate critical thinking skills as applied to analytical thinking, skeptical inquiry, and the scientific approach in solving problems related to behavior and mental processes.
3. Application: Differentiate the major concepts, theoretical perspectives, enduring conflicts, empirical findings, and historical trends in Industrial/Organizational Psychology.
4. Research Methods: Distinguish the correct research methods utilized to apply basic methodology in Industrial/Organizational Psychology including research design, data analysis, and the interpretation and evaluation of findings.
5. Values in Psychology: Integrate underpinning ethical standards and values with considerations in theory and practice to Industrial/Organizational Psychology.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS204</td>
<td>Professional Presence</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>HU200</td>
<td>Arts and Humanities - Modern Creative Expressions</td>
<td>5</td>
</tr>
<tr>
<td>HU245</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>HU250</td>
<td>Humanities and Culture</td>
<td></td>
</tr>
<tr>
<td>SC200</td>
<td>Discovering Science - Current Issues in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>SC235</td>
<td>General Biology I - Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>SC246</td>
<td>Fundamentals of Microbiology</td>
<td></td>
</tr>
<tr>
<td>SC250</td>
<td>Fundamentals of Science</td>
<td></td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td></td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>MM207</td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>MT140</td>
<td>Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>MT203</td>
<td>Human Resource Management</td>
<td>5</td>
</tr>
<tr>
<td>MT220</td>
<td>Global Business</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PS115</td>
<td>Psychology Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS200</td>
<td>Introduction to Cognitive Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS210</td>
<td>History of Psychology</td>
<td>5</td>
</tr>
<tr>
<td>CM350</td>
<td>Public Relations Strategies</td>
<td>6</td>
</tr>
<tr>
<td>CM460</td>
<td>Strategic Communication</td>
<td>6</td>
</tr>
<tr>
<td>HR400</td>
<td>Employment and Staffing</td>
<td>6</td>
</tr>
<tr>
<td>LI410</td>
<td>Leadership in Practice</td>
<td>6</td>
</tr>
<tr>
<td>MT302</td>
<td>Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>PS300</td>
<td>Research Methods I</td>
<td>6</td>
</tr>
<tr>
<td>PS330</td>
<td>Personality Development</td>
<td>6</td>
</tr>
<tr>
<td>PS390</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PS391</td>
<td>Psychology of Leadership</td>
<td>6</td>
</tr>
<tr>
<td>PS392</td>
<td>Attitudes and Motivation in the Workplace</td>
<td>6</td>
</tr>
<tr>
<td>PS451</td>
<td>Selection and Assessment in Organizations</td>
<td>6</td>
</tr>
<tr>
<td>PS496</td>
<td>Bachelor’s Capstone in Industrial Organizational Psychology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td><strong>117</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

1. These degree requirements can be waived for students who are eligible for advanced start credit with a prior degree. See Advanced Start Credit in Bachelor’s Degrees in the Prior Learning Assessment section for details.

2. Eligible students who choose to complete the accelerated master’s degree option will take four graduate-level courses in addition to selected undergraduate electives.
Associate of Applied Science in Criminal Justice

(Previously Not Accepting Enrollments)

Description and Outcomes

As of November 11, 2015, this program will no longer be accepting enrollments or re-entries, with the exception of military servicemembers and veterans and residents of predetermined states, who may enroll through the term starting December 9, 2015. After the term starting December 9, 2015, enrollment in this program is open only to military servicemembers/veterans. An alternative program may be available/recommended. Check with an Admissions Advisor.

The Associate of Applied Science in Criminal Justice program is designed to prepare you with applied knowledge, technical skills, communication abilities, and general knowledge to pursue a wide range of entry-level positions in the field of criminal justice. Upon graduation, you may pursue employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. Some positions may require additional academy training and experience.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

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

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ100</td>
<td>Preparing for a Career in Public Safety</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>or CS121 Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ210</td>
<td>Criminal Investigation</td>
<td>5</td>
</tr>
<tr>
<td>CJ227</td>
<td>Criminal Procedure</td>
<td>5</td>
</tr>
<tr>
<td>CJ299</td>
<td>Associate's Capstone in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>40</td>
</tr>
</tbody>
</table>

Open Elective Requirements

| Open Electives                                                                 | 35      |
| Total Open Elective Requirements                                              | 35      |
| TOTAL CREDITS                                                                 | 90      |

1. Online students will take CJ100 Preparing for a Career in Public Safety.
Associate of Applied Science in Criminal Justice and Criminology

Description and Outcomes

The Associate of Applied Science in Criminal Justice and Criminology program provides a foundation in criminological, sociological, and psychological theories. Applied knowledge, technical skills, and communication abilities gained within this program offers you the ability to pursue or advance your career in a wide range of positions in the field of criminal justice, including law enforcement, criminological research, crime analysis, the courts, adult and juvenile justice, and public safety.

If you seek a practice-based program, the Associate of Applied Science in Criminal Justice and Criminology is designed to enhance your qualifications to help you pursue more challenging responsibilities in criminal justice agencies and corporations. Upon graduation, you may seek employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. It should be noted that some positions may require additional academy training and experience.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

2. Research Methods: Demonstrate an understanding of the scientific method and social research designs used in criminological research.
3. Policy and Procedure: Examine the interdisciplinary (psychological, sociological, and biological) foundations of criminological theory as applied to criminal justice practice, policy, and procedure.
4. Law: Apply principles of criminal law to criminal justice practice and understand the civil liabilities of criminal justice agencies and practitioners.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ100</td>
</tr>
<tr>
<td>CJ101</td>
</tr>
<tr>
<td>CJ102</td>
</tr>
<tr>
<td>CJ110</td>
</tr>
<tr>
<td>CJ140</td>
</tr>
<tr>
<td>CJ200</td>
</tr>
<tr>
<td>CJ233</td>
</tr>
<tr>
<td>CJ266</td>
</tr>
<tr>
<td>SS144</td>
</tr>
<tr>
<td>CJ289</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Open Elective Requirements

Open Electives

25

Total Open Elective Requirements

25

TOTAL CREDITS

90
Associate of Applied Science in Early Childhood Development

(Currently Not Accepting Enrollments)

Description and Outcomes

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

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

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

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

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Kentucky Students

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board’s website at http://www.epsb.ky.gov/certification/outofstate.asp.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE100</td>
<td>Preparing for a Career in Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>CE101</td>
<td>Introduction to Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>CE114</td>
<td>Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td>CE215</td>
<td>Early Childhood Curriculum Planning</td>
<td>5</td>
</tr>
<tr>
<td>CE220</td>
<td>Child Safety, Nutrition, and Health</td>
<td>5</td>
</tr>
<tr>
<td>CE230</td>
<td>Creative Activities for Young Children</td>
<td>5</td>
</tr>
<tr>
<td>CE240</td>
<td>Young Children With Special Needs</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology or SS144 Sociology</td>
<td>5</td>
</tr>
<tr>
<td>CE299</td>
<td>Associate's Capstone for Early Childhood Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>50</td>
</tr>
</tbody>
</table>

Open Elective Requirements

Open Electives

Total Open Elective Requirements

TOTAL CREDITS
Associate of Applied Science in Fire Science

Description and Outcomes

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education (FESHE) institution. The Associate of Applied Science in Fire Science closely follows the FESHE model and is designed to provide you with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics. The program serves fire service professionals seeking enhanced skills and a broad spectrum of knowledge in the field of fire science. The curriculum includes analytical approaches to fire protection and investigation, disaster and fire defense planning, hazardous materials management, and the role of the fire service within the community.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Foundational Firefighter Skills: Discuss the importance of building construction as it relates to firefighter safety, building codes, and fire prevention.
2. Knowledge Base: Describe the difference between fire resistance and flame spread and the testing procedures used to establish ratings for each.
3. Psychology: Discuss the issues that deal with the psychological effects of fire dynamics.
4. Research Methods: Apply scientific methods of inquiry to arrive at reasoned decisions regarding fire science.
5. Technology: Discuss the use of computer technology to inform and enhance firefighting strategy and tactics.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ246</td>
<td>Human Relations in a Diverse Society</td>
<td>5</td>
</tr>
<tr>
<td>FS100</td>
<td>Introduction to Fire and Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS101</td>
<td>Fire Behavior and Combustion</td>
<td>5</td>
</tr>
<tr>
<td>FS102</td>
<td>Building Construction for Fire Protection</td>
<td>5</td>
</tr>
<tr>
<td>FS103</td>
<td>Fire Protection Hydraulics and Water Supply</td>
<td>5</td>
</tr>
<tr>
<td>FS104</td>
<td>Fire Protection Systems</td>
<td>5</td>
</tr>
<tr>
<td>FS105</td>
<td>Fire Prevention Practices</td>
<td>5</td>
</tr>
<tr>
<td>FS201</td>
<td>Strategy and Tactics</td>
<td>5</td>
</tr>
<tr>
<td>FS202</td>
<td>Principles of Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS204</td>
<td>Occupational Safety and Health for Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS208</td>
<td>Legal Aspects of Emergency Services</td>
<td>5</td>
</tr>
<tr>
<td>FS299</td>
<td>Associate's Capstone in Fire Science</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>60</td>
</tr>
</tbody>
</table>

Open Elective Requirements

| Open Electives                              | 15 |
| Total Open Elective Requirements             | 15 |
| TOTAL CREDITS                                | 90 |
Associate of Applied Science in Human Services

(Currently Not Accepting Enrollments)

Description and Outcomes

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

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

This program adheres to the curriculum standards of the Council of Standards in Human Service Education, however, it is not accredited by this agency. Refer to the Certification, State Board, and National Board Exams (p. 182) section for important program disclosure information.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

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

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

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

The program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education. The coursework in this program fulfills the requirements to sit for the exam to become a Human Services—Board Certified Practitioner (HS-BCP™). Please note that you must meet post-degree experience requirements in order to earn the HS-BCP credential.

The Center for Credentialing & Education can be contacted at:
3 Terrace Way
Greensboro, NC 27403-3660
Tel: 336.482.2856

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Mathematics (select one of the following):</td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>HN115</td>
<td>Human Services Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>HN144</td>
<td>Human Behavior and the Environment</td>
<td>5</td>
</tr>
<tr>
<td>HN200</td>
<td>Survey of Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>HN205</td>
<td>Applied Skills for Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN220</td>
<td>Prevention and Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>PS124</td>
<td>Introduction to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>HN299</td>
<td>Associate's Capstone for Human Services</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>40</td>
</tr>
<tr>
<td>Open Elective Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>
Associate of Applied Science in Legal Support and Services

Description and Outcomes

The Associate of Applied Science in Legal Support and Services program is designed to offer a broad-based foundation in the knowledge of the law and other related practical study areas, in conjunction with the practical and technical skills and competencies required of various professions in the legal field. Comprehensive study in areas such as legal research and writing, civil litigation, legal ethics, torts, and various legal disciplines help prepare you for diverse career opportunities.

If you are interested in pursuing occupational advancement or seeking employment in legal environments, including private law firms, corporations, and government agencies, consider this program. Duties may include providing support during legal proceedings, investigation, preparing various documents, managing technology, and researching legal issues.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes
1. Theory and Principles: Define the basic elements of specific areas of law
2. Research: Find relevant primary and secondary legal sources to apply to specific fact scenarios.
3. Investigation: Describe the exploratory techniques used in the legal profession.
4. Communications: Draft communications using practical concepts from specific areas of law.
5. Critical Thinking: Assess the legal practices of various societal institutions.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM206</td>
<td>Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Social Science (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS211</td>
<td>The 1960s - Reshaping the American Dream</td>
<td>5</td>
</tr>
<tr>
<td>SS236</td>
<td>People, Power, and Politics - An Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>SS250</td>
<td>The Technological Revolution - A Social Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>CS121 Pathways to Academic Success</td>
<td>5</td>
</tr>
<tr>
<td>LS185</td>
<td>Introduction to American Jurisprudence</td>
<td>5</td>
</tr>
<tr>
<td>LS204</td>
<td>Legal Research and Writing</td>
<td>5</td>
</tr>
<tr>
<td>PA110</td>
<td>Civil Litigation</td>
<td>5</td>
</tr>
<tr>
<td>PA165</td>
<td>Introduction to Torts</td>
<td>5</td>
</tr>
<tr>
<td>PA230</td>
<td>Introduction to Legal Technology</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>IT133 Microsoft Office Applications on Demand</td>
<td>5</td>
</tr>
<tr>
<td>PA250</td>
<td>Family Law</td>
<td>5</td>
</tr>
<tr>
<td>PA253</td>
<td>Legal Ethics</td>
<td>5</td>
</tr>
<tr>
<td>PA260</td>
<td>Criminal Law</td>
<td>5</td>
</tr>
<tr>
<td>LS298</td>
<td>Associate of Applied Science in Legal Support and Services Capstone</td>
<td>5</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Open Elective Requirements

Open Electives 15
Total Open Elective Requirements 15

TOTAL CREDITS 90

1 Online students will take LS100 Introduction to the Law and Legal Profession and PA230 Introduction to Legal Technology.
Associate of Applied Science in Paralegal Studies

(Withdrawn from Offerings)

Description and Outcomes

The Associate of Applied Science in Paralegal Studies program is designed to offer a level of training that provides you with knowledge of the law and paralegal studies, in conjunction with the practical and technical skills and competencies required of the profession. Comprehensive study in areas such as legal research and writing, litigation, contracts, legal ethics, torts, and various legal disciplines help prepare you for diverse career opportunities.

If you are interested in pursuing occupational advancement or seeking employment in legal environments, including private law firms, corporations, and government agencies, consider this program. A paralegal's duties may include providing support during courtroom proceedings, interviewing and investigation, preparing documents, managing technology, and researching legal issues.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Assist Clients: Analyze data to ethically assist clients throughout the legal process.
2. Perform Legal Research: Locate and analyze relevant primary and secondary legal sources in electronic and print media.
3. Perform Investigative Functions: Use investigative techniques to gather information from a variety of sources.
4. Perform Communications Functions: Communicate with participants throughout the legal process.
5. Implement Legal Procedures: Manage electronic and print information.
6. Assist in Litigation Preparation: Draft and organize information for trial purposes.
7. Prepare Legal Documents for Clients.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 50) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>15</td>
</tr>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession (^1)</td>
<td>5</td>
</tr>
<tr>
<td>or CS121</td>
<td>Pathways to Academic Success</td>
<td></td>
</tr>
<tr>
<td>PA106</td>
<td>Legal Terminology and Transcription</td>
<td>5</td>
</tr>
<tr>
<td>PA110</td>
<td>Civil Litigation</td>
<td>5</td>
</tr>
<tr>
<td>PA201</td>
<td>Introduction to Legal Research</td>
<td>5</td>
</tr>
<tr>
<td>PA205</td>
<td>Introduction to Legal Analysis and Writing</td>
<td>5</td>
</tr>
<tr>
<td>PA230</td>
<td>Introduction to Legal Technology (^1)</td>
<td>5</td>
</tr>
<tr>
<td>or IT133</td>
<td>Microsoft Office Applications on Demand</td>
<td></td>
</tr>
<tr>
<td>PA253</td>
<td>Legal Ethics</td>
<td>5</td>
</tr>
<tr>
<td>PA299</td>
<td>Associate's Capstone - Project</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>40</td>
</tr>
<tr>
<td>Open Elective Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Online students will take LS100 Introduction to the Law and Legal Profession and PA230 Introduction to Legal Technology.
Associate of Applied Science in Public Safety and Security

Description and Outcomes

The Associate of Applied Science in Public Safety and Security is created around a variety of public service disciplines including emergency management, law enforcement, corporate security, loss prevention, private investigations, and security. This program is designed to provide you with the foundational skills, knowledge, and communication abilities needed in today's fast-paced world of public safety at the private and governmental levels.

If you seek a practice-based program, the Associate of Applied Science in Public Safety and Security is designed to enhance your qualifications to help you pursue more challenging responsibilities in criminal justice agencies and corporations. Upon graduation, you may seek employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. It should be noted that some positions may require additional academy training and experience.

Concentration

If you have prior experience in the public safety and security field, you may be eligible to enroll in the practitioner concentration, a flexible option that recognizes your past experience and learning. Refer to the Admissions Requirements (p. 186) for specific eligibility requirements.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Public Safety: Apply principles in homeland security and emergency management to make effective decisions in diverse and dynamic situations.
2. Private Security: Examine the role of private security in the criminal justice system.
3. Corporate Security: Apply security concepts to various types of corporate environments.
4. Investigation: Demonstrate an understanding of how to investigate criminal activities associated with security incidents.
5. Law: Apply principles of corporate law to criminal justice practice, and understand the civil liabilities of criminal justice agencies and practitioners.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

To enroll in the practitioner concentration, you must meet one of the following criteria:

1. You are a current military servicemember or veteran
2. You are a certified law enforcement officer
3. You have qualified for this option through an articulation or partnership
4. You have received permission from the dean

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements: 15 credits

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ103</td>
<td>Introduction to Corporate Security</td>
<td>5</td>
</tr>
<tr>
<td>CJ210</td>
<td>Criminal Investigation</td>
<td>5</td>
</tr>
<tr>
<td>CJ216</td>
<td>Computers, Technology, and Criminal Justice Information Systems</td>
<td>5</td>
</tr>
<tr>
<td>FS120</td>
<td>Introduction to Emergency Management</td>
<td>5</td>
</tr>
<tr>
<td>CJ297</td>
<td>Associate's Capstone in Public Safety and Security</td>
<td>5</td>
</tr>
</tbody>
</table>

100/200 Level Concentration Courses (see below): 20 credits

Total Major Requirements: 50 credits

Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Total Open Elective Requirements: 25 credits

TOTAL CREDITS: 90 credits

Concentration Requirements

Concentration courses are completed within the major electives requirement of the degree plan.

No Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ100</td>
<td>Preparing for a Career in Public Safety</td>
<td>5</td>
</tr>
<tr>
<td>CJ180</td>
<td>Private Security</td>
<td>5</td>
</tr>
<tr>
<td>CJ212</td>
<td>Crime Prevention</td>
<td>5</td>
</tr>
<tr>
<td>FS225</td>
<td>Emergency Management Response</td>
<td>5</td>
</tr>
</tbody>
</table>
## Practitioner

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100/200 Level</td>
<td>Major Electives</td>
<td>20</td>
</tr>
</tbody>
</table>
Applied Behavior Analysis Postbaccalaureate Certificate

Description and Outcomes
If you are interested in expanding your knowledge of applied behavior analysis in order to meet the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® Examination, consider the Applied Behavior Analysis Postbaccalaureate Certificate program.

Please refer to the website of the Behavior Analyst Certification Board (http://www.bacb.com)®, Inc. for full eligibility requirements as well as the Certification, State Board, and National Board Exams (p. 188) section for important program disclosure information.

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

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

Program Outcomes
1. Disciplinary Knowledge and Skills: Draw upon foundational principles in the field of applied behavior analysis, which includes historical, ethical, and cultural considerations, to design behavior intervention plans.
2. Research and Analysis: Utilize basic methodology in applied behavior analysis, which includes research design, data analysis, ethical and cultural considerations, and the interpretation and evaluation of findings, to determine effective client services.
3. Critical Thinking Skills and Problem Solving: Use analytical thinking, skeptical inquiry, and the scientific approach to identify the variables that influence behavior in order to design function-based behavior intervention plans.
4. Disciplinary Knowledge and Skills: Apply conceptual knowledge of principles of applied behavior analysis to case examples and scenarios that reflect everyday problems within individuals, families, and organizations with regard to functional assessments, behavior intervention plans, and the evaluation of effectiveness of treatment.
5. Professionalism and Ethics: Demonstrate competent and ethical practice in the field of applied behavior analysis through the conduct of functional behavior assessments that inform function-based behavior intervention plans that address socially significant behaviors.
6. Communication: Explain treatment approaches in terms that clients, their families, and organizations can understand to gain informed consent.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

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

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

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

Applicants will have to meet additional requirements to qualify.

The Behavior Analyst Certification Board can be contacted at:

Behavior Analyst Certification Board
8051 Shaffer Parkway
Littleton, CO 80127
Tel: 720.438.4321

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

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS340</td>
<td>Exceptional Needs Children</td>
<td>6</td>
</tr>
<tr>
<td>PS360</td>
<td>Applied Behavior Analysis I</td>
<td>6</td>
</tr>
<tr>
<td>PS365</td>
<td>Applied Behavior Analysis II</td>
<td>6</td>
</tr>
<tr>
<td>PS410</td>
<td>Screening and Assessment</td>
<td>6</td>
</tr>
<tr>
<td>PS430</td>
<td>Program Design and Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate

Description and Outcomes

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

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

Program Length

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

Program Outcomes

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

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements

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

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE340</td>
<td>Introduction to Autism Spectrum Disorders in Young Children</td>
<td>6</td>
</tr>
<tr>
<td>CE350</td>
<td>Language and Social Skill Development for Young Children With Autism</td>
<td>6</td>
</tr>
<tr>
<td>CE440</td>
<td>Teaching Young Children With Autism</td>
<td>6</td>
</tr>
<tr>
<td>CE450</td>
<td>Behavior Intervention and Strategies for Working With Young Children With Autism</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements 24

TOTAL CREDITS 24
Corrections Certificate

Description and Outcomes

The Corrections Certificate program is designed to prepare you to pursue entry-level and supervisory positions in today's complex corrections environment. The field of corrections provides a variety of job opportunities, and correctional officers perform a variety of law enforcement roles in supervising and maintaining security in correctional facilities. Corrections professionals also interact with probation and parole officials.

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

Program Length

The Corrections Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Staff Roles: Differentiate the roles and responsibilities of various employee classifications in correctional institutions and settings.
3. Client Relations: Develop appropriate professional responses to client behaviors given differences in personal, group, and cultural meanings among clients.
4. Client Growth and Development: Define the relationship between biopsychosocial development, current client problems, and appropriate custodial settings or community-based corrections alternatives.
5. Law: Select appropriate policies and practices to meet legal principles and standards applicable to client care and custody and the management of corrections programs and institutions.
6. Client Custody and Care: Define the purposes, objectives, and standards of care associated with various types of corrections programs and institutions.
7. Ethics: Select accepted ethical practices in corrections settings.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

If you do not possess an associate's or bachelor's degree within the criminal justice field from an accredited institution at the time of admission, you may be admitted to the program after providing proof that you have been employed in law enforcement, the military, or an associated area of criminal justice within the last 18 months prior to enrollment. If you do not possess a prior degree, admission is at the discretion of the Dean of the College of Social and Behavioral Sciences based on a review of work experience and other relevant criteria.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ102</td>
<td>Criminology I</td>
<td>5</td>
</tr>
<tr>
<td>CJ130</td>
<td>Introduction to Corrections</td>
<td>5</td>
</tr>
<tr>
<td>CJ140</td>
<td>Introduction to Constitutional Law</td>
<td>5</td>
</tr>
<tr>
<td>CJ150</td>
<td>Juvenile Delinquency</td>
<td>5</td>
</tr>
<tr>
<td>CJ212</td>
<td>Crime Prevention</td>
<td>5</td>
</tr>
<tr>
<td>CJ340</td>
<td>Applied Criminal Justice Ethics</td>
<td>6</td>
</tr>
<tr>
<td>or CJ345</td>
<td>Supervisory Practices in Criminal Justice</td>
<td></td>
</tr>
</tbody>
</table>

Total Major Requirements 36

TOTAL CREDITS 36

By the last day of the first term, you must supply the official transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked reentry until an official transcript is provided or you change your program of study to one that does not require proof of graduation.
Crime Scene Technician Certificate

Description and Outcomes

The Crime Scene Technician Certificate program is designed to provide you with a foundational understanding of the analytical procedures used by crime scene technicians, as well as the documentation, collection, and preservation processes employed to handle evidence. Program coursework will cover evidentiary procedures in a criminal investigation, such as locating, collecting, and analyzing crime scene evidence, handling and processing physical evidence, identifying the boundaries of a crime scene, managing a crime scene, and searching the crime scene for specific types of evidence that can be used in a criminal prosecution.

Program Length

The Crime Scene Technician Certificate program consists of a minimum of 41 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Describe analytical procedures used by forensic scientists in the application of science to law.
3. Initiate procedures used in the documentation, collection, and preservation of physical evidence.
4. Ethically apply appropriate investigative methods used in forensic science.
5. Apply investigative theory and methodology with scientific theory and methodology in the resolution of criminal cases.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you do not possess an associate’s or bachelor’s degree within the criminal justice field from an accredited institution at the time of admission, you may be admitted to the program after providing proof that you have been employed in law enforcement, the military, or an associated area of criminal justice within the last 18 months prior to enrollment. If you do not possess a prior degree, admission is at the discretion of the Dean of the College of Social and Behavioral Sciences based on a review of work experience and other relevant criteria.

By the last day of the first term, you must supply the official transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked reentry until an official transcript is provided or you change your program of study to one that does not require proof of graduation.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ102</td>
<td>Criminology I</td>
<td>6</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Composition Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level or above</td>
<td>Physical/Biological Science Course</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (select one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM150</td>
<td>Survey of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MM212</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ210</td>
<td>Criminal Investigation</td>
<td>5</td>
</tr>
<tr>
<td>CJ328</td>
<td>Forensic Fingerprint Analysis</td>
<td>6</td>
</tr>
<tr>
<td>CJ345</td>
<td>Supervisory Practices in Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ355</td>
<td>Homeland Security</td>
<td>6</td>
</tr>
<tr>
<td>CJ370</td>
<td>Crime Scene Investigation II</td>
<td>6</td>
</tr>
<tr>
<td>CJ385</td>
<td>Forensic Chemistry and Trace Evidence Analysis</td>
<td>6</td>
</tr>
<tr>
<td>CJ444</td>
<td>Managing Criminal Justice Organizations</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements: 41

TOTAL CREDITS: 41
Human Services Certificate in Child and Family Services

Description and Outcomes

The Human Services Certificate in Child and Family Services is designed for individuals who want to secure a position or potential promotion in the field of human services. The curriculum will introduce you to child and family services and provide basic skills and general knowledge. Consider this program if you have a goal of making a difference in the lives of others.

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

Program Length

The Human Services Certificate in Child and Family Services program consists of a minimum of 43 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Examine developmental milestones of children and adolescents.
2. Recognize appropriate skills required of a human service professional.
3. Assess client needs to determine appropriate interventions and/or services.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

If you enroll in the Human Services Certificate in Child and Family Services, you will have all course-level prerequisites waived.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>HN115</td>
<td>Human Services Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>HN205</td>
<td>Applied Skills for Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN220</td>
<td>Prevention and Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>SS144</td>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>HN330</td>
<td>Case Management in Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN370</td>
<td>Child Welfare and Family</td>
<td>6</td>
</tr>
<tr>
<td>HN377</td>
<td>Studies in Child and Adolescent Development</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Major Requirements 43

TOTAL CREDITS 43
Human Services Certificate in Elder Care Services

Description and Outcomes

The Human Services Certificate in Elder Care Services is designed for individuals who wish to enter the field of gerontology with a basic foundation centered on working with the older adult population. Earning this certificate can help you secure your first position or assist with a potential promotion in the field. The curriculum will introduce and enhance basic skills as well as focus on some of the specific knowledge required of a human services professional who has a goal of working in elder care services.

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

Program Length

The Human Services Certificate in Elder Care Services program consists of a minimum of 43 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Examine the impact aging has on society.
2. Evaluate psychological theories to aid in developing ethical interventions.
3. Assess client needs to determine appropriate interventions and/or services.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

If you enroll in the Human Services Certificate in Elder Care Services, you will have all course-level prerequisites waived.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>HN115</td>
<td>Human Services Program and Profession</td>
<td>5</td>
</tr>
<tr>
<td>HN205</td>
<td>Applied Skills for Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN220</td>
<td>Prevention and Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>SS144</td>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>HN330</td>
<td>Case Management in Human Services</td>
<td>6</td>
</tr>
<tr>
<td>HN360</td>
<td>The Aging Population and Society</td>
<td>6</td>
</tr>
<tr>
<td>HN365</td>
<td>Psychology of Aging</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td><strong>43</strong></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 43
Legal Secretary Certificate

Description and Outcomes

Legal secretary is a field of law that offers employment opportunities for highly trained and qualified graduates in a wide range of businesses and industries. The Legal Secretary Certificate program is designed to provide you with an introduction to legal secretarial skills and enhance your abilities on the job. Upon graduation, you may pursue employment as a legal secretary or a legal administrative assistant in a law firm, the judicial system, or the legal departments of organizations in the profit and nonprofit sectors. Coursework focuses on the role of the paralegal in the civil litigation process and helps you develop the skills necessary for effective legal writing, document processing, and use of software applications.

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

Program Length

The Legal Secretary Certificate program consists of a minimum of 31 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

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

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 133) and the Policy Information (p. 6) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM107</td>
<td>College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession</td>
<td>5</td>
</tr>
<tr>
<td>PA106</td>
<td>Legal Terminology and Transcription</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA230</td>
<td>Introduction to Legal Technology</td>
<td>5</td>
</tr>
<tr>
<td>PA305</td>
<td>Law Office Management</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Major Requirements</strong></td>
<td><strong>31</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>31</strong></td>
<td></td>
</tr>
</tbody>
</table>
Management and Supervision Certificate in Criminal Justice

Description and Outcomes
If you are currently a professional in the criminal justice field, the Management and Supervision Certificate in Criminal Justice could help increase your knowledge of supervision and management. The certificate program offers courses designed to introduce you to the principles of human resource management and supervision in the field. You will study supervisory practices in criminal justice organizations, management theory and how to manage in a criminal justice organization, organizational behavior, employment law, and human resource development.

Program Length
The Management and Supervision Certificate in Criminal Justice program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes
1. Supervision: Analyze the role of supervisors and managers in criminal justice.
3. Applied Ethics: Problem solve ethically as a supervisor or manager in criminal justice environments.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you do not possess an associate’s or bachelor’s degree within the criminal justice field from an accredited institution at the time of admission, you may be admitted to the program after providing proof that you have been employed in law enforcement, the military, or an associated area of criminal justice within the last 18 months prior to enrollment. If you do not possess a prior degree, admissions is at the discretion of the Dean of the College of Social and Behavioral Sciences based on a review of work experience and other relevant criteria.

By the last day of the first term, you must supply the official transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked reentry until an official transcript is provided or you change your program of study to one that does not require proof of graduation.

Progression Requirements
If you enroll in the Management and Supervision Certificate in Criminal Justice, the course-level prerequisites for HR420 Employment Law and MT302 Organizational Behavior will be waived.

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM220</td>
<td>College Composition II</td>
<td></td>
</tr>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td></td>
</tr>
<tr>
<td>CJ102</td>
<td>Criminology I</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CJ307</td>
<td>Crisis Management in Terrorist Attacks and Disasters</td>
<td>6</td>
</tr>
<tr>
<td>CJ340</td>
<td>Applied Criminal Justice Ethics</td>
<td>6</td>
</tr>
<tr>
<td>CJ345</td>
<td>Supervisory Practices in Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ355</td>
<td>Homeland Security</td>
<td>6</td>
</tr>
<tr>
<td>CJ444</td>
<td>Managing Criminal Justice Organizations</td>
<td>6</td>
</tr>
<tr>
<td>HR420</td>
<td>Employment Law</td>
<td>6</td>
</tr>
<tr>
<td>or MT302</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Major Requirements</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 36
Pathway to Paralegal Postbaccalaureate Certificate

Description and Outcomes

If you already possess a bachelor’s degree from an accredited institution and want to enter the paralegal profession, consider the Pathway to Paralegal Postbaccalaureate Certificate program. This certificate program is designed to increase your knowledge of the paralegal profession and provide you with the foundational coursework to prepare to become a paralegal. Courses teach you how to communicate effectively in a legal environment, conduct legal research, and evaluate legal sources. In addition, you will apply learned concepts to relevant legal arguments and examine ethics in legal environments.

Program Length

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 36 or 37 quarter credit hours, depending on your choice of elective. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Communications: Communicate effectively in legal environments.
2. Ethics: Apply ethical decision making to paralegal practice.
3. Critical Thinking: Apply critical thinking to paralegal practice situations.
4. Practice: Analyze theoretical and practical concepts in areas of legal specialization.
5. Legal Research: Conduct legal research.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

By the end of the first term, you must furnish an official transcript indicating receipt of a bachelor’s degree from an accredited institution. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS100</td>
<td>Introduction to the Law and Legal Profession</td>
<td>5</td>
</tr>
<tr>
<td>PA110</td>
<td>Civil Litigation</td>
<td>5</td>
</tr>
<tr>
<td>PA201</td>
<td>Introduction to Legal Research</td>
<td>5</td>
</tr>
<tr>
<td>PA205</td>
<td>Introduction to Legal Analysis and Writing</td>
<td>5</td>
</tr>
<tr>
<td>PA253</td>
<td>Legal Ethics</td>
<td>5</td>
</tr>
<tr>
<td>PA305</td>
<td>Law Office Management</td>
<td>6</td>
</tr>
</tbody>
</table>

Select one of the following: 5 or 6

- PA221 Wills, Trusts, and Estate Planning
- PA250 Family Law
- PA260 Criminal Law
- PA261 Bankruptcy and Debtor-Creditor Law
- PA300 Real Estate Law

Total Major Requirements: 36-37
Total CREDITS: 36-37

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 36 or 37 quarter credit hours, depending on the student’s choice of elective. Total program costs may vary.
Private Security Certificate

Description and Outcomes

If you are currently a professional in the criminal justice field, the Private Security Certificate program could help increase your knowledge of private security. The program offers 10 courses designed to introduce you to the field of private and corporate security, examine the range of security responsibilities, and teach you how to provide asset protection to a myriad of clients.

The Private Security Certificate program is not only designed to help you pursue employment in private or corporate security, but could also prepare you for professional membership in the American Society of Industrial Security (ASIS) and the Certified Protection Professional (CPP) certification exam. Refer to the Certification, State Board, and National Board Exams (p. 198) section for important program disclosure information.

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

Program Length

The Private Security Certificate program consists of a minimum of 53 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Demonstrate an understanding of the role of private and corporate security in the criminal justice system.
2. Demonstrate the ability to apply security concepts to various types of private and business environments.
3. Demonstrate an understanding of how to investigate major crimes associated with security incidents.
4. Demonstrate an understanding of white-collar crime and other examples of fraud and why it is an important field of study in private security.
5. Demonstrate an understanding of what is needed to constitute a reliable security culture in the private or corporate sector.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you do not possess an associate’s or bachelor’s degree within the criminal justice field from an accredited institution at the time of admission, you may be admitted to the program after providing proof that you have been employed in law enforcement, the military, or an associated area of criminal justice within the last 18 months prior to enrollment. If you do not possess a prior degree, admission is at the discretion of the Dean of the College of Social and Behavioral Sciences based on a review of work experience and other relevant criteria.

By the last day of the first term, you must supply the official transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked reentry until an official transcript is provided or you change your program of study to one that does not require proof of graduation.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Certified Protection Professional (CPP) certification exam.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ101</td>
<td>Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ130</td>
<td>Introduction to Corrections</td>
<td>5</td>
</tr>
<tr>
<td>CJ140</td>
<td>Introduction to Constitutional Law</td>
<td>5</td>
</tr>
<tr>
<td>CJ210</td>
<td>Criminal Investigation</td>
<td>5</td>
</tr>
<tr>
<td>CJ211</td>
<td>Police Operations</td>
<td>5</td>
</tr>
<tr>
<td>CJ212</td>
<td>Crime Prevention</td>
<td>5</td>
</tr>
<tr>
<td>CJ227</td>
<td>Criminal Procedure</td>
<td>5</td>
</tr>
<tr>
<td>CJ345</td>
<td>Supervisory Practices in Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ444</td>
<td>Managing Criminal Justice Organizations</td>
<td>6</td>
</tr>
<tr>
<td>PA310</td>
<td>Tort Law</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Major Requirements: 53

TOTAL CREDITS: 53

1 Students are exempt from the prerequisite requirement for PA310 Tort Law.
Course Descriptions

A
• Accounting (AC) (p. 199)
• Arts and Sciences (AS) (p. 201)
• Associate's Business (AB) (p. 201)

C
• Childhood Education (CE) (p. 205)
• Communication and Composition (CM) (p. 208)
• Criminal Justice (CJ) (p. 211)

D
• Dental Assisting (DA) (p. 215)

E
• Environmental Policy and Management (EM) (p. 216)
• Exercise and Fitness (EF) (p. 216)
• Experiential Learning (EL) (p. 217)

F
• Finance (FI) (p. 217)
• Fire Science (FS) (p. 217)

G
• General Business (BU) (p. 219)

H
• Health and Wellness (HW) (p. 220)
• Health Care Administration (HA) (p. 221)
• Health Information Technology (HI) (p. 221)
• Health Science (HS) (p. 222)
• Human Resources (HR) (p. 225)
• Human Services (HN) (p. 226)
• Humanities (HU) (p. 228)

I
• Information Systems and Technology (IT) (p. 229)

L
• Legal Studies (LS) (p. 238)
• Liberal Studies (LI) (p. 240)

M
• Management (MT) (p. 240)
• Mathematics (MM) (p. 246)
• Medical Assisting (MA) (p. 248)
• Medical Office Management (MO) (p. 249)

N
• Nursing (NU) (p. 249)
• Nutrition Science (NS) (p. 259)

P
• Paralegal Studies (PA) (p. 260)
• Professional Studies (CS) (p. 262)
• Professional Studies (PR) (p. 262)
• Psychology (PS) (p. 263)
• Public Administration and Policy (PP) (p. 265)
• Public Health (PU) (p. 266)

S
• Science (SC) (p. 266)
• Social Science (SS) (p. 268)

Accounting (AC)

AC113: Accounting for Nonaccounting Majors
This course emphasizes the use of accounting by managers in a business environment. Topics covered include accounting concepts, internal control, current assets, noncurrent assets, liabilities, and equity. The course is specifically designed for nonaccounting majors, and emphasis is placed on accounting areas affecting business owners and managers.
Quarter Credit Hours: 5 | Prerequisite: None

AC114: Accounting I
This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.
Quarter Credit Hours: 5 | Prerequisite: None

AC114M1: Practicality of Accounting Information
Show the purpose and the usage of accounting information.
Quarter Credit Hours: 1 | Prerequisite: None

AC114M2: Preparing a Journal
Prepare journal entries using the accrual basis of accounting.
Quarter Credit Hours: 1 | Prerequisite: None

AC114M3: Accounting Cycle Preparation
Apply the steps of the accounting cycle.
Quarter Credit Hours: 1 | Prerequisite: None

AC114M4: Financial Statement Preparation
Prepare general purpose financial statements.
Quarter Credit Hours: 1 | Prerequisite: None

AC114M5: Merchandise Accounting
Illustrate accounting for inventories and merchandise transactions.
Quarter Credit Hours: 1 | Prerequisite: None

AC116: Accounting II
This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders' equity sections of a corporation's balance sheet. This course continues to lead you to accounting mastery using an integrated learning system. This course provides further understanding of what accounting is all about and accounting's evolving role in business.
Quarter Credit Hours: 5 | Prerequisite: AC114
AC116M1: Financial Statements - Valuation of Assets
Analyze the valuation and disclosure of assets in financial statements.
Quarter Credit Hours: 1 | Prerequisite: AC114

AC116M2: Financial Statements - Valuation of Liabilities
Analyze the valuation and disclosure of liabilities in financial statements.
Quarter Credit Hours: 1 | Prerequisite: AC114

AC116M3: Partnership - Owners' Equity Analysis
Examine the structure and content of the owners' equity section of a partnership balance sheet.
Quarter Credit Hours: 1 | Prerequisite: AC114

AC116M4: Corporation - Owners' Equity Analysis
Examine the structure and content of the owners' equity section of a corporate balance sheet.
Quarter Credit Hours: 1 | Prerequisite: AC114

AC116M5: Cash Analysis
Prepare a statement of cash flows.
Quarter Credit Hours: 1 | Prerequisite: AC114

AC122: Payroll Accounting
This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered.
Quarter Credit Hours: 5 | Prerequisite: AC113 or AC114

AC239: Managerial Accounting
This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include financial statement analysis, job order cost systems, cost-volume-profit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing.
Quarter Credit Hours: 5 | Prerequisite: AC116 and MM255

AC256: Federal Tax
This course introduces you to the procedures to interpret tax information on an individual federal tax basis. Basic concepts in federal income taxation are explored, including gross income, deductions, exemptions, and credits. Introductory tax concepts, including cash and accrual methods, like-kind exchanges, and passive loss rules are covered.
Quarter Credit Hours: 5 | Prerequisite: AC116 and MM255

AC256M1: Calculate Individual Taxable Income Using Tax Formula
Calculate an individual's taxable income using the tax formula.
Quarter Credit Hours: 1 | Prerequisite: AC116 and MM255

AC256M2: Determine What Is Gross Income
Identify which items must be included or excluded from gross income.
Quarter Credit Hours: 1 | Prerequisite: AC116 and MM255

AC256M3: Calculate Individual Taxable Income Using Tax Table
Use tax tables to calculate an individual's income tax.
Quarter Credit Hours: 1 | Prerequisite: AC116 and MM255

AC256M4: Prepare Individual Tax Return
Prepare an Individual Tax Return.
Quarter Credit Hours: 1 | Prerequisite: AC116 and MM255

AC256M5: Advise on Income Tax Treatment and Planning
Recommend the appropriate income tax treatment for various scenarios.
Quarter Credit Hours: 1 | Prerequisite: AC116 and MM255

AC300: Intermediate Accounting I
This course examines the full accounting process and covers selected conceptual accounting issues, aspects of financial reporting, and structure and reporting requirements for the balance sheet, income statement, and statement of cash flows. In-depth analyses of current assets are also included.
Quarter Credit Hours: 6 | Prerequisite: AC116

AC301: Intermediate Accounting II
This course covers accounting theory and practices associated with the acquisition, cost allocation, and disposal of property, plant, and equipment; intangible assets; current liabilities, contingencies, long-term liabilities; and investments.
Quarter Credit Hours: 6 | Prerequisite: AC300

AC302: Intermediate Accounting III
This course covers the accounting theory and practices associated with corporate accounting issues involving pensions, leases, taxes, and income recognition. In addition, disclosure requirements and the statement of cash flows are examined. Also, in-depth analysis of accounting for accounting changes and errors is also included.
Quarter Credit Hours: 6 | Prerequisite: AC301

AC330: Managerial Accounting for Business Professionals
This course emphasizes how accounting information can be used to aid management in planning business activities, controlling operations, and making decisions that promote profitability and sustainability. Topics covered include financial statement analysis, budgeting, cost behavior, cost-volume-profit analysis, variance analysis, balanced scorecard, and relevant cost analysis in the decision-making process.
Quarter Credit Hours: 6 | Prerequisite: AC113 or AC114, and MM255

AC410: Auditing
This course examines the role of the auditor in a technological global business environment. You are exposed to the scope of auditing as a profession, the rules governing the professional ethics of the Certified Public Accountant (CPA), and the components of the auditing process, as well as the legal liabilities and responsibilities of an auditor.
Quarter Credit Hours: 6 | Prerequisite: AC301

AC420: Cost Accounting
This course is an introduction to the fundamentals of cost accounting. Topics include comparisons with financial accounting, basic cost accounting terminology and principles, cost classification, and manufacturing of inventories. You will analyze cost behavior and receive an introduction to various costing systems. The study of cost accounting for managerial purposes is also examined. Specific concepts include variance analysis, cost allocation, and cost-volume-profit analysis. Inventory costing methods, budgeting, and strategies are also explored.
Quarter Credit Hours: 6 | Prerequisite: AC239

AC420M1: Design of Cost Management Systems
Determine factors that influence the design of a cost management system.
Quarter Credit Hours: 1 | Prerequisite: AC239

AC420M2: Allocation of Overhead Costs
Determine how overhead costs are allocated to products and services.
Quarter Credit Hours: 1 | Prerequisite: AC239

AC420M3: Costing in Job Order and Process Order Systems
Illustrate job order costing and process costing systems.
Quarter Credit Hours: 1 | Prerequisite: AC239

AC420M4: Allocation of Joint Costs
Explain the allocation of joint costs to products in a joint process.
Quarter Credit Hours: 1 | Prerequisite: AC239
AC20M5: Standard Costing and Variance Analysis
Develop standard cost steps to perform variance analysis.
Quarter Credit Hours: 1 | Prerequisite: AC239

AC20M6: Budgeting and Cost-Volume-Profit Analysis
Apply costing concepts to budgetary planning and Cost-Volume-Profit analysis.
Quarter Credit Hours: 1 | Prerequisite: AC239

AC430: Advanced Tax - Corporate
This course presents an overview of federal income tax requirements, procedures, and tax planning for business entities, with an emphasis on C and S Corporations.
Quarter Credit Hours: 6 | Prerequisite: AC256

AC50: Advanced Accounting
This course covers the accounting theory and practices associated with intercorporate investments, foreign currency issues, consolidated financial statements for business combinations, and governmental and nonprofit accounting.
Quarter Credit Hours: 6 | Prerequisite: AC302

AC465: Advanced Forensic Accounting
This course provides a survey of advanced forensic accounting topics. A critical component of this course includes an examination of the legal aspects of the profession. In addition to covering accounting fraud investigation and prevention techniques, you will learn how to collect evidence, provide legal support, and testify in court.
Quarter Credit Hours: 6 | Prerequisite: AC410

AC490: Bachelor's Internship in Accounting
This course will provide you with practical work experience in a real-world environment. You will arrange an onsite internship working as a professional for a cooperating employer or a virtual internship with a participating organization. Both the onsite internship and virtual internship environments will provide practical, real-world experiences and mentoring from experienced accounting professionals. This experience will help you develop professional competencies that are desirable in the career marketplace. Internships must be preapproved by the Dean prior to the start of the term.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

AC499: Bachelor's Capstone in Accounting
This capstone course builds on the concepts of all the courses taken within the Bachelor of Science in Accounting and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Arts and Sciences (AS)

AS295: College of Social and Behavioral Sciences Associate's Internship
This course will provide students in the College of Social and Behavioral Sciences' associate of applied science programs with practical experience in a professional field. It provides an opportunity to combine academic theory with new, career-related experience. At least 10 hours per week must be devoted to tasks that apply theory and academic content in a professional setting for a minimum of 100 out-of-class hours. Tasks must be delineated in the Learning Contract, which demonstrates an application of academic theory in the workplace.
Quarter Credit Hours: 5 | Prerequisite: Application approval and permission from the Department Chair

AS495: College of Social and Behavioral Sciences Bachelor's Internship
This course will provide students in the College of Social and Behavioral Sciences' bachelor of science programs with practical experience in a professional field. It provides an opportunity to combine academic theory with new, career-related experience. At least 15 hours per week must be devoted to tasks that apply theory and academic content in a professional setting for a minimum of 150 out-of-class hours. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
Quarter Credit Hours: 6 | Prerequisite: Application approval and permission from the Department Chair

Associate's Business (AB)

AB102: Principles of Retailing
This course provides an overview of the retail industry and explores significant developments in the retailing field such as consolidation, multichannel offerings, centralization, and globalization. Students will examine the key retail decision variables (location, merchandise management, pricing, communications, store design, customer service, and store management), and explore the principles and practices of successful retail management through contemporary examples. Students will also observe a variety of management theories applied in a retail context.
Quarter Credit Hours: 5 | Prerequisite: CM107

AB102M1: Introduction to Retailing
Describe retailing in the 21st century.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB102M2: Retail Business Environment
Discuss the business environment and its impact on retailing.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB102M3: Retail Business Structure
Identify various organizational retail structures.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB102M4: Retail in Practice
Discuss retail management practices and strategies.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB102M5: Law and Ethics in Retail
Identify ethical and legal issues in retailing.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB104: Personal Financial Management
This course examines and applies financial decision-making techniques to everyday life. You will be exposed to the importance of good financial planning. It will emphasize the importance of setting goals, creating financial statements, preparing budgets, and planning for college, retirement, and your estate planning. The course will also introduce you to careers that are available within the financial services industry.
Quarter Credit Hours: 5 | Prerequisite: None

AB113: Accounting for Nonaccounting Majors
This course emphasizes the use of accounting by managers in a business environment. Topics covered include accounting concepts, internal control, current assets, noncurrent assets, liabilities, and equity. The course is specifically designed for nonaccounting majors, and emphasis is placed on accounting areas affecting business owners and managers.
Quarter Credit Hours: 5 | Prerequisite: None
AB113M1: Accounting in Business
Explain the role of accounting systems in business.
Quarter Credit Hours: 1 | Prerequisite: None

AB113M2: Purpose of Financial Statements
Analyze the components of the general purpose financial statements.
Quarter Credit Hours: 1 | Prerequisite: None

AB113M3: Importance of Internal Controls
Discuss the impact of the Sarbanes-Oxley Act on internal controls.
Quarter Credit Hours: 1 | Prerequisite: None

AB113M4: Asset Management
Relate company performance to asset management.
Quarter Credit Hours: 1 | Prerequisite: None

AB113M5: Liabilities and Equity
Explain financial statement reporting of liabilities and stockholder's equity.
Quarter Credit Hours: 1 | Prerequisite: None

AB114: Accounting I
This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.
Quarter Credit Hours: 5 | Prerequisite: None

AB114M1: Practicality of Accounting Information
Show the purpose and the usage of accounting information.
Quarter Credit Hours: 1 | Prerequisite: None

AB114M2: Preparing a Journal
Prepare journal entries using the accrual basis of accounting.
Quarter Credit Hours: 1 | Prerequisite: None

AB114M3: Accounting Cycle Preparation
Apply the steps of the accounting cycle.
Quarter Credit Hours: 1 | Prerequisite: None

AB114M4: Financial Statement Preparation
Prepare general purpose financial statements.
Quarter Credit Hours: 1 | Prerequisite: None

AB114M5: Merchandise Accounting
Illustrate accounting for inventories and merchandise transactions.
Quarter Credit Hours: 1 | Prerequisite: None

AB116: Accounting II
This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders' equity sections of a corporation's balance sheet. This course continues to lead you to accounting mastery using an integrated learning system. This course provides further understanding of what accounting is all about and accounting's evolving role in business.
Quarter Credit Hours: 5 | Prerequisite: AB114

AB117: Global Hospitality
In this course, aspiring managers learn about the many global opportunities available in the hospitality industry. Highlights include examination of hospitality and tourism industry careers. Students gain a better understanding of the organization and structures of hotels and restaurants from a management perspective, including franchising and management contracts, business ethics, human resources, and marketing. Through analysis, students appreciate both the management and customer service viewpoints concerned with global hospitality venues.
Quarter Credit Hours: 5 | Prerequisite: None

AB122: Payroll Accounting
This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered.
Quarter Credit Hours: 5 | Prerequisite: AB113 or AB114

AB140: Introduction to Management
This course provides an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios. Implications for managing change within the context of a global economy and other dynamic environmental forces are also examined.
Quarter Credit Hours: 5 | Prerequisite: None

AB140M1: Solving Management Problems
Describe solutions to management problems.
Quarter Credit Hours: 1 | Prerequisite: None

AB140M2: Management Skills
Explain the four functions of management.
Quarter Credit Hours: 1 | Prerequisite: None

AB140M3: Change Management
Discuss the steps to manage change.
Quarter Credit Hours: 1 | Prerequisite: None

AB140M4: Global Management Skills
Identify the implications of competitiveness and collaboration in a global economy.
Quarter Credit Hours: 1 | Prerequisite: None

AB140M5: Ethics in Management
Discuss the purpose of corporate social responsibility and ethics.
Quarter Credit Hours: 1 | Prerequisite: None

AB202: Building Customer Sales and Loyalty
This course studies the use of the following promotional tools and their applications: advertising, sales promotions, events, and loyalty and frequency shopper programs. It looks at the application of these tools to increase customer market share. This course examines the effect that consumer behavior and customer management have on brand image and loyalty.
Quarter Credit Hours: 5 | Prerequisite: CM107

AB202M1: Brand Loyalty
Apply brand characteristics for a new product.
Quarter Credit Hours: 1 | Prerequisite: None

AB202M2: Advertising Management
Describe the five segment criteria for a B2B product.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB202M3: The Advertising Campaign
Prepare a creative brief for an advertising campaign.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB202M4: Enhancing Sales
Prepare a social media campaign to enhance sales.
Quarter Credit Hours: 1 | Prerequisite: CM107

AB202M5: Promotional Tools for Customer Loyalty
Recommend promotional tools to encourage customer loyalty.
Quarter Credit Hours: 1 | Prerequisite: CM107
AB203: Human Resource Management
In this course, students will examine the processes involved in human resources from a managerial perspective. Students will examine the functions of human resource management, including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements.
Quarter Credit Hours: 5 | Prerequisite: None

AB203M1: Employment Laws
Identify the laws of employment practices that managers follow.
Quarter Credit Hours: 1 | Prerequisite: None

AB203M2: Recruiting and Selecting Employees
Examine the recruitment and selection process.
Quarter Credit Hours: 1 | Prerequisite: None

AB203M3: Linking Compensation to Strategy
Explain how companies link compensation and evaluation to organizational objectives.
Quarter Credit Hours: 1 | Prerequisite: None

AB203M4: Performance Training
Describe training methods for improving employee performance.
Quarter Credit Hours: 1 | Prerequisite: None

AB203M5: Cultural Literacy
Apply cultural literacy in personal and professional environments.
Quarter Credit Hours: 1 | Prerequisite: None

AB204: Macroeconomics
Macroeconomics involves the theory, principles, and practices of economics that affect the national economy as a whole. Topics covered in this course include national income determination, economic growth, aggregate demand, aggregate supply, unemployment, inflation, the Federal Reserve system, monetary policy, fiscal policy, and global economies.
Quarter Credit Hours: 5 | Prerequisite: AB224

AB206: Hotel Management and Operations
A hotel management and departmental perspective on daily operations addressing the optimal guest experience is emphasized in this introductory course. The interactions between functional areas of the hotel are examined to assist management in realizing the property’s goals. Topics include problem solving and leadership skills, revenue management, technology, and team-building skills.
Quarter Credit Hours: 5 | Prerequisite: AB117 or permission from the Department Chair

AB207: Starting a Business
This course will introduce students to the world of entrepreneurship and their role in small business. There will be an emphasis on building a business which will include the elements of entrepreneurship, management, marketing, and finance. The Internet will be used as a resource and many real-life cases will be studied.
Quarter Credit Hours: 5 | Prerequisite: None

AB209: Small Business Management
In this course, students will enhance problem-solving skills and develop a practical understanding of small business management principles.
Quarter Credit Hours: 5 | Prerequisite: AB140

AB209M1: Legal Forms of Business
Describe the legal entity and stakeholder obligations of a small business.
Quarter Credit Hours: 1 | Prerequisite: AB140

AB209M2: Small Business Human Resources
Analyze the employment process for a small business.
Quarter Credit Hours: 1 | Prerequisite: AB140

AB209M3: Small Business Operational Practices
Examine small business operational processes.
Quarter Credit Hours: 1 | Prerequisite: AB140

AB209M4: Creating Competitive Advantage
Apply marketing principles to a small business.
Quarter Credit Hours: 1 | Prerequisite: AB140

AB209M5: Analyzing Financial Statements
Interpret financial statements for a small business.
Quarter Credit Hours: 1 | Prerequisite: AB140

AB213: Food and Beverage Management
This course provides a foundational understanding of food and beverage operations from a management perspective for potential industry professionals. Key topics include commercial and onsite food and beverage service management, regulatory compliance, and food production and service quality and standards.
Quarter Credit Hours: 5 | Prerequisite: None

AB217: Finance
This course covers basic financial concepts, principles, and techniques used in making corporate financial planning decisions. It provides students with the tools necessary for analyzing the time value of money, financial analysis and planning, the capital budgeting process and decisions, and long-term financing, and introduces international capital markets.
Quarter Credit Hours: 5 | Prerequisite: AB113 or AB114, and MM255

AB217M1: Overview - Financial Management
Explain how financial managers use financial calculators, Microsoft Excel, and financial statements to measure the financial performance of a business entity.
Quarter Credit Hours: 1 | Prerequisite: None

AB217M2: Financial Ratios
Analyze financial statement ratios used to measure the financial performance of a business entity.
Quarter Credit Hours: 1 | Prerequisite: None

AB217M3: Basic Time Value of Money Applications
Apply the Time Value of Money (TVM) concept to business decisions.
Quarter Credit Hours: 1 | Prerequisite: None

AB217M4: Time Value of Money
Use the Time Value of Money (TVM) concepts to assess amortization, annuities, and perpetuities.
Quarter Credit Hours: 1 | Prerequisite: None

AB217M5: Stocks and Bonds Valuation
Apply the costs of debt and equity to stock and bond valuation.
Quarter Credit Hours: 1 | Prerequisite: None

AB219: Marketing
This is an introductory course emphasizing key concepts and issues underlying the modern practice of marketing. The use of marketing by an organization and the effects of marketing on society will be examined. Course content includes an overview of the general nature and role of marketing in the global environment, the marketing concept, buyer behavior, target marketing, and the internal environment in which marketing operates. The marketing mix is studied through the four main decision areas of products and services, distribution, promotion, and pricing.
Quarter Credit Hours: 5 | Prerequisite: AB140; AB224 or AB220; and CM220
AB219M1: Marketing Strategy
Summarize the basic components of a marketing strategy.
Quarter Credit Hours: 1 | Prerequisite: None

AB219M2: Global Interconnectedness
Examine global interconnectedness as it applies to marketing.
Quarter Credit Hours: 1 | Prerequisite: None

AB219M3: Target Marketing
Discuss antecedents of target marketing in a case scenario.
Quarter Credit Hours: 1 | Prerequisite: None

AB219M4: Product and Channel Strategy
Apply product and place marketing mix elements to a product or service.
Quarter Credit Hours: 1 | Prerequisite: None

AB219M5: Price and Promotion Strategy
Apply promotion and price marketing mix elements to a product or service.
Quarter Credit Hours: 1 | Prerequisite: None

AB220: Global Business
This course gives students an overview of global business. Students receive an introduction to the differences in political, economic, legal, and cultural systems across different nations and the risks and opportunities these represent to a global and international business. This course serves as an introduction to the factors involved in making strategic and ethical decisions in a global business environment. Hypothetical case scenarios are used to illustrate the reality of doing business globally.
Quarter Credit Hours: 5 | Prerequisite: AB140

AB221: Customer Service
In this course, students will learn how companies can develop customer loyalty and address personalized customer needs. Students will apply concepts learned to real-world scenarios and learn how to recapture previous customers and acquire new ones through effective relationship-building strategies. Online communication tools and call center strategies will also be examined.
Quarter Credit Hours: 5 | Prerequisite: CM107

AB223: Convention Sales and Services
This course introduces future hospitality managers to convention and tradeshow management. This overview of the functions of operations, sales, and services allows students to apply industry best practices to solve real-world issues. Students receive an inside look at how the sales, marketing, and service effort is organized and how to manage the group meetings business in hotels and convention centers.
Quarter Credit Hours: 5 | Prerequisite: None

AB224: Microeconomics
Microeconomics is an introduction to economic principles that influence decisions of individual consumers and business managers. You will examine how the law of supply and demand is reflected in pricing and quantity decisions in a variety of market situations. Close attention will be paid to how a firm's cost structure affects decisions regarding how much to produce, given a price in a perfectly competitive market situation, compared to pricing and quantity decisions in other market structures. Consideration will be given to how individuals' concepts of cost versus benefit enter into their buying decisions. The impact of governmental attempts to modify market outcomes will be a special focus of the course.
Quarter Credit Hours: 5 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

AB230: Foundations of Conference and Event Planning
In this course, important elements of planning, organizing, and managing conferences and events are examined. Recommended planning steps involved in the execution and management of professional conferences and events are applied to real-world scenarios. Through analysis of marketing and management concepts, budgeting best practices, and operational considerations, the skill sets necessary to become an effective practitioner in this field are reviewed to provide an initial foundation for future hospitality professionals.
Quarter Credit Hours: 5 | Prerequisite: None

AB239: Managerial Accounting
This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include financial statement analysis, job order cost systems, cost-volume-profit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing.
Quarter Credit Hours: 5 | Prerequisite: AB116 and MM255

AB256: Federal Tax
This course introduces you to the procedures to interpret tax information on an individual federal tax basis. Basic concepts in federal income taxation are explored, including gross income, exclusions, adjusted gross income, deductions, exemptions, and credits. Introductory tax concepts, including cash and accrual methods, like-kind exchanges, and passive loss rules are covered.
Quarter Credit Hours: 5 | Prerequisite: AB116 and MM255

AB256M1: Calculate Individual Taxable Income Using Tax Formula
Calculate an individual's taxable income using the tax formula.
Quarter Credit Hours: 1 | Prerequisite: AB116 and MM255

AB256M2: Determine What Is Gross Income
Identify which items must be included or excluded from gross income.
Quarter Credit Hours: 1 | Prerequisite: AB116 and MM255

AB256M3: Calculate Individual Taxable Income Using Tax Table
Use tax tables to calculate an individual's income tax.
Quarter Credit Hours: 1 | Prerequisite: AB116 and MM255

AB256M4: Prepare Individual Tax Return
Prepare an Individual Tax Return.
Quarter Credit Hours: 1 | Prerequisite: AB116 and MM255

AB256M5: Advise on Income Tax Treatment and Planning
Recommend the appropriate income tax treatment for various scenarios.
Quarter Credit Hours: 1 | Prerequisite: AB116 and MM255

AB270: Advanced Meeting Planning
In this course, you will learn the essential planning and organizing strategies needed for successful meeting, event, and conference creation. Resources, contingency planning, and problem solving will be emphasized. Ethical, environmental, and diversity concerns involved in designing, coordinating, and planning professional meetings, conferences, and events will also be addressed.
Quarter Credit Hours: 5 | Prerequisite: AB230
AB290: Associate's Internship in Management
This course will provide you with practical work experience in a real-world environment. You will arrange an onsite internship working as a professional for a cooperating employer or a virtual internship with a participating organization. Both the onsite internship and virtual internship environments will provide practical, real-world experiences and mentoring from experienced professionals. This experience will help you develop professional competencies that are desirable in the career marketplace. Internships must be preapproved by the Dean prior to the start of the term.
Quarter Credit Hours: 5 | Prerequisite: Must be taken in final term or have approval of the Dean

AB297: Associate's Capstone in Small Group Management
This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Small Group Management and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5 | Prerequisite: Capstone course must be taken in final term or have approval of the Dean

AB298: Associate's Capstone in Accounting
This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Accounting and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5 | Prerequisite: Capstone course must be taken in final term or have approval of the Dean

AB299: Associate's Capstone in Management
This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Business Administration and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5 | Prerequisite: Capstone course must be taken in final term or have approval of the Dean

Childhood Education (CE)

CE100: Preparing for a Career in Early Childhood Development
Early childhood professionals establish an environment for the early learning success of the children they serve. This course provides the opportunity for the early childhood student to prepare for success in the Kaplan University classroom environment. Topics addressed include roles, responsibilities, and various career opportunities within the field, professional standards, personal management tools, strategies, and university resources. Additionally, students will preview the portfolio assignment that will be developed in the final capstone course in the program.
Quarter Credit Hours: 5 | Prerequisite: None

CE101: Introduction to Early Childhood Education
This course will present an overview of the field of early childhood development. Students will learn the foundations necessary to provide safe, healthy, high-quality care for young children. An emphasis will be placed on governing standards and regulations, historical perspectives, and current trends. This course will also focus on what it means to be an early childhood professional and will assist students in developing effective professional practices in the field.
Quarter Credit Hours: 5 | Prerequisite: None

CE114: Early Childhood Development
This course surveys the physical, social, emotional, and cognitive development of children from birth through age 8. In order to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life, topics will include: attachment issues, developmental milestones, and developmentally appropriate strategies. Using their understanding of how young children develop, students will discuss issues in early childhood care, safety and health concerns, guidance techniques, and behavioral expectations.
Quarter Credit Hours: 5 | Prerequisite: None

CE211: Math Methods
The course explores the theories and best practices required to teach numeracy and mathematics in early childhood education. The content and teaching strategies reinforce the concept that children construct knowledge through exploration and discovery. Students will be provided with opportunities to examine mathematical concepts using a problem solving approach and a variety of manipulative materials. Topics include number sense, logic, measurement problem solving, operations, and more. Students will be creating environments that foster mathematics learning in accordance with current educational standards and reform.
(Onsite only)
Quarter Credit Hours: 5 | Prerequisite: MM150

CE215: Early Childhood Curriculum Planning
In this course, students will study teaching methods for educational settings that serve young children. Attention will be given to developmental domains, strategies for planning, organizing the learning environment, facilitating teacher-child interactions, guiding children’s behavior, conducting lessons, assessing, care giving, supporting play, and addressing standards through integrated and emergent curriculum.
Quarter Credit Hours: 5 | Prerequisite: None

CE220: Child Safety, Nutrition, and Health
The course is designed to help students advance their knowledge of the factors that affect the health, nutrition, and safety of the young child. Students will be able to identify common childhood illnesses and their causes, discuss the nutritional needs of healthy young children with those of children who have allergies or chronic disease conditions, discuss healthy menus using current information, and explain the basics of adequate nutrition to children and caregivers. Students also will identify safe indoor and outdoor learning activities and suggest ways to create environments that maximize safety.
Quarter Credit Hours: 5 | Prerequisite: None

CE230: Creative Activities for Young Children
This course is designed to help early childhood care professionals provide creative, developmentally appropriate practices in a child care environment. Participants will examine materials and activities that will help foster children’s social, emotional, cognitive, and physical development, with an emphasis on activities that encourage independence, exploration, risk-taking, and opportunities to think and act creatively.
Quarter Credit Hours: 5 | Prerequisite: None
CE240: Young Children With Special Needs
This course is designed to help future early childhood care professionals become effective caregivers and advocates for young children with special needs and their families by learning how to apply strategies to address learning differences. Students will explore some of the more common learning differences and disabilities currently encountered in the inclusive classroom. They will explain the value of early identification of special needs and the importance of intervening early, in accordance with relevant federal legislation. Students also will demonstrate how to communicate and collaborate with families in real-world situations for the benefit of the child with special needs.
Quarter Credit Hours: 5 | Prerequisite: Last term

CE250: Integrating Social Studies Curriculum in Inclusive Classrooms
This course examines the integration of social studies throughout the entire curriculum. The course emphasizes strategies used to teach relevant social studies topics to diverse learners. Students analyze how the classroom environment they create with children mirrors communities at large. Students will explore resources that promote antibias and acceptance in the inclusionary classroom.
Quarter Credit Hours: 5 | Prerequisite: CE101

CE260: Early Childhood Science Methods
The course explores the theories and best practices required to teach science in early childhood education. The content and teaching strategies reinforce the concept that children construct knowledge through exploration and discovery. Students will be provided with opportunities to examine scientific ideas using a problem-solving approach and a variety of manipulative materials. Emphasis is on science as inquiry and creating environments that foster scientific learning in accordance with current educational standards and reform.
Quarter Credit Hours: 5 | Prerequisite: 100/200-level child development course

CE298: Capstone in Early Childhood Education With Externship
This capstone course is the culminating experience for the Associate of Applied Science in Educational Paraprofessional for campus-based students. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will contain the learning experience and will include artifacts that demonstrate mastery of the program outcomes. Students will be required to complete a 120-hour externship experience in an early childhood classroom setting, where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff.
Quarter Credit Hours: 5 | Prerequisite: CE215

CE299: Associate's Capstone for Early Childhood Development
This capstone course is the culminating experience for the Associate of Applied Science in Early Childhood Development. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will contain the learning experience and will include artifacts that demonstrate mastery of the program outcomes.
Quarter Credit Hours: 5 | Prerequisite: Last term

CE300: Observation and Assessment in Early Childhood
This course prepares students to use the various methods of assessment and observation, including standardized and authentic assessment strategies, as a way to assess children's growth and the development of knowledge and skills. Students will apply assessment strategies through virtual field experiences and case studies to identify developmental levels, interests, and abilities, and interpret the data collected.
Quarter Credit Hours: 6 | Prerequisite: None

CE301: Typical and Atypical Infant and Toddler Development
This course examines theories and processes of typical and atypical development from prebirth through age 3. The focus of this course concentrates on understanding the patterns of infant and toddler development and the factors that affect relationships and the ability to learn. Students will explore the impact of biological and environmental factors in the prenatal, perinatal, and postnatal periods. Students will apply knowledge of the five developmental domains in relation to assessment, curriculum development, and intervention and implementation.
Quarter Credit Hours: 6 | Prerequisite: 100/200-level child development course

CE310: Children's Literacy
This course focuses on how children's literature experiences contribute to children's literacy skills. Students will be introduced to a balanced reading framework: shared, modeled, guided, and some independent reading and writing strategies. Reading fluency and comprehension strategies will be emphasized. How to apply assessment strategies, including running reading records, anecdotal records of reading progress, and pre-emergent and emergent literacy scales, will be introduced.
Quarter Credit Hours: 6 | Prerequisite: CE300

CE320: Language Development in the Young Child
This course focuses on language acquisition, development, and communication skills. Students will participate in and use Virtual Field Observations and readings to learn about theories of and influences on how young children acquire and develop language. Students will be presented with an overview of the stages of oral language development and will discuss current thinking with regard to bilingualism.
Quarter Credit Hours: 6 | Prerequisite: CE300

CE330: Teaching Across Content - Math, Science, and Sociology for Young Children
This course examines the teaching skills of inquiry and discovery-based learning in math and science for young children. Using current theories of development, students develop a working knowledge of methods and materials, scope and sequence of concepts through age 8, related curriculum standards, and assessment strategies. The mathematical concepts of numbers, geometry, problem solving, patterns, parts and wholes, measurement, and graphing will be examined. The processes of science will be explored. Students apply sociology concepts as they relate to children within the classroom and the community at large. Students will also learn how to incorporate goals, objectives, and processes into integrated curriculum.
Quarter Credit Hours: 6 | Prerequisite: CE300

CE340: Introduction to Autism Spectrum Disorders in Young Children
This course introduces students to autism spectrum disorders in young children. Topics include the historical and theoretical foundations of autism and current diagnostic criteria. Students will differentiate the characteristics of autism including comparing differences in brain structure as well as social, emotional, communication, behavioral, sensory-motor, and cognitive characteristics of children with autism spectrum disorders.
Quarter Credit Hours: 6 | Prerequisite: None
CE341: Using Accommodations and Assistive Technology for Children With Special Needs
This course will examine how technology and accommodations equalize access to education for children with special needs. Discussions regarding different forms of assistive technology and accommodations will include evaluation and appropriate implementation of the forms in the child's classroom environment. Students will explore how children with limitations in mobility, vision, hearing, cognition, perception, and communication successfully participate in an environment with the aid of technology and/or accommodations. (Onsite only)
Quarter Credit Hours: 6 | Prerequisite: 100/200-level child development course and 100/200-level special education course

CE350: Language and Social Skill Development for Young Children With Autism
This course addresses the study of language and communication issues and disorders in young children with autism. Students will discuss language assessment and intervention models and programs for children with autism. (Onsite only)
Quarter Credit Hours: 6 | Prerequisite: CE340

CE360: Teaching Exceptional Students in Early Childhood Classrooms
This course is designed to help aspiring educators in preschool through third grade classrooms understand what is required to work with students with special needs who are placed in general education classrooms. In this course you will gain knowledge of the characteristics and needs of diverse learners. Strategies for adapting lesson plans and differentiating instruction to accommodate all exceptional learners will be presented, from the more traditional special education children with physical, emotional, and/or cognitive challenges to students identified as gifted and talented. You will explore special education laws and regulations as they apply to the general education classroom teacher.
Quarter Credit Hours: 6 | Prerequisite: CE420

CE370: Funding Development and Financial Planning in Early Childhood Programs
This course will focus on early childhood funding development and financial planning to create high-quality, sustainable programs in various early childhood fields. Topics addressed include efficient accounting systems and funding streams in for-profit and not-for-profit organizations. Emphasis will be placed on creating fund development plans based on sound financial planning, which align with program vision, philosophy, mission, and goals.
Quarter Credit Hours: 6 | Prerequisite: None

CE371: Early Childhood Administration
This course will provide an overview of early childhood administration with emphasis on high-quality program development, evaluation, accountability, and continuous improvement. Research-based strategies will focus on developmentally appropriate practices for program quality and compliance. This course will prepare you for administrative roles within the field of early childhood working with diverse children and families in the community.
Quarter Credit Hours: 6 | Prerequisite: None

CE401: Current Issues and Trends in Early Childhood
This course will focus on current issues and trends in early childhood including current policy and legislation that affects the field. Topics addressed include foundations of education for all children, current research, applied theory, ethics, and professionalism. The emphasis will be to examine issues and trends in early childhood through multiple perspectives from a historical and contemporary viewpoint.
Quarter Credit Hours: 6 | Prerequisite: None

CE402: Early Childhood Family, Community, and Advocacy
This course will focus on the multiple needs of children from diverse backgrounds in the context of family, school and community. Emphasis will be placed on partnering with diverse families in reciprocal relationships building on families' strengths to meet the variety of needs of children. Research-based practices will focus on the professional role of advocacy in early childhood including the use of a wide variety of community resources to support children and families.
Quarter Credit Hours: 6 | Prerequisite: None

CE410: Teaching Art and Music in Early Childhood
This course will examine the foundations and theories of the creative arts with young children. Students will learn how to encourage imagination, flexible thinking, problem solving, and creative movement in order to formulate connections with the processes that children employ in their creative expression. Students will use course knowledge to plan developmentally appropriate creative activities for children.
Quarter Credit Hours: 6 | Prerequisite: CE300

CE420: Curriculum Development
This course compares the history, theories, research, and contemporary influences of curriculum development in early childhood education. Developmentally appropriate early childhood lesson plans and activities will be analyzed and developed.
Quarter Credit Hours: 6 | Prerequisite: CE300

CE430: Learning Through Play in the Inclusive Classroom
This course further examines the theories of Piaget, Vygotsky, Erikson, and others to demonstrate how children learn through play and the effect play has on all the developmental domains. Students will learn how to incorporate necessary skill development and assistive technology into play while addressing the individual needs of all children in the classroom.
Quarter Credit Hours: 6 | Prerequisite: CE300

CE440: Teaching Young Children With Autism
This course presents an overview of interventions for young children with autism spectrum disorders and the strategies needed for teaching. Emphasis is placed on evidence-based interventions, with a review of nonresearch-based interventions, in order for students to become critical consumers of the literature related to autism intervention. Students will learn pedagogical foundations for best practice in instructional programming and curriculum development for young children with autism spectrum disorders.
Quarter Credit Hours: 6 | Prerequisite: CE340 and CE350

CE450: Behavior Intervention and Strategies for Working With Young Children With Autism
This course builds on prior knowledge as students examine classroom management and applied behavior analysis strategies. Students will focus on implementation and evaluation of individual and group management programs for young children with autism spectrum disorders.
Quarter Credit Hours: 6 | Prerequisite: CE350 and CE440
CE460: Special Education Law
This course will focus on federal and state laws and regulations that impact how educators design and implement programs for children with special needs. The course emphasizes the process of collaborating with an interdisciplinary team in organizing and conducting individual education plan meetings; how to determine eligibility for special education services; and the procedural safeguards involved in all aspects of special education. Students will practice writing educational and behavior plans and linking these plans to daily instruction, record keeping, and evaluation. (Onsite only)
Quarter Credit Hours: 6 | Prerequisite: 100/200-level special education course and CE300

CE490: Bachelor's Capstone in Early Childhood Administration
The Bachelor’s Capstone in Early Childhood Administration is the culminating course of your degree plan. This course builds on the concepts of all the courses you have taken within the program. The capstone course provides you with the opportunity to integrate and synthesize the knowledge and skills acquired throughout your coursework in a professional e-Portfolio that demonstrates your mastery of the stated outcomes of your degree program. In this course, you will reflect on the learning you have achieved in your courses. You will also develop resources that you can use in your career as an early childhood administrator.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission of the Dean

CE497: Student Teaching Part A
This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will participate in a 170-hour, part-time student teaching experience (2.5 days per week) where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio that integrates learning throughout the program. (Onsite only)
Quarter Credit Hours: 6 | Prerequisite: Last two terms, permission from the Department Chair, and successful completion of the Praxis I exam

CE498: Student Teaching Part B
This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will complete a full-time student teaching experience where they participate in the operation of the classroom. Students will fully transition into teaching all subjects in the childhood classroom setting. Students will complete a 170-hour, part-time student teaching experience (2.5 days per week) where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio. (Onsite only)
Quarter Credit Hours: 12 | Prerequisite: CE497 and permission from the Dean

CE499: Bachelor's Capstone in Early Childhood Development
This final course provides students with the opportunity to integrate and apply their learning in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio that integrates learning throughout the program.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Communication and Composition (CM)

CM107: College Composition I
Building on your existing writing strengths will help develop a foundation for a successful education and career. You will learn strategies to express yourself with confidence and communicate your ideas effectively in personal, academic, and professional situations.
Quarter Credit Hours: 5 | Prerequisite: None

CM107M1: Understanding What You Read - A Pathway to Reading and Writing Success
Apply reading skills to determine the elements of effective writing.
Quarter Credit Hours: 1 | Prerequisite: None

CM107M2: Using Language Appropriate to Audience and Writing Situation
Use language appropriate to audience and situation in a personal document.
Quarter Credit Hours: 1 | Prerequisite: None

CM107M3: Writing an Effective Academic Essay
Apply strategies to write effective academic documents.
Quarter Credit Hours: 1 | Prerequisite: None

CM107M4: Locating, Integrating, and Citing Reliable and Relevant Sources
Demonstrate when, how, and why to support your writing with appropriate research.
Quarter Credit Hours: 1 | Prerequisite: None

CM107M5: Writing Effective Professional Documents
Apply strategies to write effective professional documents.
Quarter Credit Hours: 1 | Prerequisite: None

CM111: Communication Program and Profession
This course introduces students to the communication field and the Kaplan University Bachelor of Science in Communication degree program. The field of study, skill sets, and the process of communication will be discussed. Students will research the communication degree and class offerings along with their professional and personal goals in order to map out their specific degree plan.
Quarter Credit Hours: 5 | Prerequisite: None
CM115: Communication - Concepts and Skills
Being able to communicate effectively in an information-based and globally connected society is a necessary and vital part of all professions. This course introduces basic communication skills, why intended messages often get misunderstood, how linguistic, cultural, gender, and social differences impact communication, and how to effectively and ethically use technology as a communication tool. Students will be introduced to the knowledge and skills necessary to understand communication and to effectively communicate in both professional and personal applications.
Quarter Credit Hours: 5 | Prerequisite: None

CM202: Mass Media and Broadcasting
This course examines the roles of creators, consumers, and advertisers in a variety of mass media industries, including print, radio, film, television, and the World Wide Web. Discussions focus on the effects of technological advancements, government and industry regulation, advertiser and consumer feedback, and economic factors on mass media in the professional world, as well as legal and ethical issues in mass communication and industry.
Quarter Credit Hours: 5 | Prerequisite: Any College Composition I course

CM206: Interpersonal Communications
This course introduces students to the principles of interpersonal communication and emphasizes how to be a more effective communicator in professional and personal situations. Emphasis is on interpersonal communication in varying contexts, focusing on professional communication as well as personal, social, and cultural dimensions. Topics include the communication process, the influence of perception on communication, verbal and nonverbal elements of interaction, listening, the communication of emotions, conflict management, and effective communication strategies.
Quarter Credit Hours: 5 | Prerequisite: Any College Composition I course

CM208: Communication Research Skills
This course introduces students to the research methods used in the communication field and provides an overview of both quantitative and qualitative processes and data analysis. The research process is explored from conception to completion and reporting the findings. Research challenges are discussed along with ethical considerations. There is an emphasis on how research can be applied to a wide variety of communication questions and problems.
Quarter Credit Hours: 5 | Prerequisite: CM115

CM214: Public Speaking for the Professional
This course provides students with practical advice and essential skills for public speaking in a variety of professional settings. Students will learn how to create presentations that are organized, well researched and persuasive. In addition to learning how to be effective oral communicators, students will explore how to address diverse audiences and analyze the impact of their communication in terms of persuasiveness, ethical considerations, and intended purpose. They will create and deliver presentations on diverse topics to an array of audiences and critique examples from professional speeches to understand what constitutes effective speaking.
Quarter Credit Hours: 5 | Prerequisite: Any College Composition I course

CM220: College Composition II
This course helps students apply research and critical thinking skills to develop effective arguments. Students will create professional writings, incorporating post-draft revision strategies and working constructively with colleagues.
Quarter Credit Hours: 5 | Prerequisite: None

CM220M1: Defining Effective Communication in Different Contexts
Articulate what constitutes effective written communication in personal, professional, and academic contexts.
Quarter Credit Hours: 1 | Prerequisite: None

CM220M2: Constructing Logical Arguments
Construct logical arguments.
Quarter Credit Hours: 1 | Prerequisite: None

CM220M3: Using Research to Support Academic and Professional Assertions
Conduct research to support assertions made in academic and professional situations.
Quarter Credit Hours: 1 | Prerequisite: None

CM220M4: Articulating a Strong Written Argument
Synthesize research and data into a written argument.
Quarter Credit Hours: 1 | Prerequisite: None

CM220M5: Communicating Solutions With Digital Media
Develop strategies for effective problem solving using digital media.
Quarter Credit Hours: 1 | Prerequisite: None

CM240: Technical Communication
This course is an introduction to various writing formats and styles designed specifically to facilitate workplace communication. Students will study and practice audience analysis, and evaluate the components of successful business correspondence, technical reports, instructions, proposals, and presentations. Students create a portfolio of technical documents written for professional audiences, and demonstrate proficiency in technology and research, document design, and organization and writing style consistent with business and technical communication.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course | Corequisite: CM220

CM241: Foundations of Technical Communication
This course will examine fundamental components of technical communication, which include analyzing audience, defining objectives, designing documents, testing usability, and editing content. Students will use digital media tools to create a formal technical document tailored to meet the needs of an identified audience.
Quarter Credit Hours: 2 | Prerequisite: Any college composition course

CM241M1: Applying Technical Communication Skills to Various Contexts
Apply fundamental technical communication skills to practice-based situations.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

CM241M2: Using Digital Media Tools for Various Audiences
Present information using digital media tools for defined audiences.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

CM250: Fundamentals of Grammar and Editing
Writing well is an important communication skill for technical writers and those in other professional writing careers. This course addresses grammar basics, punctuation, sentence structure, style, and editing. Students will practice editing their own writing at different stages, correcting and refining their writing skills.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course
**CM270: Writing for Multimedia**  
Interactive multimedia involves engaging and dynamic presentations that interact with the user. The multimedia writer is required to understand and work with text-based content in combination with graphics, audio, video, still images, and animation. This course is designed to introduce students to the principles and techniques required to produce and write material for the world of multimedia and production. The course focus is on familiarizing students with emerging technologies, including the Web and presentation software, that enhance their skills as journalists and editors. Students will engage in interactive documentary creation using a variety of media in combination with critical thinking.  
Quarter Credit Hours: 6 | Prerequisite: CM220

**CM285: Enhancing Nonverbal Communication in a Global Society**  
Communication and understanding of human behavior combine both verbal and nonverbal communication skills. This course explores the impacts of cultural differences on the process of nonverbal communication and will familiarize students with the knowledge and tools necessary to communicate in a multicultural and global community. Students will examine the basic channels of nonverbal communications including facial expressions, tones of voice, gestures, posture and expressive movement, eye contact, proximity, and humor. Emphasis is given to how diverse backgrounds influence the act of communication, and how cultural perceptions and experiences determine how people send and receive messages.  
Quarter Credit Hours: 5 | Prerequisite: None

**CM305: Communicating in a Diverse Society**  
This course provides students with the knowledge and skills necessary to communicate in a multicultural society. Students will analyze linguistic, cultural, and social differences and their impact on communication. The course will also address barriers to communication as well as the skills and concepts needed for effective communication outside of one’s primary culture.  
Quarter Credit Hours: 6 | Prerequisite: None

**CM310: Communication and Conflict**  
This course focuses on the nature of communication and conflict in interpersonal and organizational contexts. Students learn to apply theories of conflict and conflict resolution with an emphasis on ways to manage conflict in order to create more productive and satisfying interpersonal and professional relationships.  
Quarter Credit Hours: 6 | Prerequisite: None

**CM313: Tools for the Digital Age**  
This course introduces students to the concepts necessary for effectively using new technologies and digital tools. By applying these concepts to the communication context (purpose and audience), students will be able to decide what tools are most appropriate. Students will also practice using a variety of digital tools and new technologies and reflect on how they affect communication.  
Quarter Credit Hours: 6 | Prerequisite: None

**CM315: Group Dynamics and Team Building**  
Group dynamics and team building come into play whether working together as a team of professional colleagues or as a family. This course is designed to help students learn to communicate effectively and ethically in different group settings. By participating in real-world group projects, students will critically examine how members of a team can successfully interact, collaborate, and make decisions. Students also will reflect on their personal role in the group process.  
Quarter Credit Hours: 6 | Prerequisite: CM220 and a 100/200-level communication elective

**CM350: Public Relations Strategies**  
This course focuses on public relations processes and practices. Students will learn how public relations practitioners work, the role of public relations in organizations, the theories and processes of public relations, and how relationships are built with public relations principles. Topics will include issues management, crisis communication, how public relations differs from marketing and advertising, persuasive techniques, ethical considerations, how to use research to support points, how to analyze media messages, and how to create effective public relations materials.  
Quarter Credit Hours: 6 | Prerequisite: None

**CM405: Communicating Persuasively**  
Students will explore the role of persuasion in various communication contexts. They will analyze the factors that lead to the adoption of an idea, attitude, or action and the role of emotional appeal, credibility, and language in this process. The concepts and theories studied in the course will be applied to crafting persuasive messages appropriate for different contexts.  
Quarter Credit Hours: 6 | Prerequisite: None

**CM410: Organizational Communication**  
This course focuses on the foundation, study, and implementation of effective organizational communication. Different theories will be identified, discussed, and critiqued. Students will study the major components of organizational communication including leadership, conflict and conflict management, teamwork, and ethics. Additionally, students will read and critique case studies showing organizational communication in professional applications.  
Quarter Credit Hours: 6 | Prerequisite: CM220

**CM460: Strategic Communication**  
This course focuses on strategic communication in a variety of contexts. You will explore the fundamentals of effective strategic communication including self-awareness, critical thinking, and the application of ethical standards. The concepts of crafting an effective message, professional communication, and leadership will be applied. In this class, you will develop strategic communication for diverse audiences.  
Quarter Credit Hours: 6 | Prerequisite: None

**CM499: Bachelor's Capstone in Communication**  
This capstone course is the culminating experience for the Bachelor of Science in Communication. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.  
Quarter Credit Hours: 6 | Prerequisite: Completion of the final term of the Bachelor of Science in Communication or permission from the Dean
Criminal Justice (CJ)

CJ100: Preparing for a Career in Public Safety
This course introduces students to careers in criminal justice and describes the Kaplan University public safety degree programs. The field of study, skill sets, and the criminal justice agencies and diverse populations encountered in the field will be discussed. Students will research the public safety degree program and class offerings in conjunction with their professional and personal goals in order to map out their specific degree plan and career goals. This course is designed to ensure criminal justice students have a successful social and academic transition into academic excellence within the Kaplan University community, and provide a foundation for success within the profession.
Quarter Credit Hours: 5 | Prerequisite: None

CJ101: Introduction to the Criminal Justice System
This course provides an overview of the criminal justice system in the United States. Students gain an understanding of the philosophy and development of the criminal justice system, the current state of the criminal justice agencies and institutions, and the issues and challenges facing them.
Quarter Credit Hours: 5 | Prerequisite: None

CJ102: Criminology I
This course presents a framework for studying the nature and causes of crime and antisocial behavior. It focuses on explanations provided through criminal topologies and criminological theories, using a variety of multidisciplinary perspectives. Topics range from crime causation to the extent of crime, victimization, social and psychological theories, and various types of criminality including violent, property, and public order offenses.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ103: Introduction to Corporate Security
This course provides an overview of loss prevention problems and the security and management strategies designed to protect the private sector from crime, fire, accident, employee dishonesty, and natural disaster.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ110: Introduction to Crime Analysis
This course is designed to provide a basic understanding of the functions of a crime analyst and how they both differ from and complement those of a crime scene investigator or detective. You will explore crime analysis, including basic statistics, as well as methodology and procedures that have been authored by leaders in the field and endorsed by the International Association of Crime Analysts. As a result, you will gain an understanding of the history and importance of crime analysis in the law enforcement field, as well as the responsibilities of tactical, strategic, and administrative crime analysts.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ126: American Prison System
This course discusses community corrections including jails, probation, and intermediate sanctions and supervision. It examines institutional corrections to include prisons, the prison experience, management and staffing, and special populations. Additionally, it analyzes correctional issues, such as offender reentry and community supervision, and discusses the legal implications of three-strikes laws and the death penalty. Finally, the course discusses the future of corrections.
Quarter Credit Hours: 5 | Prerequisite: None

CJ130: Introduction to Corrections
This course examines the administrative and operational aspects of modern corrections in the United States. The historical development of corrections; the philosophy of punishment and corrections; correctional institutions, programs, and services; and topics such as inmate rights and correctional staffing are examined. Contemporary issues, such as overcrowding and privatization, are also explored.
Quarter Credit Hours: 5 | Prerequisite: None

CJ140: Introduction to Constitutional Law
This course is designed to acquaint the student with the U.S. Constitution, the Bill of Rights, and constitutional amendments as they relate to criminal law and the collection of criminal evidence. It will introduce students to criminal evidence through landmark Supreme Court cases and provide background in search and seizure and due process as they relate to criminal justice practice.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ150: Juvenile Delinquency
This course involves the study of the historical development of the juvenile justice system, current programs and services available to juvenile offenders, and delinquency hearings and criminal trials.
Quarter Credit Hours: 5 | Prerequisite: None

CJ156: Correctional Law for the Correctional Officer
This course discusses the role of the courts in relation to corrections and the types of lawsuits inmates file. It helps correctional staff understand not only the rights of the inmates but their own rights as well, and provides guidance for when staff can be sued and what is likely to occur in a lawsuit. Finally, it examines what the courts have decided about inmates’ practice of religion, receipt of mail, visits, and discipline.
Quarter Credit Hours: 5 | Prerequisite: None

CJ180: Private Security
This course introduces you to the private security profession in the United States. Topics covered include current trends, and the role of private security compared to that of police officers. You will explore specialized security fields and career opportunities in various industries. The course also explains computer security, the organizational role for security, risk analysis, litigation, and technological advancements.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ200: Fundamentals of Psychological Profiling
This course examines psychological profiling within the context of crime analysis. You will learn the importance of crime scene analysis, modus operandi (MO), and criminal signatures in identifying specific types of offenders. Case studies will be used to highlight techniques used in this process. This will provide you with the necessary foundation for understanding the benefits from this analytical technique.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ210: Criminal Investigation
This course explains how the investigative process works, from crime scene preservation to case preparation and courtroom presentation. It also examines various techniques used during criminal investigations, such as photography, interviewing, evidence handling, and scene reconstruction, and how each applies to specific types of crimes.
Quarter Credit Hours: 5 | Prerequisite: CJ101
CJ211: Police Operations
This course examines the roles, responsibilities, issues, and trends related to contemporary law enforcement organizations. It also provides an in-depth look at community policing, policing in selected foreign countries, stress recognition and management, civil liability, public expectations, and police careers.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ212: Crime Prevention
This course provides an overview of the diverse field of crime prevention with a heavy emphasis on primary prevention and a minor focus on secondary and tertiary prevention. You will explore such elements of crime prevention as physical environmental design, the role of the community and the mass media, deterrence, community policing, school programs, drug abuse issues, and rehabilitation.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ216: Computers, Technology, and Criminal Justice Information Systems
This course is an introduction to information systems used within the criminal justice system at the local, state, and federal levels. Included is an overview of existing systems, the impact of technology upon criminal justice agencies, and a summary of future needs.
Quarter Credit Hours: 5 | Prerequisite: Any College Composition I course

CJ227: Criminal Procedure
This course examines the constitutional protection and due process afforded every person arrested in the United States. It provides students with a thorough understanding of the U.S. justice system from the time of arrest through the sentencing of the criminal offender. In addition, this course examines such matters as victims' rights and the effects of gangs on the crime problem.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ230: Criminal Law for Criminal Justice
In this course, students learn how to identify the elements of a crime and to categorize crimes by type, including homicide, crimes against the person, and crimes against property or habitation. Students learn about criminal capacity, different defenses, and who may be considered parties to a crime.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ233: Introduction to Forensic Psychology
This course will introduce you to the field of forensic psychology and encourage you to examine the legal system through the use of psychological concepts, methods, and research results. Topics covered include the theories of crime, the role of psychology in the legal system, the police and the criminal justice system, and the use of forensic assessments in both criminal and civil cases. Using case law and landmark Supreme Court decisions, you will explore the foundations of forensic psychology and its impact on the criminal justice system.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ246: Human Relations in a Diverse Society
This course will offer students the opportunity to examine current issues, social problems, and existing research related to culturally diverse societies. Emphasis will be placed on the need for cultural awareness and diversity education, an enhanced understanding of cultural differences, and a critical thinking and research approach that correlates with the exploration of diversity as it relates to criminal justice.
Quarter Credit Hours: 5 | Prerequisite: None

CJ255: History of Corrections
This course discusses the history and philosophy of corrections, corrections within the criminal justice system, theories of punishment, historical responses to crime and punishment, the development and growth of the prison system, and the sentencing goals of corrections. Additionally, it analyzes special topics in corrections including juveniles, women, capital punishment, and civil commitment.
Quarter Credit Hours: 5 | Prerequisite: None

CJ266: Deviance and Violence
This course explores research in the field of behavioral deviance. Students analyze case studies of various types of serial killers, focusing on casual explanations, police investigative strategies, and research-based recommendations for preventing and responding to these violent acts. Students also examine the responses of the justice system and victimization profiles, along with situational factors such as victim-offender relationships. This course presents a special concentration on stalking, domestic violence, abusive behavior, and public policy efforts to reduce the threat of violence.
Quarter Credit Hours: 5 | Prerequisite: CJ101

CJ289: Associate's Capstone in Criminal Justice and Criminology
This course is designed as the culminating experience of the criminal justice and criminology degree. This course consists of a series of assignments that integrate concepts from the criminal justice curricula. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.
Quarter Credit Hours: 5 | Prerequisite: Final term or Dean approval

CJ290: Confronting Terrorism Today
This course explores the historical development of both domestic and international terrorism, provides a foundational knowledge of current terrorist groups and their tactics, and examines counterterrorism methods.
Quarter Credit Hours: 5 | Prerequisite: None

CJ297: Associate's Capstone in Public Safety and Security
The capstone project applies problem-solving techniques and research skills to real-world situations by building on the criminal justice concepts that you learned in other courses. In this course, you will identify a contemporary issue in criminal justice, research the issue, analyze the situation, define possible solutions, and then recommend and defend your proposed solution.
Quarter Credit Hours: 5 | Prerequisite: Final term or Dean approval

CJ299: Associate's Capstone in Criminal Justice
The capstone project applies problem-solving techniques and research skills to real-world situations by building on the criminal justice concepts learned by the student in other courses. Students will identify a contemporary issue in criminal justice, research the issue, analyze the situation, define possible solutions, and then recommend and defend their proposed solution.
Quarter Credit Hours: 5 | Prerequisite: Last term or permission from the Dean
CJ307: Crisis Management in Terrorist Attacks and Disasters
This course will cover the methodology and rationale behind the unified response to a terrorist, Weapons of Mass Destruction (WMD), or disaster incident within the National Incident Management System (NIMS) and Incident Command System (ICS) systems. You will explore the management and incident command response to terrorist, WMD, or disaster events including elements of logistics, budgeting, prioritization, staffing, and support. In addition you will examine these methodologies from the perspective of crisis management and consequence management.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ316: Investigating Cybercrime
This course focuses on the legal challenges of cybercrime and technology-based fraud. Students learn about techniques for cybercrime investigation through real-world examples. Online intelligence gathering, the nature of evidence in high-tech crime, and tracking methodologies for cybercrime are explored. Through the use of actual cases, students examine the threats presented by hackers and high-tech terrorists, as well as the dangers presented by online pedophiles. Students will learn how to properly respond and investigate high-tech crime with current technology.
Quarter Credit Hours: 6 | Prerequisite: None

CJ325: Psychology for Law Enforcement
The goal of this course is to provide the student with practical knowledge and information pertaining to the field of psychology within law enforcement. It will cover fundamental issues regarding crisis/hotspot negotiations and the various psychological services provided to police officers by the organizations they work for. This course will aim to counter any myths about using these services by illustrating the benefits they can provide officers and their families.
Quarter Credit Hours: 6 | Prerequisite: CJ101; PS124 recommended

CJ328: Forensic Fingerprint Analysis
This course provides the student with a historical view of the science of fingerprints, as well as a look at the struggle to develop a universal classification system. It will discuss the basic fundamentals of the formation of friction ridge skin and the functions of the different layers of human skin. As the course explores the systematic approach to processing crime scenes for latent fingerprints, the student will experience hands-on fingerprint processing techniques. In addition, various types of computer software and photography equipment will be evaluated as latent print enhancement and documentary tools. In summation, the course will delve into the actual evaluation and comparison of latent prints, ending with a discussion of the latent print examiner as an expert witness in court.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ330: Family and Domestic Violence
This course discusses the relationship between criminal justice and social service systems that deal with family and domestic violence, including, but not limited to, how the criminal justice, research, and social service communities work to provide a multiagency approach to this devastating issue.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ340: Applied Criminal Justice Ethics
This course discusses the fundamentals of morality and ethics in the context of applied criminal justice. You will gain an understanding of ethics within the criminal justice system, ethical reasoning, as well as contemporary ethical issues faced by practitioners and organizations. Strategies for controlling public corruption, how to utilize the pillars of justice and the law enforcement code of ethics, and tools to evaluate noble cause corruption will also be discussed.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ345: Supervisory Practices in Criminal Justice
This course combines state-of-the-art behavioral theory with numerous cases that allow you to identify and resolve personnel and organizational problems. It prepares you for effective police management and supervision.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ352: Corrections in the Twenty-First Century
This course provides an overview of technology, special populations, and sentencing paradigms in twenty-first century corrections. Additionally, the impact of politics in corrections is covered including how policy making can affect the accreditation of correctional facilities and administration of a diverse inmate population. The course focuses on ethical dilemmas that can occur in a variety of correctional settings.
Quarter Credit Hours: 6 | Prerequisite: CJ130

CJ355: Homeland Security
The course provides an introduction to homeland security and the agency role in preparing national security for threats of domestic and international terrorism. This role ensures homeland security management and operational assistance for federal, state, and local agencies. The goal of this course is to ensure students develop an understanding of how the Department of Homeland Security prepares and addresses domestic and international terrorism. The student should be able to apply this knowledge from both an academic and practitioner perspective. Students will demonstrate the ability to apply this knowledge by identifying and applying homeland security management principles and practices.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ370: Crime Scene Investigation II
This course provides students with a general overview of crime scene techniques for a basic understanding of how to process crime scenes. Students will also learn the importance of evaluating and processing evidence in order to assist crime laboratory experts.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ385: Forensic Chemistry and Trace Evidence Analysis
This course enhances the student’s understanding of forensic science and its application to criminal investigations. It examines the history and development of the crime laboratory, forensic services provided to the law enforcement community, and the function of the forensic scientist. It provides an overview of the various types of physical evidence commonly submitted to the forensic laboratory for analysis. Students will explore how the forensic scientist uses analytical instruments and microscopes to examine, identify, and compare chemical and physical properties of suspected drug and toxicology samples, and trace evidence (e.g., glass, soil, metal, hair, fibers, paint, flammable liquids, and explosives).
Quarter Credit Hours: 6 | Prerequisite: CJ370
CJ407: Crisis Negotiation
This course will cover crisis intervention and hostage situations where people are being held against their will as hostages, or in cases where a person has threatened violence or has barricaded themselves in preparation for a law enforcement response. Students will explore the reasons for the increase in school, workplace, and domestic violence and formulate comprehensive strategies to resolve the conflict.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ411: Drugs and Alcohol in the Criminal Justice System
This course examines all aspects of drug use and abuse, with the goal of providing students with the information and knowledge to identify and understand drug use and abuse from the perspective of the criminal justice system. Students will learn about the history of drug use and abuse in the United States, the impact of drugs on the human body, various theoretical explanations for drug use and abuse, current treatment and prevention strategies, as well as the business of drugs and the criminal justice system's response in terms of law enforcement and public policy.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ420: Juvenile Justice
This course provides an overview of the juvenile justice system in the United States. It focuses on the design and application of the juvenile justice system. Upon completion of the course, you will have a full understanding of the interrelationships among philosophy, notions of causation, and procedural requirements provided to youthful offenders and abused children. You will also be able to discuss and identify diversion and prevention programs, the effects of incarceration, and possible alternatives to incarceration. Last, the future of juvenile courts and the juvenile justice system will be addressed.
Quarter Credit Hours: 6 | Prerequisite: CJ101

CJ433: Probation and Parole
This course provides an introduction to probation, the most common response to criminal offenders, and parole. As the problem of prison overcrowding continues, probation and parole will expand, and so will the controversy surrounding their use. You will gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of controversy. The course also provides insight into the difficult but interesting work performed by probation and parole officers.
Quarter Credit Hours: 6 | Prerequisite: CJ130

CJ435: Correctional Alternatives
This course discusses the history of probation and parole, the modern era of probation and parole, and contemporary probation and parole issues. Additionally, this course examines the different types of intermediate sanctions, including fines, restitution, restorative justice, house arrest, electronic monitoring, and community residential centers, and the effectiveness of these types of intermediate sanctions.
Quarter Credit Hours: 6 | Prerequisite: CJ130

CJ440: Crisis Intervention
The goal of this course is to provide the student with practical knowledge and information to effectively mediate in a crisis situation. This course will review empirically validated approaches to crisis intervention. It will describe the evolution of crisis intervention as a field, theoretical bases, and the role of law enforcement in crisis situations. In addition, assessment and diagnosis of psychological issues commonly found in crisis situations will be covered.
Quarter Credit Hours: 6 | Prerequisite: CJ101; PS440 recommended

CJ444: Managing Criminal Justice Organizations
This course deals with concepts and theory in the field of organizational behavior. The course focuses on the historical perspectives of organizational theorists, theories of motivations and leadership, and future trends and developments in modern organizations.
Quarter Credit Hours: 6 | Prerequisite: None

CJ445: Case Management
This course provides an overview of case management approaches within a juvenile justice context. Students will explore the use of case management strategies to reduce recidivism, prevent unnecessary incarceration, and address problematic issues facing juvenile offenders. Students will examine the use of a comprehensive range of treatment perspectives and alternative sanctions, and understand the complexities of integrating multidisciplinary services. Additional topics include case management models and related components; managing caseloads while working with schools, courts, parents, and service providers; effective communication and relationship building; selecting appropriate intervention strategies; and traditional and innovative community-based prevention and treatment approaches to youth sentencing.
Quarter Credit Hours: 6 | Prerequisite: CJ150

CJ481: Independent Study in Criminal Justice
In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
Quarter Credit Hours: 1 | Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

CJ482: Independent Study in Criminal Justice
In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
Quarter Credit Hours: 2 | Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

CJ483: Independent Study in Criminal Justice
In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
Quarter Credit Hours: 3 | Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

CJ490: Research Methods in Criminal Justice
This course covers fundamental research methodologies in criminal justice. You will study topical areas including research purposes, measurement of variables, and hypothesis design. Additionally, research designs, population and sample development, and data collection techniques will be discussed. Finally, you will understand the importance of research ethics, and preparing and reading research studies.
Quarter Credit Hours: 6 | Prerequisite: CJ101; may not be taken concurrently with CJ499
CJ949: Bachelor's Capstone in Criminal Justice
This course is designed as the culminating experience of the Bachelor of Science in Criminal Justice. This course comprises a series of assignments that integrate concepts from the criminal justice curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.
Quarter Credit Hours: 6 | Prerequisite: Final term or Dean approval

Dental Assisting (DA)

DAB170: Radiology
The Radiology module focuses on one of the dental assistant’s key areas of competence. This module focuses on the tasks associated with x-ray equipment, the nature of x-rays, film placement, angulation of x-rays, mounting, and developing techniques. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 4.5 | Prerequisite: DAG151, DAK151, DAW151, and DAY151

DAG151: Patient Interaction
The Patient Interaction module, one of the four prerequisite modules for the Dental Assistant Diploma program, includes an overview of academic strategies and a review of fundamental math concepts. In addition, emphasis is placed on the types and physical characteristics of microorganisms and their method of study, the most common diseases found in the oral cavity, the prenatal development of teeth, the development of structures of the surrounding tooth, and tissues of the oral cavity. Students practice prophylaxis procedures, instrument exchanges, and other core dental assisting skills. Additionally, students are introduced to appointment book entries, telephone techniques, filing, insurance forms, accounts receivable, accounts payable, and dental office management software. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6.5 | Prerequisite: None

DAK151: Foundational Skills for Dental Assisting
The Foundational Skills for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of academic strategies; general concepts of nutrition, law, and ethics; math fundamentals; an introduction to pharmacology, infection control, and vital signs; and complementary and alternative medicine. Also included is a focus on dental anatomy and basic setup and instrumentation. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6 | Prerequisite: None

DAO170: Operative Assisting
The Operative Assisting module includes an overview of general dentistry and chairside assisting. This module focuses on the tasks associated with working with the dentist, equipment, instruments, tray setups, patient seating, four-handed dentistry, charting, anesthetic, amalgams, resins, and various other chairside procedures. This module also focuses on passing instruments correctly and the operation and maintenance of dental equipment, in addition to fundamental skills such as oral evacuation, placing rubber dams, syringe assembling, handling, and passing, and assembling the matrix band. (Omaha campus only)
Quarter Credit Hours: 5 | Prerequisite: DAG151, DAK151, DAW151, and DAY151

DAP170: Dental Materials
The Dental Materials module includes an overview of the properties and proper uses of dental materials. The lab portion of this module focuses on mixing materials, taking impressions, pouring and trimming study models, and fabricating custom trays and temporary crowns. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 5.5 | Prerequisite: DAG151, DAK151, DAW151, and DAY151

DAR170: Chairside Specialties
The Chairside Specialties module focuses on the specialty practices such as periodontal surgery, root canal treatment, extractions, orthodontics, crown preparations, assisting with a child patient, assisting with crown and bridge procedures, and the process of fabricating a denture or partial. Students are taught critical regulation issues in law and ethics. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6 | Prerequisite: DAG151, DAK151, DAW151, and DAY151

DAV190: Specialty Dentistry Externship
The Specialty Dentistry Externship module is designed to provide practical on-the-job experiences that augment the student’s in-class experiences. Students are required to complete the 80-hour externship program at a work site connected with their field of study, which normally includes health care facilities such as private or group practices, clinics, and industrial clinics. (Omaha campus only)
Quarter Credit Hours: 2.5 | Prerequisite: DAB170, DAO170, DAP170, and DAR170

DAW151: Technology and Terminology for Dental Assisting
The Technology and Terminology for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of computer applications, medical emergencies, medical terminology, and anatomy and physiology. Students are required to develop a plaque control program. This module emphasizes the prenatal development of teeth, development of structures of the surrounding tooth and tissues of the oral cavity, and provides instruction on the expanded duties of a dental assistant. This module is also designed to develop professional skills and proactive career management. (Omaha campus only)
Quarter Credit Hours: 6 | Prerequisite: None
DAY151: Diagnostic Assisting
One of the four prerequisite modules for the program, the Diagnostic Assisting module includes an overview of academic strategies, English fundamentals, and a review of computer applications. This module emphasizes general dentistry and chairside assisting, and focuses on the tasks associated with working hand in hand with the dentist. Emphasis is placed on patient seating, charting, anesthesia, and various other chairside procedures. The module includes a focus on maintaining dental equipment, oral evacuation, and diagnoses. This module is also designed to develop professional skills and proactive career management.(Omaha campus only)
Quarter Credit Hours: 5 | Prerequisite: None

DAZ190: General Dentistry Externship
The General Dentistry Externship module is designed to provide practical on-the-job experiences that augment your in-class experiences. You are required to complete a minimum of 300 chairside externship hours at a work site connected with your field of study which normally includes health care facilities such as private or group practices, clinics, and industrial clinics. Chairside hours accumulated in the Specialty Dentistry Externship (DA V190) will be counted toward the total minimal requirement. Twenty additional hours of the General Dentistry Externship module will be devoted to preparing you to sit for the dental assisting certification examination. (Omaha campus only)
Quarter Credit Hours: 9 | Prerequisite: DAB170, DAO170, DAP170, and DAR170

Environmental Policy and Management (EM)

EM101: Introduction to Environmental Policy and Management
This course will explore the origins of the major environmental laws and their intent, structure, and limitations in the United States. It will examine the laws' evolution and implementation over the past few decades with particular focus on the relationship between the federal government and the states. The course will also address the subsequent rise of the environmental movement and its influence on legislation.
Quarter Credit Hours: 5 | Prerequisite: None

EM205: The Politics of Managing the Environment
This course is designed to provide an introduction to the study of environmental politics and policy in the United States from federal to state and local levels. It explores the role of key policy groups in environmental policy formation and implementation. Additionally, there is an examination of the role of grassroots movements in shaping public policies.
Quarter Credit Hours: 5 | Prerequisite: EM101

EM305: The Economics of Environmental Management
This course will focus on environmental policy analysis from the perspective of economics and management. Students will examine the economic concepts of efficiency, valuation criteria, instrument design, and cost analysis. Particular attention will be paid to the application of economic principles and related techniques to support decision making and policy in pursuit of sustainable development.
Quarter Credit Hours: 6 | Prerequisite: MM207

EM410: The Global Environment
This course will explore the impact of social and economic processes on the global environment. Students will examine global ecological interdependence and its implications for the institutions of governance, both nationally and internationally.
Quarter Credit Hours: 6 | Prerequisite: None

EM430: Environmental Policy Analysis
Students will examine how developing and analyzing environmental policies involves balancing social, political, and economic considerations. This course encompasses the process of policy analysis, stakeholder impact, methods of analyzing and selecting the most appropriate policy response, and the effective communication of results to constituents and policymakers.
Quarter Credit Hours: 6 | Prerequisite: EM101

EM499: Bachelor's Capstone in Environmental Policy and Management
This capstone course is the culminating experience for the Bachelor of Science in Environmental Policy and Management. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills required throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty member in the school.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Exercise and Fitness (EF)

EF205: Scientific Foundations of Exercise and Fitness
This course familiarizes students with the scientific basis of exercise and fitness physiology and related human anatomy, including cardiopulmonary anatomy and physiology. Students learn about energy metabolism as it relates to exercise and how aging affects human physiology, exploring current strategies in exercise and fitness training to facilitate disease prevention and healthy aging.
Quarter Credit Hours: 5 | Prerequisite: None

EF310: Current Trends in Exercise and Fitness - Aging Well Across the Life Span
This course focuses on the issues in exercise and fitness that each major age group encounters in society today. Students learn the unique challenges that senior adults, middle-aged and younger adults, and children and adolescents are confronted with, as well as the sociological, psychological, and economic factors that can impact favorable outcomes. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and practiced, and current research in models of exercise and fitness programs in community- and corporate-based settings will be studied and evaluated for effectiveness.
Quarter Credit Hours: 6 | Prerequisite: None
Experiential Learning (EL)

EL206: Academic Prior Learning Portfolio
In this course, you will develop an academic prior learning portfolio that describes, organizes, and categorizes the college-level learning you have acquired through work, volunteer activities, and life experiences. You will explore what you already know, what you already have college credit for, your personal and professional goals, and how all of these pieces fit together into an academic prior learning portfolio. With the assistance of your instructor and your peers, you will create a portfolio that collects previously credited learning (college transcripts, standardized exams, pre-evaluated learning, etc.) as well as descriptive information about learning you have acquired outside the classroom. When complete, you may submit your prior learning portfolio for evaluation to determine if you are eligible for college credit for your learning and skills. This course will be graded pass/fail.
Quarter Credit Hours: 6 | Prerequisite: Previous success in one or more college course(s)

Finance (FI)

FI490: Bachelor's Internship in Finance
This course will provide you with practical work experience in a real-world finance environment. You will arrange an onsite internship working in the field of finance as a professional for a cooperating employer. The internship should include mentoring from experienced finance professionals at the onsite facility. This experience will help you to develop professional competencies that are desirable in the finance career marketplace.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

FI499: Bachelor's Capstone in Finance
This capstone course builds on the concepts of all the courses taken within the Bachelor of Science in Finance and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Fire Science (FS)

FS100: Introduction to Fire and Emergency Services
This course introduces students to careers in fire and emergency services and the Kaplan University fire and emergency management programs. The field of study, skill sets, and professionalism will be discussed. Students will learn about the historical background of the modern fire service while learning research skills for the future. This course is designed to acclimate the fire science and emergency management student to Kaplan University while providing a solid foundation for success in the fire and emergency services profession.
Quarter Credit Hours: 5 | Prerequisite: None

FS101: Fire Behavior and Combustion
This course investigates the basic concepts of fire, its spread, and its control. The course discusses the nature and properties of the three states of matter, explains the components of fire, and describes the physical and chemical properties of fire.
Quarter Credit Hours: 5 | Prerequisite: None

FS102: Building Construction for Fire Protection
This course explores the fundamentals of building construction, types of structures, and structure designs, as well as the impact of building construction on firefighting. Students will study the forces that impact these structures and the codes applied to buildings and fire safety. They will also learn how buildings are constructed and how fire behaves with various building materials.
Quarter Credit Hours: 5 | Prerequisite: FS101

FS103: Fire Protection Hydraulics and Water Supply
This course explores the fundamentals of water usage in fire protection and explains how hydraulic principles are employed in the resolution of water supply problems. The course also discusses the methods used to effectively deliver water, foam, and other extinguishing agents to the fire scene.
Quarter Credit Hours: 5 | Prerequisite: FS101

FS104: Fire Protection Systems
This course describes the principles of fire protection and system design. Students will explore fire control and suppression methods, including sprinkler, water spray, water mist, standpipe, and ultra high-speed water spray systems. The course also provides an overview of recent fire protection and suppression developments.
Quarter Credit Hours: 5 | Prerequisite: FS101

FS105: Fire Prevention Practices
This course examines fire avoidance measures, including fire prevention education, fire safety inspection, fire code enforcement, and fire investigation. Students will gain an overview of the procedures and principles of inspections commonly conducted for control of structures, occupancy, or combined purposes.
Quarter Credit Hours: 5 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS120: Introduction to Emergency Management
This course covers the five mission areas of emergency management: mitigation, preparedness, communications, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, and the roles of government agencies at all levels. Upon completion, you should be able to demonstrate an understanding of comprehensive and all-hazards emergency management.
Quarter Credit Hours: 5 | Prerequisite: CM107

FS201: Strategy and Tactics
This course explores firefighting strategy and tactics, methods of fire attack, and prefire planning. Students will gain in-depth knowledge of fire control principles as well as how to utilize personnel, equipment, and extinguishing agents on the fire ground. This course also discusses special situations such as transportation emergencies and fires, high-rise fires, below-ground incidents, and confined space incidents.
Quarter Credit Hours: 5 | Prerequisite: FS101

FS202: Principles of Emergency Services
This course provides an overview of fire protection as well as the philosophy and history of fire protection. You will gain an understanding of career opportunities in fire protection and related fields, fire loss analysis, and the organization and function of public and private fire protection services. This course discusses the role of fire departments as part of local governments, as well as fire service laws, regulations, and terminology. There is also an introduction to multiagency planning and operations as related to multialarm incidents, target hazards, and major disasters.
Quarter Credit Hours: 5 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management
FS204: Occupational Safety and Health for Emergency Services
This course examines the fundamentals of occupational health and safety for emergency service agencies. Students will gain knowledge of risk evaluation and control policies for fire stations, emergency vehicles, and training sites as well as for incidents involving fire, hazardous materials, and other EMS responses. Students will also gain knowledge of the basic principles and history to firefighter life safety initiatives.
Quarter Credit Hours: 5 | Prerequisite: FS101

FS205: Ethics for the Fire and Emergency Services
This course provides an understanding of the types of ethical issues that can arise in the fire and emergency services. Students will examine philosophical concepts as they relate to modern ethics. The course will also provide an overview of various approaches to the ethical situations faced by fire and emergency service organizations.
Quarter Credit Hours: 5 | Prerequisite: FS120

FS208: Legal Aspects of Emergency Services
This course explores the legal issues that relate to emergency services, such as arson law and legal responsibilities of emergency services officers, as well as criminal and civil law. Students will gain an understanding of laws that impact emergency services management at both the state and local levels. The course also examines recent case law and legal decisions that impact emergency services agencies.
Quarter Credit Hours: 5 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS220: Preparedness and Planning for Emergency Management
This course analyzes the rationale for and methods related to all-hazards emergency preparedness and planning. Topics include preparedness strategies, planning concepts and processes, public awareness programs, and training and exercise programs.
Quarter Credit Hours: 5 | Prerequisite: FS120

FS225: Emergency Management Response
This course provides an overview of the response phase of emergency management including government policies related to disaster response. The content will include the purpose of the National Response Plan.
Quarter Credit Hours: 5 | Prerequisite: FS120

FS299: Associate’s Capstone in Fire Science
This course is designed as the culminating experience of the Associate of Applied Science in Fire Science. This course consists of a series of assignments that integrate concepts from the fire science curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.
Quarter Credit Hours: 5 | Prerequisite: Last term or permission from the Dean

FS301: Fire Investigation and Analysis
This course analyzes fire ignition dynamics, flame spread, and room fire growth. Students explore all aspects of incident investigation, financial management, and other functions related to fire analysis and investigation.
Quarter Credit Hours: 6 | Prerequisite: FS101

FS302: Advanced Principles of Firefighter Safety and Survival
This course provides an advanced analysis of firefighter life safety initiatives as well as an evaluation of the behavioral changes necessary in emergency services. Through case studies and scenarios, students develop the effective decision-making skills that are necessary for survival in fire and related emergency situations.
Quarter Credit Hours: 6 | Prerequisite: FS101

FS304: Community Risk Reduction for Fire and EMS
This course analyzes theories for understanding ethical, social, organizational, political, and legal aspects of community risk reduction for fire and EMS agencies. You will learn to utilize common methods for developing effective and comprehensive community risk-reduction plans.
Quarter Credit Hours: 6 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

This course describes how people, groups, organizations, communities, and governments manage disasters in the immediate aftermath and recover from their effects, including social, physical, business, and infrastructure problems as well as intra- and interorganizational planning.
Quarter Credit Hours: 6 | Prerequisite: FS120

FS401: Fire Prevention Organization and Management
This course explores the modern management and planning techniques that are utilized to organize a fire department. Students will examine fire department organization and management through community risk reduction, codes and standards, inspections, plan review, incident investigation, fire prevention research, and the relationship of master planning to fire prevention.
Quarter Credit Hours: 6 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS402: Political, Ethical, and Legal Foundations of EMS
This course explains various aspects of the government’s role in public safety as well as the American legal system, fire and emergency medical services (EMS) operations, employment and personnel issues, and emergency officials’ roles. The course also discusses legislative and political influence in fire and EMS.
Quarter Credit Hours: 6 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS403: Leadership and Management
This course examines the knowledge and skills needed to become a responsible leader and manage a crew of firefighters. Topics include leadership and management, specifically managing budgets, personnel, and standard operating procedures. The course also analyzes challenges related to the creation of a team environment, situational leadership, and ethical decision making.
Quarter Credit Hours: 6 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS412: Safety Risk Management for Fire and EMS
This course examines the evolution of organizational and leadership dynamics in fire and EMS agencies. Students will examine common aspects of organizational behavior and leadership, including organizational development, communications, decision making, and stress and conflict management.
Quarter Credit Hours: 6 | Prerequisite: FS101

FS413: Research Analysis for Fire Emergency Services
This course explores current research methods utilized in the analysis of fire-related data. Students will gain an in-depth understanding of methods used to conduct and evaluate independent research in fire dynamics, test standards, safety, modeling, structural safety, firefighter health and safety, automatic detection and suppression systems, and transportation fire hazards. The course also introduces research methods for risk analysis and trend identification.
Quarter Credit Hours: 6 | Prerequisite: FS101
FS414: Personnel Management for Fire and EMS
This course examines fundamental issues in personnel administration and human resource development in fire and EMS agencies. Students will explore concepts and responsibilities such as management, organizational development and training, employee recruitment, selection, and productivity, as well as performance management and labor relations.
Quarter Credit Hours: 6 | Prerequisite: FS100 or FS120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS420: Mitigation and Risk Assessment in Emergency Management
This course describes the methods and techniques used to lessen the potential impact of disasters and improve readiness to respond. Included are the principles related to mitigation as they pertain to sustainability and building resilient communities. Students will design a risk assessment plan.
Quarter Credit Hours: 6 | Prerequisite: FS120

FS425: Disaster Policy in Emergency Management
This course focuses on the administrative roles of local, state, and federal governments in times of disaster and the importance of intergovernmental relations. The policymaking process and the historical evolution of disaster policy are reviewed.
Quarter Credit Hours: 6 | Prerequisite: FS120

FS498: Bachelor's Capstone in Fire Science
This course is designed as the culminating experience of the bachelor’s degree programs in fire science. This course consists of a series of assignments that integrate concepts from the fire science curricula. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

General Business (BU)

BU204: Macroeconomics
Macroeconomics involves the theory, principles, and practices of economics that affect the national economy as a whole. Topics covered in this course include national income determination, economic growth, aggregate demand, aggregate supply, unemployment, inflation, the Federal Reserve system, monetary policy, fiscal policy, and global economies.
Quarter Credit Hours: 5 | Prerequisite: BU224

BU204M1: Basic Economic Models
Describe the importance of production possibility frontier, the circular flow diagram, and the supply and demand models in the market economy.
Quarter Credit Hours: 1 | Prerequisite: BU224

BU204M2: Macroeconomic Aggregates
Explain macroeconomic aggregates such as the GDP, inflation rate, unemployment rate, and their implications on the national economy.
Quarter Credit Hours: 1 | Prerequisite: BU224

BU204M3: Economic Growth and Its Determinants
Analyze factors that determine long-run economic growth by conducting research using macroeconomic indicators data.
Quarter Credit Hours: 1 | Prerequisite: BU224

BU204M4: Money, Banking, and the Federal Reserve System
Describe the roles of money, banking, and the Federal Reserve System in the macroeconomy.
Quarter Credit Hours: 1 | Prerequisite: BU224

BU204M5: Monetary and Fiscal Policy
Analyze how monetary and fiscal policy instruments are used to achieve macroeconomic goals.
Quarter Credit Hours: 1 | Prerequisite: BU224

BU224: Microeconomics
Microeconomics is an introduction to economic principles that influence decisions of individual consumers and business managers. You will examine how the law of supply and demand is reflected in pricing and quantity decisions in a variety of market situations. Close attention will be paid to how a firm’s cost structure affects decisions regarding how much to produce, given a price in a perfectly competitive market situation, compared to pricing and quantity decisions in other market structures. Consideration will be given to how individuals’ concepts of cost versus benefit enter into their buying decisions. The impact of governmental attempts to modify market outcomes will be a special focus of the course.
Quarter Credit Hours: 5 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

BU224M1: Supply and Demand Analysis
Examine how various supply and demand scenarios affect the way prices and quantities are set by market interactions in perfectly competitive markets.
Quarter Credit Hours: 1 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

BU224M2: Governmental Price Setting
Examine changes in price and quantity caused when governments take actions to modify market outcomes.
Quarter Credit Hours: 1 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

BU224M3: Impacts on Pricing and Production
Examine how changes in the cost of production affect pricing and production quantity decisions of a firm in a perfectly competitive market.
Quarter Credit Hours: 1 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

BU224M4: Understand Competitive Market Environments
Examine how the behavior of a firm changes when it operates in monopolistic, oligopolistic, and monopolistically competitive market environments.
Quarter Credit Hours: 1 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

BU224M5: Concepts of Utility
Examine how the concept of utility affects purchasing decisions by individuals and consumer surplus.
Quarter Credit Hours: 1 | Prerequisite: CM220, MM255, and one of the following: AB113, AC113, AB114, or AC114

BU481: Independent Directed Study I
In this course, students in the School of Business and Information Technology will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 1 | Prerequisite: None
**BU482: Independent Directed Study II**
In this course, students in the School of Business and Information Technology will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 2 | Prerequisite: None

**BU483: Independent Directed Study III**
In this course, students in the School of Business and Information Technology will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 3 | Prerequisite: None

**BU484: Independent Directed Study IV**
In this course, students in the School of Business and Information Technology will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 4 | Prerequisite: None

**BU485: Independent Directed Study V**
In this course, students in the School of Business and Information Technology will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 5 | Prerequisite: None

**BU486: Independent Directed Study VI**
In this course, students in the School of Business and Information Technology will engage in an independent, directed studies project focused on a self-selected research project. Students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.
Quarter Credit Hours: 6 | Prerequisite: None

**Health and Wellness (HW)**

**HW205: Vitamins, Herbs, and Nutritional Supplements**
This course introduces the most commonly used vitamins, herbs, and nutritional supplements. Single vitamins - their benefits, dosage, precautions, and contraindications - will be reviewed as well as vitamin formulas routinely recommended. Nutritional supplements will be introduced and their categories, benefits, and safety issues will be explored and discussed. The principal systems of herbal medicine found worldwide will be illustrated along with their individual characteristics and common usage. This course also examines the growing popularity of herbal medicines from a sociological and ecological standpoint.
Quarter Credit Hours: 5 | Prerequisite: None

**HW280: Mapping the Mind-Body Divide**
Psychology, physical fitness, and complementary and alternative medicine each have their own unique perspective on what constitutes health and wellness. This course explores each of these disciplines and maps their interrelationships as they weave together the more holistic view of human health and potential that is prevalent today.
Quarter Credit Hours: 5 | Prerequisite: None

**HW310: Complementary and Alternative Medicine**
This course explores the field of complementary and alternative medicine (CAM), becoming familiar with the variety of professions that comprise it, and their major concepts, methodological approaches, and theoretical foundations. You will investigate the multifaceted meaning of the term "holistic" and investigate how each CAM profession uniquely describes itself in light of this. Current research will be explored, including the impact of the National Institute of Health's CAM division.
Quarter Credit Hours: 6 | Prerequisite: None

**HW315: Models for Health and Wellness**
This course introduces the concepts of health, healing, and wellness from a broad historical and multicultural perspective. You will investigate how changing ideas about religion, philosophy, science, and psychology have influenced our understanding of health, and how the practice of medicine continues to be affected by global, social, and economic pressures.
Contemporary models of health and wellness will be illustrated by drawing upon selected writings from each major proponent, and you will undertake the development of an original model of health and wellness based on an understanding of and sensitivity to current geopolitical and multicultural issues.
Quarter Credit Hours: 6 | Prerequisite: None

**HW320: Contemporary Diet and Nutrition**
This course explores current dietary trends and examines the role of geopolitical and economic forces have on our day-to-day food choices. The impact of the globalization of world food markets will be investigated, as will the ongoing controversies of genetic engineering, food-borne illnesses, and the organic food movement. The spectrum of popular diets and their advocates and critics will be discussed along with the current scientific research available for each. Students will reflect on the diversity of food choices, prohibitions, and taboos that exist within our multicultural and multiethnic communities, with an eye toward increasing awareness and sensitivity.
Quarter Credit Hours: 6 | Prerequisite: None

**HW410: Stress - Critical Issues in Management and Prevention**
This in-depth course offers students a detailed look at the extensive research and practical approaches for identification, management, and prevention of stress. The health consequences of stress - physiological and psychological - will be discussed as well as the sociological and economic effects of untreated stress on society as a whole. Current approaches to stress reduction and prevention will be illustrated including mind/body therapies that have shown remarkable rates of success.
Quarter Credit Hours: 6 | Prerequisite: None

**HW420: Creating Wellness - Psychological and Spiritual Aspects of Healing**
In this course, students explore the burgeoning fields of meditation, "mindfulness," and transpersonal psychology in theory and practice. Students will assess the role of personal mindset toward self and others as a foundation for wellness and appraise the impact of positive/negative relationships in maintaining good health. A wide array of source material will be studied, including current research, and the shifting paradigms of curing, healing, and wholeness will be investigated.
Quarter Credit Hours: 6 | Prerequisite: None
HW425: Health and Wellness Programming - Design and Administration
This course acquaints students with the components and essential design elements of comprehensive health and wellness programming. Students will create programs for community and corporate settings, learning to identify key constituents and the diversity of funding sources both public and private. Instruments for measuring outcomes will be discussed for both short- and long-term programs as well as the essential administrative tasks, functions, and responsibilities required for successful results.
Quarter Credit Hours: 6 | Prerequisite: None

HW499: Bachelor's Capstone in Health and Wellness
This capstone course is the culminating experience for the Bachelor of Science in Health and Wellness. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Last term

Health Care Administration (HA)

HA255: Human Resources for Health Care Organizations
This course explores human resource practices in health care settings. It addresses a wide range of topics including staffing, worker safety and security, general employment practices, performance management, organizational development, and employee relations. Upon completion of the course, students will be able to implement/integrate evidence-based human resource strategies into the day-to-day management of their departments.
Quarter Credit Hours: 5 | Prerequisite: HS230

HA405: Leadership and Ethics in Health Care
This course provides you with the opportunity to examine and critically reflect on the nature and implications of leadership ethics in health care. In this course you examine key characteristics of ethical leadership and the theoretical underpinnings of sound moral decision making and action of health care leaders. Processes for identifying and cultivating health care leaders, cultural competence, continued learning, and bioethics in health care are also explored.
Quarter Credit Hours: 6 | Prerequisite: HS230

HA415: Health Care Policy and Economics
This course provides students with information surrounding health care policy and economics. The focus is on defining staffing, worker safety and security, general employment practices, performance management, organizational development, and employee relations. Upon completion of the course, students will be able to implement/integrate evidence-based human resource strategies into the day-to-day management of their departments.
Quarter Credit Hours: 5 | Prerequisite: None

HA425: Operational Analysis and Quality Improvement
This course addresses health care strategies and the laws that affect operational decisions. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, and external analysis, are covered. Students also analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes in organizations. Students compare total quality tools and performance measures, and examine leadership and teamwork in the business environment.
Quarter Credit Hours: 6 | Prerequisite: None

HA499: Bachelor's Capstone in Health Care Administration
This capstone course is the culminating experience for the Bachelor of Science in Health Care Administration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health care administration.
Quarter Credit Hours: 6 | Prerequisite: Last term

Health Information Technology (HI)

HI125: Health Care Delivery and Information Management
This course introduces the history and development of the health information field and an overview of the American Health Information Management Association. The evolution of health care delivery systems, storage and retrieval methods, development of the health record, accrediting and licensing requirements, patient indexing, and typical health information functions and positions are also taught in this course.
Quarter Credit Hours: 5 | Prerequisite: None

HI135: Legal Aspects of Health Information
This course provides you with foundational theory, related to the health care industry and health information profession, necessary to support your learning in health information management courses. This course also provides you with an overview of relevant legal concepts related to the management of health information in a variety of health care settings. Topics of study include an introduction to the U.S. health care system and the health information management profession, as well as legal and ethical issues in health information management including common legal compliance issues. You will have the opportunity to utilize computerized software to perform tasks related to the release and management of the health record.
Quarter Credit Hours: 5 | Prerequisite: None

HI150: Automation of Health Information
This course provides you with the knowledge and skills needed to work within a computerized health care environment. It reinforces basic software skills in applications, and outlines the critical stages of developing a health information system. The key features of the Electronic Health Record (EHR) and Health Information Exchanges (HiE) will be examined. The importance of safeguarding protected health information, along with privacy and security issues, will be explored. Finally, you will examine the future technologies important to the management of health information.
Quarter Credit Hours: 5 | Prerequisite: None

HI165: Health Information Practicum
In this health information clinical practicum, students will be provided an opportunity to gain practical experience through use of the HIM laboratory and by utilizing health information-specific software.
Quarter Credit Hours: 2 | Prerequisite: HI150

HI215: Reimbursement Methodologies
This course will show students the reimbursement side of health care and the importance of correct coding and billing practices to both the facility and the patient. Students will gain insight into the various types of health insurance plans, and also study compliance as it relates to reimbursement.
Quarter Credit Hours: 3 | Prerequisite: None | Corequisite: HI255
HI230: Quality Assurance and Statistics in Health Information
In this course, you will study performance improvement and quality assurance concepts as they relate to health information and quality care at the facility level. Team concepts, risk management, utilization management, accreditation and licensure, data quality issues, and patient outcomes are important topics in this course. You will learn the correlation of performance metrics with use of health care data for decision making in the facility.
Quarter Credit Hours: 5 | Prerequisite: None

HI253: Medical Coding I
This course surveys the basics of medical coding for inpatient and outpatient health care settings. Specifically, the format, conventions, and general guidelines for the ICD-10-CM, ICD-10-PCS, HCPCS Level I/II, and CPT code sets are examined. You learn to apply appropriate diagnosis and procedure codes upon reviewing key health record information. Additionally, the course provides an introduction to clinical documentation improvement (CDI), compliance audits, and health information systems (i.e., CAC, encoders).
Quarter Credit Hours: 5 | Prerequisite: SC131; course may also be taken as a corequisite

HI255: Medical Coding II
This course explores advanced topics vital to the ethical, legal, and compliant practice of medical coding within inpatient and outpatient settings. You will examine case scenarios throughout the course using a problem-based learning approach. The course offers virtual laboratories on health information systems and technologies critical to quality coding practices in today's digital world.
Quarter Credit Hours: 5 | Prerequisite: HI253

HI295: Health Information Externship/Capstone
Successful completion of this course will require 90 hours of clinical and administrative experience at an approved health care setting. Through this externship and capstone experience, students will gain clinical experience in departmental organization, assembly, analysis, filing and retrieval, release of information, health care systems, the coding process, quality improvement, risk management, and teamwork in health care. In addition, students will gain experience with basic management functions. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires the submission of the completed Externship/Capstone Experience Project.
Quarter Credit Hours: 5 | Prerequisite: Last term, completion of all program-specific courses, and permission of the Clinical Placement Team

HI300: Information Technology and Systems for Health Care
In this course, you implement and manage technology, gain knowledge of database architecture and design, and design and generate administrative reports. Enforcement of confidentiality, e-health security, and measures to protect health information are also stressed.
Quarter Credit Hours: 6 | Prerequisite: None

HI305: Management of Health Information
This course highlights the key concepts related to the practice of health information management. You will draw upon foundational knowledge to resolve common issues related to health care compliance, leadership and management, technologies, and analytics. You will collaborate with the Clinical Placement Team in planning your professional practice experience (PPE), which is completed during the capstone course. Additionally, you will develop networking and career development strategies necessary for the health information workforce.
Quarter Credit Hours: 6 | Prerequisite: None

HI410: Advanced Reimbursement Methodology
In this course, you will explore the reimbursement concepts practiced in health care including compliance strategies and reporting, chargemaster and case mix analysis, and compliance and reimbursement auditing. The payment systems used in commercial, managed care, and federal insurance plans, such as DRGs, RBRVS, and RUGs, will also be reviewed. Application of payment methods and calculations will be detailed and practiced.
Quarter Credit Hours: 6 | Prerequisite: Enrollment in the Bachelor of Science in Health Information Management

HI499: Bachelor's Capstone in Health Information Management
Successful completion of this course will require 120 hours of professional practice experience (i.e., practicum) at an approved health care facility. Through this professional practice experience (PPE), you will gain on-the-job skills related to the health information profession. Additionally, this course will provide a content review on the common body of knowledge of health information management relevant to the national certification examination.
Quarter Credit Hours: 6 | Prerequisite: HI305, last term, completion of all program-specific courses, and permission of the Clinical Placement Team

Health Science (HS)

HS100: Introduction to Health Science
In this introductory course, you will identify current issues in health science and how they relate to chosen health science professions. Educational and credentialing requirements will be defined for health science occupations. You will review your chosen degree plan, exploring appropriate electives and identifying specific career options based on personal goals and research of the profession. Professional traits and skills for success in the field will be explored as well as discussion of roles and responsibilities of selected health professionals.
Quarter Credit Hours: 5 | Prerequisite: None

HS101: Medical Law and Bioethics
This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.
Quarter Credit Hours: 5 | Prerequisite: None

HS111: Medical Terminology
This course provides a logical understanding of the language of medicine. Basic prefixes, suffixes, word roots, and rules for taking a singular term and making it plural are studied, along with word analysis, word building, spelling, and pronunciation. These principles are applied to the study of the following systems: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular. Each body system is reviewed with anatomy and physiology; diagnostic, lab, and surgical procedures; and pharmacology for interest and knowledge.
Quarter Credit Hours: 5 | Prerequisite: None

HS115: Software Applications for Health Care Professionals
This course introduces and provides basic practice in the three most commonly used applications in health care: word processing, spreadsheet, and presentation. Emphasis is placed on the utilization of these programs in a health care environment and by health care professionals.
Quarter Credit Hours: 3 | Prerequisite: None
HS140: Pharmacology
This course is a systematic study of basic pharmacology principles with emphasis on the skills and information needed to succeed in a working environment. Topics include drug classes, dosage calculations and measurement conversions, drug administration routes, and proper medication documentation procedures.
Quarter Credit Hours: 5 | Prerequisite: None

HS200: Diseases of the Human Body
Studies include principles of vaccinations and disease prevention, chronic diseases, diagnosis and treatments, and the economic impact. You will also learn about infectious diseases, disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. In addition, genes, mutations, inheritance, genetic diseases, cancer, and cancer treatments will be reviewed.
Quarter Credit Hours: 5 | Prerequisite: None

HS210: Medical Office Management
The course explores procedural guidelines for accomplishing various administrative tasks in the health care setting. Topics include management of patient information, operational functions, and general workplace competencies of health care employees.
Quarter Credit Hours: 5 | Prerequisite: None

HS215: Medical Insurance and Billing
This course provides an understanding of health care insurance billing and insurance concepts in practice today. It includes medical insurance billing theory and methodology, and covers specific reimbursement theories, health care concepts, and the practical application of third-party insurance rules.
Quarter Credit Hours: 5 | Prerequisite: None

HS220: Medical Coding and Insurance
Using various coding methodologies, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance and insurance terminology.
Quarter Credit Hours: 5 | Prerequisite: Enrollment in the Medical Assistant Certificate

HS225: Cardiac Rhythm Analysis and Telemetry
This course provides an in-depth overview of telemetry and why it is important to monitor a heart's electrophysiology. The course covers basic cardiac terminology, anatomy related to the heart, electrophysiology, an introduction of monitoring principles, and an analysis of common and potentially lethal dysrhythmias, including sinus, atrial, junctional, and ventricular arrhythmias, heart blocks, pacemakers, and special considerations. Additionally, students will become familiar with regulatory and compliance standards to include patient safety, emergency response, documentation, and patient interaction skills.
This course prepares students to sit for the Certified Rhythm Analysis Technician Examination offered by Cardiovascular Credentialing International.
Quarter Credit Hours: 5 | Prerequisite: None

HS230: Health Care Administration
This course discusses the scope and practice of health care administration. Students learn various models of health care delivery systems and social, political, individual, and organizational forces that impact health care delivery. Studies will include marketing, operations, financial, and human resources management, as well as effective communication strategies involved in health care administration.
Quarter Credit Hours: 5 | Prerequisite: None

HS240: Medical Office Accounting
This course will introduce students to the fundamental concepts and practice of medical office accounting. Topics include basic bookkeeping procedures, accounts receivable, payroll, banking processes, petty cash, and billing and collection procedures.
Quarter Credit Hours: 3 | Prerequisite: None

HS250: Medical Office Accounting
This course is a systematic study of basic pharmacology principles with emphasis on the skills and information needed to succeed in a working environment. Topics include drug classes, dosage calculations and measurement conversions, drug administration routes, and proper medication documentation procedures.
Quarter Credit Hours: 5 | Prerequisite: None

HS255: Sterile Processing for Surgical Technologists
This course covers the regulatory standards and recommended practices for surgical technologists. Emphasis is placed on the principles of aseptic and sterile technique, encompassing decontamination and disinfection, and their pertinence in safe patient care practices. Core concepts such as preparation, packaging, and surgical instrumentation are addressed. Knowledge of anatomy and physiology and medical terminology are reinforced from the perspective of surgical technology.
Quarter Credit Hours: 5 | Prerequisite: None

HS260: Professionalism in Health Care
This course introduces students to professionalism in the medical setting. Emphasis is placed upon communication, appearance, diversity, emergency preparedness, and preparation of the professional portfolio. Students prepare a portfolio that contains job search documents.
Quarter Credit Hours: 2 | Prerequisite: None

HS270: Sterile Processing for Surgical Technologists
This course covers the regulatory standards and recommended practices for surgical technologists. Emphasis is placed on the principles of aseptic and sterile technique, encompassing decontamination and disinfection, and their pertinence in safe patient care practices. Core concepts such as preparation, packaging, and surgical instrumentation are addressed. Knowledge of anatomy and physiology and medical terminology are reinforced from the perspective of surgical technology.
Quarter Credit Hours: 5 | Prerequisite: None

HS290: Associate's Capstone in Health Science
Designed to be a culminating educational experience, the Associate of Science in Health Science capstone course integrates coursework, knowledge, and skills to enable you to demonstrate mastery of learning across the curriculum. You will complete a summary portfolio addressing requirements in selected career focus areas. Submissions will include, but will not be limited to, assessments demonstrating knowledge and skills, and reflections on learning.
Quarter Credit Hours: 5 | Prerequisite: Final term

HS291: Phlebotomy Lab
This course requires students to describe and demonstrate proper care of laboratory equipment. Infection control and laboratory safety, including proper specimen handling and transport, are developed throughout the class. Point-of-care testing is introduced and performed through in-class laboratory exercises. Students will successfully perform capillary punctures and venipunctures and have knowledge of arterial puncture techniques. Knowledge of professionalism in the workplace is discussed, and students are expected to demonstrate this throughout the class. (Onsite only)
Quarter Credit Hours: 5 | Prerequisite: HS111

HS292: Billing and Coding Practicum
This course is designed to build on the concepts and skills of program courses, specifically medical billing and coding. You will gain practical experience in medical billing, coding, and administrative functions in both an online virtual lab setting and in a health care facility.
Quarter Credit Hours: 3 | Prerequisite: Last term or permission from the Dean
HS298: Externship Extension Course
This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the Clinical Coordinator. This course may be taken after a health sciences externship course for the specific purpose of externship hour completion.
Quarter Credit Hours: 0 | Prerequisite: HI295, HI499, MA290, MA295, or MO290

HS305: Research Methods for Health Sciences
This course enables you to explore ethics within the health industry, research methods, and the evaluation of scientific literature. You will engage with health data through database querying, data extraction, and data mining opportunities. You will learn to procure appropriate metrics for analysis, utilize data mining to generate insights into health organizational outcomes, and evaluate health data to make evidence-based decisions. You will use computer software applications to manage data throughout this course.
Quarter Credit Hours: 6 | Prerequisite: None

HS311: Epidemiology and Biostatistics I
In this course, you will explore the use of descriptive statistics within the health industry. You will learn to summarize data by the data center (i.e., central tendency) and data spread (i.e., variability). A focus on visual representation of data will be introduced. You will demonstrate your data analytical skills by proposing recommendations to a health industry issue based on summary statistics and/or health care or epidemiological formulae.
Quarter Credit Hours: 6 | Prerequisite: None

HS312: Epidemiology and Biostatistics II
You will collect and analyze data in order to solve health and clinical problems. In this course, you will study inferential statistics and advanced epidemiological constructs. You will study epidemiology and biostatistics as it applies to peer-reviewed, health-based publications.
Quarter Credit Hours: 6 | Prerequisite: HS311

HS315: Practices in Public Health
This course guides students through the practice of public health. Real-world public health issues are presented and evaluated through the use of case study analysis. Case studies cover fundamental competencies of the public health practitioner, including community health assessment and health policy development. In addition, students will examine problem-solving strategies through problem-based learning.
Quarter Credit Hours: 6 | Prerequisite: None

HS320: Microbiology
This course introduces students to a diverse world of microorganisms including their role in health and disease. Properties of prokaryotes and eukaryotes are discussed, with emphasis on different characteristics of microorganisms including morphology, metabolism, physiochemical characteristics, and genetics. Students learn how microorganisms contribute to all areas of everyday life including food, water, environment, and industry. Important microbial diseases and the immune system and its role in fighting microbial diseases are also explored.
Quarter Credit Hours: 6 | Prerequisite: None

HS410: Organization and Management for Health Care
This course centers on the foundations of health care organizations and systems, particularly the outside influences of licensing and accrediting agencies. The clinical classification systems, clinical vocabularies, and nomenclatures are detailed. The nontraditional role of the health information professional in management and administrative roles is also discussed.
Quarter Credit Hours: 6 | Prerequisite: None

HS415: Environmental Health
This course addresses environmental issues and the principles, scope, and practice of environmental sciences, including investigative methodologies, natural resource management, pollution prevention, and pollution control. The local, state, and federal environmental agencies and regulations governing environmental health are discussed.
Quarter Credit Hours: 6 | Prerequisite: None

HS420: Advanced Health Informatics
The health information field is strongly influenced by data and data standards. This course focuses on the structure and use of health information, storage methods, data sets, and e-health delivery. In addition, the development of clinical, financial, and decision support systems are addressed.
Quarter Credit Hours: 6 | Prerequisite: None

HS440: Finance for Health Care
This course provides you with a description of the current financial environment in which health care organizations operate. It also supplies you, as a future health care decision-maker, with an understanding of key health care finance concepts, basic managerial and accounting principles, the budget process, and tools used for financial analysis. You will be provided focused information on financing, funding, and reimbursement of health services including for-profit, nonprofit, and managed care organizations, as well as governmental programs such as Medicare and Medicaid. Discussions on the application of financial information give students useful information to make financial decisions to better the cost-effectiveness of an organization.
Quarter Credit Hours: 6 | Prerequisite: None

HS450: Strategic Planning and Organizational Development for Health Care
This course provides a foundation in strategic management for health care organizations built on professional ethics, personal integrity, and respect for all persons. You will explore the theoretical, procedural, and cultural aspects of change management through strategic planning and organizational analysis. Evidence-based management skills are explored using the tools and techniques that monitor quality and performance compliance throughout a health care facility.
Quarter Credit Hours: 6 | Prerequisite: None

HS460: Project Design and Management for Health Care
The departments of quality assessment, utilization management, and risk management work closely with the health information department. This course teaches you the principles of project management, reengineering, and work redesign, which are important to the health information professional when working within these departments.
Quarter Credit Hours: 6 | Prerequisite: None

HS484: Independent Direct Study in Health Sciences
In this course, you will engage in an independent, directed studies project focused on a self-selected research project. You will define your professional goals and select a topic of inquiry aligned to those goals. There is flexibility built into the course with the intent of giving you options to synthesize and apply current health science concepts into your own unique health profession and community.
Quarter Credit Hours: 4 | Prerequisite: None
**HR400: Employment and Staffing**
In this course, you will examine the human resource functions of employee recruitment, selection, and retention. The course focuses on building interviewing and employee selection skills and addresses the topics of attracting and retaining employees, recruitment methods, job analysis, employment testing, and background checks. The course also includes an overview of employment-related laws and covers techniques for employee orientation and onboarding.
Quarter Credit Hours: 6 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR400M1: Recruiting and Interviewing Employees**
Plan the steps involved with the recruitment and interview process.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR400M2: Employment-Related Laws**
Identify employment-related laws organizations must comply with when hiring.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR400M3: Interview Questions and Candidate Analysis**
Analyze candidates through the use of interview questions.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR400M4: Employment Tools and Documentation**
Assess how employment tools and documentation are used for employee selection.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR400M5: New Employee Orientation**
Develop an orientation plan to use when onboarding new employees.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR400M6: Employee Recruitment and Retention Factors**
Examine the factors that influence employee recruitment and retention.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410: Employee Training and Development**
This course focuses on issues related to employee training and employee development. Focus is given to how an organization’s business strategy provides guidance for employee training and development. In addition, each step in the development of a training and development program is reviewed: needs assessment, transfer of learning, program design, and program evaluation. Special attention is given to the use of technology in training and development, professional organizations involved with training and development, career and management development, and global dimensions of training and development.
Quarter Credit Hours: 6 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410M1: Alignment of Training and Business Strategy**
Explain why training and business strategy should be aligned.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410M2: Needs Assessment**
Describe how needs assessment should be used in an organization.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410M3: Designing Effective Training Programs**
Identify considerations to be used in designing effective training programs.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410M4: Training Evaluation**
Apply a training evaluation.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410M5: Employee Development**
Apply the employee development planning process.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR410M6: Global Interconnectedness**
Practice global interconnectedness as it applies to your field.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR420: Employment Law**
This course focuses on the issues related to federal statutes that affect the human resources function. Among topics addressed are employment relationships and procedures, employment discrimination, and employment regulations. Some specific issues covered in the course are EEO, affirmative action, OSHA, employee privacy, and wrongful discharge.
Quarter Credit Hours: 6 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR420M1: Global Interconnectedness**
Practice global interconnectedness as it applies to your field.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate
**HR435: Compensation**
This course examines different methods for developing a compensation strategy and the use of compensation strategies for motivating and rewarding employee performance. Compensation and reward systems are important tools that are used to motivate employees and to gain employee commitment to a company’s mission. Methods of determining the relative value of jobs, in relation to compensation, are also examined. This course covers how to assess and diagnose compensation issues and how to develop appropriate solutions. In addition, students analyze the role of the government and identify methods for managing compensation structures.
Quarter Credit Hours: 6 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485: Strategic Human Resource Management**
This course focuses on a strategic approach to human resource management and the strategies for achieving organizational goals. You will learn the elements that support human resource strategies and how to positively impact organizational performance. You will also gain expertise in human resource analytics and how to lead through organizational change. A key emphasis of the course is how human resource decisions advance the strategies of an organization.
Quarter Credit Hours: 6 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485M1: Human Resource Strategy**
Define the elements that support a human resources strategy.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485M2: Strategic Human Resource Management**
Explain a strategic approach to human resource management.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485M3: Organizational Performance**
Illustrate the factors that affect an organization’s performance.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485M4: Organizational Change**
Analyze the strategies for leading organizational change.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485M5: Human Resource Metrics**
Interpret human resource metrics.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**HR485M6: Strategic Human Resource Decisions**
Assess how strategic human resource decisions advance the strategies of an organization.
Quarter Credit Hours: 1 | Prerequisite: MT203 or enrollment in the Human Resources Postbaccalaureate Certificate

**Human Services (HN)**

**HN115: Human Services Program and Profession**
The course introduces students to the human services field and the Kaplan University human services degree programs. The field of study, skill sets, and the various human service agencies and diverse populations encountered in the field will be discussed. Students will research the human services degree and course offerings along with their professional and personal goals in order to map out their specific degree plan and career goals.
Quarter Credit Hours: 5 | Prerequisite: None

**HN144: Human Behavior and the Environment**
Working as a human service professional demands an understanding of the differences and similarities in human behavior. This course will focus on the basic systems or influences that help to define, identity, and explain behavior. Students will examine how family structures, institutions, organizations, and communities contribute to the complex issues facing diverse populations in the twenty-first century. Students will examine ways to incorporate these theories to help them develop practical intervention skills.
Quarter Credit Hours: 5 | Prerequisite: None

**HN200: Survey of Social Problems**
The course exposes students to a broad array of social problems that affect the lives of many Americans. Students will gain insight and tools to analyze social problems, potential solutions, and the effects of these problems on individuals and society. Students will also reflect on their role as change agents for the clients with whom they work.
Quarter Credit Hours: 5 | Prerequisite: None

**HN205: Applied Skills for Human Services**
Students will gain an understanding of the basic interviewing skills and documentation techniques required of a human service worker. Students will learn how to respond to a variety of situations involving clients with different needs and backgrounds, ask probing questions to elicit the required information, and document the client’s needs correctly, considering confidentiality, legal, and ethical implications. The course also addresses a number of other issues critical in human services such as problem solving, avoiding self-disclosure, and cultural sensitivity in verbal and nonverbal communications.
Quarter Credit Hours: 5 | Prerequisite: None

**HN220: Prevention and Crisis Intervention**
You will learn appropriate and ethical prevention and intervention strategies. Using case studies and scenarios, you will identify risk factors that contribute to crises and distinguish between intervention and prevention strategies. Particular attention is given to crises involving youth and families in a variety of settings.
Quarter Credit Hours: 5 | Prerequisite: HN144

**HN299: Associate’s Capstone for Human Services**
This capstone course is the culminating experience for the Associate of Applied Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 5 | Prerequisite: Completion of the final term of the Associate of Applied Science in Human Services or permission from the program Dean
HN300: Human Services and Social Policy
This course provides an overview of the issues and conditions that result in the need for human services. You will analyze historical and current events impacting the human services profession. In addition, you will explore the various systems impacting the profession and techniques to effect social change.
Quarter Credit Hours: 6 | Prerequisite: None

HN330: Case Management in Human Services
Students will learn the importance of time management, how to prioritize and organize data, and the skills critical for working effectively with human services clients. Through the use of case studies, students will assess client needs and determine the types of data necessary to ensure the ethical delivery of services. Students will practice essential interviewing skills and explore best practices in recording data from these interviews.
Quarter Credit Hours: 6 | Prerequisite: None

HN345: Public Relations in Not-For-Profit Organizations
Students will acquire the skills administrators use to develop successful relationships with the community and media. They will develop effective public relations strategies for not-for-profit organizations. This will include distinguishing between audiences and tailoring the strategies appropriately. Students will also analyze the influence of the media on providing ethical services to clients.
Quarter Credit Hours: 6 | Prerequisite: None

HN347: Public Personnel Administration
You will examine the complexities of public personnel issues faced by human services administrators. Through the use of case studies and activities, you will differentiate between the issues affecting the public and private sectors. You will also create solutions to these issues.
Quarter Credit Hours: 6 | Prerequisite: HN200

HN360: The Aging Population and Society
This course will focus on the fastest-growing population in the United States. Students will examine research in the field of gerontology and analyze the effects on society of serving the aging population. Topics include the health care system, the economy, legislation and social action, and the media’s influence on society’s perception of the elderly. Students will analyze the current issues that have shaped ethical interventions for the elderly in a global society.
Quarter Credit Hours: 6 | Prerequisite: HN200

HN365: Psychology of Aging
This course focuses on developmental research about the psychological characteristics of aging. Students will explore common perceptions and misconceptions about development in later life, as well as the social and biological factors that contribute to the maturation of the aging person. Students will evaluate psychological theories that will aid them in developing ethical interventions.
Quarter Credit Hours: 6 | Prerequisite: HN144

HN370: Child Welfare and Family
This course will assist students who will be working with children and their families in a human services setting. Students will examine how the family functions as a system and they will use this information to develop proper communication techniques and intervention skills for working with children and families. Students will design a list of resources and materials that will assist human service workers that choose to work with this population.
Quarter Credit Hours: 6 | Prerequisite: HN144

HN377: Studies in Child and Adolescent Development
This course explores the various aspects of child and adolescent development, including the psychological, social, emotional, cognitive, and biological changes specific to these age groups. Students will identify milestones of development, typical and atypical behavior, and the interrelationship between the person, family, and community. Using real-world scenarios, students will design ethical interventions based on the theoretical understanding of this population.
Quarter Credit Hours: 6 | Prerequisite: HN144

HN400: Proposal Designs for Human Services
Students will be introduced to a variety of proposal models used in human services. They will research potential funding opportunities that meet predetermined criteria. Students will analyze existing proposals and design a proposal with a focus specific to human services delivery programs.
Quarter Credit Hours: 6 | Prerequisite: None

HN410: Human Services Delivery
This course focuses on a strategic approach to researching and evaluating services delivered to clients. Topics will include an overview of what research is all about and why it is important for human services programs. In addition, quantitative and qualitative approaches, single-system research designs, as well as group research designs, ethical considerations, measurement tools, and other concepts relevant to research and evaluation of human services programs will be discussed. Students will learn the skills and knowledge necessary to interpret the data they collect as it relates to researching and evaluating the effectiveness of human services programs. Using real-world scenarios, students will design ethical plans to research and evaluate interventions for clients.
Quarter Credit Hours: 6 | Prerequisite: HN330

HN420: Social and Health Care Issues in Aging
This course explores the effects of aging on the elderly population’s social, emotional, and physical health. Students will examine the influences of health, nutrition, and social relationships on adults in the later stages of life. Topics will include retirement, housing and transportation, leisure and recreation, family life, social support, elder abuse, bereavement, and death and dying. Using real-world scenarios, students will develop solutions to some of the dilemmas faced by this growing population.
Quarter Credit Hours: 6 | Prerequisite: HN144

HN430: Advocacy for Families and Youth
Very often, human services professionals are called upon to be advocates for children and families in need. Advocates must know how to help others that cannot, for one reason or another, help themselves. In this course, students will be introduced to the roles and skills necessary to intervene on behalf of children and families as a human service professional. Students will analyze the influence of biological, social, economic, and cultural forces on children and their families. As a result, students will design ethical interventions that will aid them in their role as an advocate for those in need.
Quarter Credit Hours: 6 | Prerequisite: None

HN450: Legal and Ethical Issues in Human Services
You will distinguish between the legal and ethical issues faced by the human service worker in a global society. Through activities and case studies, you will create solutions that adhere to legal and ethical guidelines in human services. The solutions will align with issues found in administration or child and family welfare.
Quarter Credit Hours: 6 | Prerequisite: HN200
HN498: Bachelor’s Capstone for Human Services in Youth and Family Services and Administration
This capstone course is the culminating experience for the Bachelor of Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission of the Dean

HN499: Bachelor’s Capstone for Human Services
This capstone course is the culminating experience for the Bachelor of Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Completion of the final term of the Bachelor of Science in Human Services or permission from the Dean

Humanities (HU)

HU200: Arts and Humanities - Modern Creative Expressions
As a human, you have the unique ability to appreciate beauty. This course will help you to discover human potential as expressed through the arts and humanities. In this course, you will evaluate the impact of creative expression on cultures by studying examples from the humanities disciplines. You will investigate how creative expressions broaden perspective. As an arts and humanities student, you will analyze forms of creative expression, and discover how to apply this new found insight to your career goals, community, and daily experience.
Quarter Credit Hours: 6 | Prerequisite: Any college composition course

HU200M1: The Humanities and Photography
Examine the influence of contemporary culture on arts and humanities. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU200M2: Painting and Architecture
Analyze selected examples of creative expression. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU200M3: Theatre and Literature
Evaluate the impact of creative expressions on contemporary culture. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU200M4: Cinema and Music
Apply the influence of arts and humanities to daily experiences. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU200M5: Television and the Interrelationship of the Arts
Investigate how creative expressions can broaden perspective. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU245: Ethics
In this course, students develop sound ethical reasoning and judgment through the study of practical applications of ethical theories. Topics studied include ethics as it relates to business, health care, society, and the environment. Emphasis is on practical applications of ethical principles and analytical methods.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

HU245M1: Theories of Morality
Compare various ethical theories. Quarter Credit Hours: 1 | Prerequisite: None

HU245M2: Bioethics
Discuss the ethical reasoning of opposing perspectives. Quarter Credit Hours: 1 | Prerequisite: None

HU245M3: Social Ethics
Analyze the effects of ethical decision making on human behavior. Quarter Credit Hours: 1 | Prerequisite: None

HU245M4: Business Ethics
Analyze contemporary ethical issues. Quarter Credit Hours: 1 | Prerequisite: None

HU245M5: Environmental Ethics
Discuss the ethical reasoning of personal perspectives. Quarter Credit Hours: 1 | Prerequisite: None

HU250: Humanities and Culture
In this course you will be introduced to the humanities through a survey of human social and cultural life in a global setting. By investigating the social, artistic, religious, and economic developments of countries throughout the world, you will better understand each country’s cultural identity as well as begin to appreciate cultural continuity and change as defining characteristics of the human experience.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

HU250M1: Cultural Developments and Artistic Expressions
Assess the relationship between social, political, and cultural developments and artistic expressions. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU250M2: Creative Expressions and New Perspectives
Analyze how creative expressions can broaden perspective. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU250M3: Global Cross-Cultural Influences
Examine cross-cultural influence in global cultures. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU250M4: Revolutions in Culture
Examine the effects of cultural revolutions on societies. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU250M5: Integrating Cultural Expressions
Relate forms of cultural expression to your life. Quarter Credit Hours: 1 | Prerequisite: Any college composition course

HU280: Bioethics
In this course, students develop and apply sound ethical reasoning and judgment to important issues in health care. Topics studied include access to health care, medical privacy, end-of-life care, genetic screening, and emerging genetic technologies. Emphasis is on practical applications of ethical principles and analytic methods.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

HU320: Culture - Religion and Identity
We live in a diverse world with global economies, internationally mobile workforces, and networked conference/call centers, as well as megachurches, cathedrals, synagogues, ashrasms, mosques, and temples. In order to communicate effectively with people from a variety of religious backgrounds, students must be knowledgeable about the origins and belief systems of the main contemporary religions. This course will provide a journey into the philosophical, historical, and sociological elements of religions that have both influenced and have been influenced by cultures. Through historical accounts, stories, virtual field trips, and philosophical readings, students will discover the values and meaning that religions provide to individual people, and thus the common threads that should allow effective communication.
Quarter Credit Hours: 6 | Prerequisite: Any college composition course
HU345: Critical Thinking
This course helps students apply tools of informal logic and critical thinking to practical situations they encounter in everyday life. Students will learn how to use methods of critical thinking to evaluate arguments, claims, and strategies for constructing sound arguments. They will also learn how to identify and respond to faulty or manipulative reasoning in their own thinking and arguments, and in the thinking and arguments of others. In addition, students will assess the reasoning found in mass media (such as websites, advertisements, and newspapers). Finally, students will apply the concepts they study to real-world issues of personal and professional significance.
Quarter Credit Hours: 6 | Prerequisite: Any college composition course

Information Systems and Technology (IT)

IT104: Introduction to Cybersecurity
Entities and organizations must be able to protect not only their network infrastructure, but also their personnel and customers from data loss and identity theft. This course introduces the topic of cybersecurity and how it has evolved over the last several decades. In this course, you will examine the concepts and challenges of cybersecurity from its evolution over the past decades to the increasing cyber threats that exist today. Evolving trends that impact cybersecurity will be discussed, including the use of mobile devices, cloud computing, and the increased sophistication of attacks. You will study cybersecurity's role in physical and cyber incidents. Cybersecurity design is examined from a high level, as is the role of the cybersecurity professional in today's information technology environment. This course is designed, among other things, to provide you with the foundational knowledge necessary to pursue relevant certifications. While the course may provide you with the knowledge necessary to sit for an examination, Kaplan University cannot guarantee your eligibility either to take an exam or to become certified.
Quarter Credit Hours: 5 | Prerequisite: None

IT111: Programming Concepts
This course exposes you to programming language and concepts. You will practice modularization using a variety of methods; learn the value of creating reusable objects; and apply programming techniques of assignment, iteration, and decision-making.
Quarter Credit Hours: 5 | Prerequisite: None

IT111M1: Elements of Object Programming
Recognize the elements of object programming: classes, objects, and methods to application development.
Quarter Credit Hours: 1 | Prerequisite: None

IT111M2: Parameters and Arguments
Apply the programming constructs of parameters and arguments.
Quarter Credit Hours: 1 | Prerequisite: None

IT111M3: Iteration, Assignment, and Decision-Making
Apply the programming constructs of iteration, assignment, and decision-making.
Quarter Credit Hours: 1 | Prerequisite: None

IT111M4: Functions
Apply the programming constructs of functions.
Quarter Credit Hours: 1 | Prerequisite: None

IT111M5: Storyboards for Design
Implement programming design concepts through creation of storyboards.
Quarter Credit Hours: 1 | Prerequisite: None

IT117: Website Development
In this course, you investigate Internet technologies. You learn the concepts of web development along with web page design. By creating an individual online portfolio or biography using HTML, HTML5, and CSS (Cascading Style Sheets), you develop skills for today and tomorrow. This course will enable you to self-promote and demonstrate your skills to an audience via the web.
Quarter Credit Hours: 5 | Prerequisite: None

IT117M1: Website Project Planning
Complete a detailed plan for a website project in a formal design document.
Quarter Credit Hours: 1 | Prerequisite: None

IT117M2: HTML and Images
Apply HTML and images to create professional web pages.
Quarter Credit Hours: 1 | Prerequisite: None

IT117M3: CSS and HTML
Integrate CSS with HTML to create a visually appealing website.
Quarter Credit Hours: 1 | Prerequisite: None

IT117M4: HTML Forms
Develop HTML forms with form-field validation.
Quarter Credit Hours: 1 | Prerequisite: None

IT117M5: Constructing Functional Websites
Construct a well-designed and fully functional website using HTML and CSS.
Quarter Credit Hours: 1 | Prerequisite: None

IT133: Microsoft Office Applications on Demand
This course teaches students to use the current Microsoft Office suite of applications. Topics include an introduction to Word, Excel, PowerPoint, and cloud-based file management systems. Students will also learn how to analyze appropriate software applications to address solutions within a profession.
Quarter Credit Hours: 5 | Prerequisite: None

IT133M1: Operating System and Services
Use the computer operating system and cloud-based services to set preferences and manage files.
Quarter Credit Hours: 1 | Prerequisite: None

IT133M2: Word Processing Skills
Create documents using various functions of word processing software.
Quarter Credit Hours: 1 | Prerequisite: None

IT133M3: Spreadsheet Skills
Create spreadsheets using basic spreadsheet functions.
Quarter Credit Hours: 1 | Prerequisite: None

IT133M4: Computer Presentation Skills
Create computer-generated, on-screen presentations.
Quarter Credit Hours: 1 | Prerequisite: None

IT133M5: Software Solutions and Analysis
Analyze appropriate software application(s) to address solutions within a specific discipline.
Quarter Credit Hours: 1 | Prerequisite: None

IT153: Spreadsheet Applications
This course examines spreadsheet concepts including calculations, formulas, built-in functions, and spreadsheet design. You will create spreadsheets and manipulate data to solve business problems. The course further explores topics such as charts, data tables, pivot tables, and what-if analysis.
Quarter Credit Hours: 5 | Prerequisite: None
IT163: Database Concepts Using Microsoft Access
This course is an introduction to relational database management systems. You will use a relational database management system to create and maintain a database. You will create filters, sorts, queries, forms, and reports. Emphasis will be placed on the skills needed to meet user requirements.
Quarter Credit Hours: 5 | Prerequisite: None

IT163M1: Effective Design Concepts
Synthesize database concepts needed to effectively design a database.
Quarter Credit Hours: 1 | Prerequisite: None

IT163M2: Relational Databases
Create relational databases with multiple entities and relationships.
Quarter Credit Hours: 1 | Prerequisite: None

IT163M3: Database Forms
Create forms to input data.
Quarter Credit Hours: 1 | Prerequisite: None

IT163M4: Structured Query Language
Use Structured Query Language (SQL) to manage data.
Quarter Credit Hours: 1 | Prerequisite: None

IT163M5: Database Reports
Construct reports to retrieve data.
Quarter Credit Hours: 1 | Prerequisite: None

IT190: Information Technology Concepts
You will explore concepts of information technology including hardware, software, and networks. You will also gain a practical understanding of how computer hardware and operating systems work. Topics include personal computer configuration and maintenance, along with the essentials of system software installation and administration.
Quarter Credit Hours: 5 | Prerequisite: None

IT190M1: Hardware Components
Describe hardware components.
Quarter Credit Hours: 1 | Prerequisite: None

IT190M2: Software Applications
Explain different types of software applications.
Quarter Credit Hours: 1 | Prerequisite: None

IT190M3: System Software
Discuss the functions of system software.
Quarter Credit Hours: 1 | Prerequisite: None

IT190M4: Computer Network Components
Describe the components of a computer network.
Quarter Credit Hours: 1 | Prerequisite: None

IT190M5: Computer and Network Security
Explain how to secure and protect computers and computer networks.
Quarter Credit Hours: 1 | Prerequisite: None

IT213: Software Development Concepts
This course introduces the fundamentals of software engineering, demonstrating how the fundamentals are the same across multiple programming languages. The core principles found in every programming language are investigated. You will design, develop, debug, and test simple applications using your choice from the programming language options.
Quarter Credit Hours: 5 | Prerequisite: IT117

IT214: Foundations of Web Design
This is a fast-paced course in web design. You will learn the basic concepts of web page design. The concepts begin with the planning stages of site mapping and storyboards. Elements such as tables, forms, rollover buttons, hyperlinks, text formatting and management, navigation systems, and inserting multimedia will be explored. By creating an individual online portfolio or biography and implementing the current versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), you will develop skills for today and tomorrow.
Quarter Credit Hours: 5 | Prerequisite: IT111 and IT117 (or equivalent)

IT222: Introduction to Cloud Computing
This course is a survey of cloud computing from both a business and a personal perspective. Cloud computing is an emerging technology that impacts all IT professions, including network, web, and application development as well as network security. You will learn the key characteristics and benefits of cloud computing. The course will cover features of private, public, hybrid, and community clouds.
Quarter Credit Hours: 5 | Prerequisite: None

IT232: Software Design and Development Concepts
This is an intermediate course in the design and development of programs offering students a choice of implementation and demonstrating how design and programming concepts are universal. Students will apply software design techniques, software process models, object-oriented programming concepts, and secure data-handling techniques. Students will design, develop, debug, and test intermediate-level applications using their choice from the programming language options.
Quarter Credit Hours: 5 | Prerequisite: IT213 | Corequisite: IT302 (recommended for Bachelor of Science in Information Technology students)

IT234: Database Concepts
This course prepares you to learn database programming. You will be exposed to the essential concepts of database management systems and SQL programming language. This course will provide you with the business context in which data is used and how it is transformed into information. You will identify the information needs and general usage of data within the modern business context and link the use of relational database management systems to the data needs of the organization.
Quarter Credit Hours: 5 | Prerequisite: IT163

IT234M1: Database Management Concepts
Demonstrate the fundamental concepts of Database Management systems.
Quarter Credit Hours: 1 | Prerequisite: IT163

IT234M2: Data Definition Language
Explore data definition language (DDL) statements to define the database structure or schema.
Quarter Credit Hours: 1 | Prerequisite: IT163

IT234M3: Data Manipulation Language
Explore data manipulation language (DML) statements to manage data within schema objects.
Quarter Credit Hours: 1 | Prerequisite: IT163

IT234M4: Advanced SQL
Discover more advanced SQL such as security commands and logins.
Quarter Credit Hours: 1 | Prerequisite: IT163

IT234M5: Analytical and Non-Relational Database Alternatives
Investigate analytical and nonrelational database alternatives.
Quarter Credit Hours: 1 | Prerequisite: IT163
**IT247: Fundamentals of Web Graphics**
You will learn how to create appropriate web graphics using popular image editing tools. Throughout the course, you will create a collection of custom graphics that will be displayed in an e-Portfolio layout. Topics will include resizing, resolution, optimization, digital photo enhancement, custom banner and button creation, and more.
Quarter Credit Hours: 5 | Prerequisite: IT214

**IT261: Desktop Administration**
This course prepares networking students to install, configure, and administer a desktop operating system. You will learn to automate operating system installation, set up and manage user accounts, and configure local file systems. You will learn to configure and troubleshoot both local and network printers, manage and troubleshoot access to shared folders, and recover from system failures.
Quarter Credit Hours: 5 | Prerequisite: IT190

**IT262: Certified Ethical Hacking I**
This course covers the tools and procedures needed to perform ethical hacking. Ethical hacking, which is also known as penetration testing, is a procedure employed by organizations where the tester attempts to penetrate or compromise a computer or network. In so doing, organizational vulnerabilities are brought to light, which allows the organization to mitigate the vulnerabilities uncovered. This course is designed, among other things, to provide you with the foundational knowledge necessary to continue your studies for the EC-Council Certified Ethical Hacker certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 5 | Prerequisite: None

**IT273: Networking Concepts**
This course introduces the concepts behind today's networks. It outlines current network design, explaining the OSI Model and the methods of carrying data over wired and wireless media. Other topics include network design components, such as topologies and access methods, administration of network operating systems, and troubleshooting methods for data transmission and recovery.
Quarter Credit Hours: 5 | Prerequisite: None

**IT273M1: Networking Concepts**
Appraise network architectures, models, topologies, and structures used in networking.
Quarter Credit Hours: 1 | Prerequisite: None

**IT273M2: Networked Environments**
Differentiate between the various types of network media, TCP/IP core protocols, and IPv4 addressing schemes typically used in a networked environment.
Quarter Credit Hours: 1 | Prerequisite: None

**IT273M3: Data Transmission**
Analyze LAN switching methods and related devices used for data transmission.
Quarter Credit Hours: 1 | Prerequisite: None

**IT273M4: Wide Area Networks and Wireless Technologies**
Analyze wide area networks and wireless technologies used in organizational or individual computing.
Quarter Credit Hours: 1 | Prerequisite: None

**IT273M5: Global Interconnectedness**
Practice global interconnectedness as it applies to Information Technology.
Quarter Credit Hours: 1 | Prerequisite: None

**IT275: Linux System Administration**
This introductory Linux course prepares you to install, configure, and administer Linux as a network operating system. You will learn both command line and graphical user interface administration with full-feature Linux distributions. Emphasis is placed on applied skills that address real-world challenges such as managing file structure, network services, and system security.
Quarter Credit Hours: 5 | Prerequisite: IT273

**IT277: Certified Information Systems Security Professional I**
This course covers the essential material comprising the first two study domains in the Certified Information Systems Security Professional (CISSP) Common Body of Knowledge (CBK). These two domains include asset security and access management. The information covered is vital in gaining a threshold understanding of the field of cybersecurity, and will enable you to implement access control methods, prevent access control attacks, and select controls and countermeasures based on security evaluation models. This course is designed, among other things, to provide you with the foundational knowledge necessary to pursue CISSP certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 5 | Prerequisite: None

**IT278: Network Administration**
In many organizations, the network administrator is the wizard behind the curtain. Network connections between users and computers seem to magically perform the transmissions required for daily operations. In this course, you are introduced to basic network administration. You install and configure a network operating system in a virtualized environment and practice administrative tasks. You perform hands-on exercises demonstrating server management, user account creation, file access, storage backup, and security settings.
Quarter Credit Hours: 5 | Prerequisite: IT273

**IT278M1: Network Operating Systems**
Examine the features, editions, roles, and installation methods of a network operating system.
Quarter Credit Hours: 1 | Prerequisite: IT273

**IT278M2: Network Access Administration**
Administer server roles, features, storage options, file and print services, and file and folder permissions.
Quarter Credit Hours: 1 | Prerequisite: IT273

**IT278M3: Active Directory Configuration**
Configure Active Directory including domains, organizational units, user accounts, and group policy while ensuring compatibility with global networks.
Quarter Credit Hours: 1 | Prerequisite: IT273

**IT278M4: TCP/IP, DNS, and DHCP Configuration**
Configure TCP/IP, DNS (Domain Name System), and DHCP (Dynamic Host Configuration Protocol) on a network server.
Quarter Credit Hours: 1 | Prerequisite: IT273

**IT278M5: Virtualization Management**
Manage virtualization using Hyper-V.
Quarter Credit Hours: 1 | Prerequisite: IT273
IT279: Certified Information Systems Security Professional II
This course covers the essential material comprising three study domains in the Certified Information Systems Security Professional (CISSP) Common Body of Knowledge (CBK). These three domains are security engineering, network security, and software development security. The information covered is vital in gaining a threshold understanding of the field of cybersecurity, and will enable you to assess the vulnerabilities of security solutions, design secure communication channels, and apply security controls in the software development environment. This course is designed, among other things, to provide you with the foundational knowledge necessary to pursue CISSP certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 5 | Prerequisite: IT277

IT283: Networking with TCP/IP
This course provides a thorough examination of the protocols and services in the TCP/IP protocol suite. Students gain an understanding of how network traffic is encapsulated and transported by TCP/IP on local area networks and on wide area networks, including the Internet. Students learn about message addressing and forwarding, and how network errors are resolved.
Quarter Credit Hours: 5 | Prerequisite: IT273

IT283M1: TCP/IP, IPv4 and IPv6 Addressing, and Basic IP Packet Structures
Examine the TCP/IP networking model, IPv4 and IPv6 addressing, and basic IP packet structures.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT283M2: Lower Layer Protocols
Analyze the protocols that operate at the lower layers of the TCP/IP model.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT283M3: IPv6 Neighbor Discovery, Addressing, and Name Resolution
Analyze IPv6 Neighbor Discovery, and addressing and name resolution on IP networks.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT283M4: TCP/IP Transport Layer Protocols
Examine TCP/IP Transport Layer Protocols.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT283M5: IPv4 and IPv6 Comparison
Differentiate between IPv4 and IPv6 regarding deployment, benefits, and IP security.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT286: Network Security Concepts
This course introduces you to the essential knowledge required to secure today's networks. You will learn to identify threats and vulnerabilities and to apply effective strategies to prevent data breaches. The course discusses topics such as risk assessment; compliance and operational security; access control and authorization management; intrusion detection; application hardening; malicious attacks; and cryptography. It outlines a security professional's responsibilities and discusses the skills needed to protect an organization's data and network infrastructure.
Quarter Credit Hours: 5 | Prerequisite: IT273

IT286M1: Risk Assessment and Network Monitoring
Examine the process of risk assessment and network monitoring.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT286M2: Device and Infrastructure Security
Investigate device and infrastructure security, access control, authentication, and authorization.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT286M3: Protections Measures
Explain the protection of wireless networks and cloud services, and the hardening of hosts and applications.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT286M4: Cryptography
Examine cryptography methods, vulnerabilities, threats, and malicious attacks.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT286M5: Security Awareness and Enforcement
Explore social engineering, security administration, disaster recovery, and incident response.
Quarter Credit Hours: 1 | Prerequisite: IT273

IT288: Security+ Certification Prep
This course focuses exclusively on CompTIA's Security+ Certification exam. Currently the SYD 401 exam consists of six domains. Time will be spent on each of the following: network security, compliance and operational security, threats and vulnerabilities, application data and host security, access control and identity management, and cryptography. This course is designed, among other things, to provide you with the foundational knowledge necessary to continue the pursuit of the Security+ certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 5 | Prerequisite: IT286 or permission of the Department Chair

IT296: Associate's-Level Information Technology Internship
This course gives associate's-level students practical job experience in the information technology field. The externship provides students an opportunity to learn about the IT career field through practical, real-world experiences and mentoring from an IT professional. This experience will enrich students' technology skills and provide a better understanding of the level of expertise needed to be successful in their career.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses; minimum GPA of 2.0

IT299: Associate's Capstone in Information Technology
This course covers the essential material comprising three study domains in the Certified Information Systems Security Professional (CISSP) Common Body of Knowledge (CBK). These three domains are security engineering, network security, and software development security. The information covered is vital in gaining a threshold understanding of the field of cybersecurity, and will enable you to assess the vulnerabilities of security solutions, design secure communication channels, and apply security controls in the software development environment. This course is designed, among other things, to provide you with the foundational knowledge necessary to pursue CISSP certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 5 | Prerequisite: IT277

IT301: Project Management I
This course introduces you to the principles of project management. You will gain knowledge of the project management skills and processes needed to select, initiate, and plan a project. You will explore the project management knowledge areas. Topics include creating the project charter, developing project scope statements, creating the project schedule and budget, and risk planning.
Quarter Credit Hours: 6 | Prerequisite: None
IT301M1: Project Management Framework
Analyze the Project Management Framework to identify relationships between process groups and knowledge management areas.
Quarter Credit Hours: 1 | Prerequisite: None

IT301M2: Triple Constraints Management
Create project artifacts to effectively establish project management triple constraints.
Quarter Credit Hours: 1 | Prerequisite: None

IT301M3: Project Risk and Resource Management
Create project artifacts to plan and manage project risk and resources.
Quarter Credit Hours: 1 | Prerequisite: None

IT301M4: Project Execution Management
Create project artifacts to effectively manage and control project execution.
Quarter Credit Hours: 1 | Prerequisite: None

IT301M5: Project Management Ethics and Integrity
Explain why ethics and integrity are important to the field of IT.
Quarter Credit Hours: 1 | Prerequisite: None

IT301M6: Project Management Global Interconnectedness
Practice global interconnectedness as it applies to your field of study.
Quarter Credit Hours: 1 | Prerequisite: None

IT302: Human Computer Interaction
This course introduces you to the field of human computer interaction (HCI). You will survey HCI history and theory, and examine standard principles that are necessary to produce effective interface designs for the consumer. You will also learn about development methodologies, evaluation techniques, task analysis, and prototyping. Activities include observation and analysis of various types of interfaces, plus the use of professional tools to create a new interface design.
Quarter Credit Hours: 6 | Prerequisite: 200-level or above IT course; upper-level students only

IT302M1: HCI Theories and Principles
Examine human-computer interaction theories and principles.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT302M2: HCI Principles and the Discovery Process
Evaluate human-computer interaction principles and the discovery process.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT302M3: Text and Typography in Design
Relate the value of screen components, color theories, and typography in human-computer interaction.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT302M4: Auditory Components
Assess auditory components, accessibility, and redundancy concepts for human-computer interaction.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT302M5: Haptics
Assess the future of haptics in interface design.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT302M6: Interface Design
Design a user interface with appropriate professional tools.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT303: Application Development, Virtualization, and the Cloud
This advanced computer virtualization course will include hands-on practice and is designed for individuals who have an understanding of operating systems and programming concepts. Students study several methods of applying virtualization locally and in a hosted environment. Students will create a workable software program within a virtual server and in a cloud service solution.
Quarter Credit Hours: 6 | Prerequisite: IT222 and IT232

IT316: Computer Forensics
This course explores the pervasive nature of illegal and unauthorized activity occurring in cyberspace: computer crime. You will learn about the many types of computer crime and the structured procedures deployed in its investigation. This will include a systematic investigative approach of both corporate and criminal-related offenses. You will learn data-retrieval principles including onsite data collection, laboratory data retrieval, and live network data retrieval. You will learn how current computer forensics tools are used for data acquisitions to data analysis. This course will also discuss how computer crimes present unique vulnerabilities to computer systems due to the global nature of the Internet.
Quarter Credit Hours: 6 | Prerequisite: None

IT316M1: Computers and Criminal Behavior
Examine the relationship of computers and criminal behavior.
Quarter Credit Hours: 1 | Prerequisite: None

IT316M2: Computer Forensics as a Profession
Describe the field of computer forensics and investigations as a profession.
Quarter Credit Hours: 1 | Prerequisite: None

IT316M3: Computer Forensics Processes
Analyze the processes involved in computer forensics.
Quarter Credit Hours: 1 | Prerequisite: None

IT316M4: Data Acquisition Methods
Examine various data acquisition methods.
Quarter Credit Hours: 1 | Prerequisite: None

IT316M5: Computer Forensics Tools
Compare current computer forensic tools.
Quarter Credit Hours: 1 | Prerequisite: None

IT316M6: Data Analysis and Validation Techniques
Recommend techniques of data analysis and validation for high-tech investigations.
Quarter Credit Hours: 1 | Prerequisite: None

IT331: Technology Infrastructure
This course explores the concepts and purpose of information technology infrastructure. Emphasis is placed on expanding your knowledge of computer networks and data transmissions and applying those concepts to an organization’s technology requirements.
Quarter Credit Hours: 6 | Prerequisite: 200-level or above IT course; upper-level students only

IT331M1: Networking Skills for Project Success
Describe how networking skills can improve project success.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only
IT331M2: Key Infrastructure Components
Analyze the functions of key components in information technology infrastructure.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT331M3: IT Infrastructure Planning
Plan an effective IT infrastructure based on the needs of an organization.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT331M4: Wide Area Network Technologies
Evaluate Wide Area Network (WAN) technologies.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT331M5: Global Interconnectedness in Technology Infrastructure
Practice global interconnectedness as it applies to your field of study.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT331M6: Network Security Design
Formulate a network security design.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT332: Principles of Information Systems Architecture
This course introduces you to the background of information systems architecture. You will learn a holistic approach to both hardware and software architecture design from a broad systems perspective. Both a business and technical focus will be covered with concrete examples of current technologies and related managerial issues.
Quarter Credit Hours: 6 | Prerequisite: IT331

IT332M1: Binary Language
Analyze the language of computers.
Quarter Credit Hours: 1 | Prerequisite: IT331

IT332M2: The Computer as a System
Analyze the computer as a system.
Quarter Credit Hours: 1 | Prerequisite: IT331

IT332M3: System Architecture Components
Evaluate CPU, RAM, input, output, and peripheral devices as components used in system architecture.
Quarter Credit Hours: 1 | Prerequisite: IT331

IT332M4: Data Communication and Networking
Assess data communication and networking options for a computer system.
Quarter Credit Hours: 1 | Prerequisite: IT331

IT332M5: Data Storage and Protection
Recommend data storage and data protection technology for a computer system.
Quarter Credit Hours: 1 | Prerequisite: IT331

IT332M6: Computer Operating Systems
Differentiate between various computer operating systems.
Quarter Credit Hours: 1 | Prerequisite: IT331

IT350: Advanced Database Concepts
This course incorporates advanced concepts of the database language Transact-SQL (T-SQL) for creating efficient database implementations. You will use the T-SQL programming language and connect to an MS SQL Server database for displaying organized information to users. You will explore the various fundamental features of the T-SQL language such as DataTypes, Sets, and BuiltIn functions. You will explore the programmability of SQL by creating stored procedures; learn how to format a result set by sorting, filtering, and grouping; apply advanced SQL query techniques such as subqueries and common table expressions; use Report Builder to generate analytical reports from your data; and examine the use of non-SQL relational databases.
Quarter Credit Hours: 6 | Prerequisite: IT234

IT354: Linux Security
This course introduces Kali Linux as a penetration testing and security auditing platform with advanced tools to identify, detect, and exploit any vulnerabilities uncovered in the target network environment. You will explore several security assessment tools necessary to conduct penetration testing in their respective categories, such as target scoping, information gathering, discovery, enumeration, and vulnerability. You will develop practical penetration testing skills by demonstrating hacker tools and techniques that reflect real-world attack scenarios from a business perspective in today's digital age.
Quarter Credit Hours: 6 | Prerequisite: IT275

IT374: Linux Security
This course introduces Kali Linux as a penetration testing and security auditing platform with advanced tools to identify, detect, and exploit any vulnerabilities uncovered in the target network environment. You will explore several security assessment tools necessary to conduct penetration testing in their respective categories, such as target scoping, information gathering, discovery, enumeration, and vulnerability. You will develop practical penetration testing skills by demonstrating hacker tools and techniques that reflect real-world attack scenarios from a business perspective in today's digital age.
Quarter Credit Hours: 6 | Prerequisite: IT275

IT375: Windows Enterprise Administration
This advanced course in Microsoft Windows enterprise administration prepares you to install, configure, and manage key network services and Active Directory. You will perform administrative tasks such as network service installation and configuration; Active Directory installation; Group Policy design and configuration; and network and Active Directory security configuration. You will learn the theory behind Active Directory design and operation; and complete hands-on labs and projects that develop the skills needed for real-world settings.
Quarter Credit Hours: 6 | Prerequisite: IT278

IT375M1: Windows Server Installation
Install Windows 2012 operating system into a virtual machine or hardware chassis.
Quarter Credit Hours: 1 | Prerequisite: IT278

IT375M2: Windows Server Advanced Configuration
Configure Windows 2012 operating system including administration tools.
Quarter Credit Hours: 1 | Prerequisite: IT278

IT375M3: Windows Server Active Directory Configuration
Configure Active Directory and policy functions in a new domain on Windows 2012 operating system.
Quarter Credit Hours: 1 | Prerequisite: IT278

IT375M4: Network Services and Components
Configure network services and components.
Quarter Credit Hours: 1 | Prerequisite: IT278

IT375M5: Network Policy
Implement network policy and monitoring to specific situations.
Quarter Credit Hours: 1 | Prerequisite: IT278
IT375M6: Security Functions
Apply security functions in Windows 2012 operating system.
Quarter Credit Hours: 1 | Prerequisite: IT278

IT388: Routing and Switching I
This course is the first of two routing and switching courses that prepare you to design, configure, and maintain network routing and switching. You learn the basic concepts, protocols, and functions of network routers and switches. Emphasis is placed on hands-on practice of configuration and troubleshooting using live and simulated labs.
Quarter Credit Hours: 6 | Prerequisite: IT283

IT388M1: Network Routing and Switching Concepts
Explain network routing and switching concepts.
Quarter Credit Hours: 1 | Prerequisite: IT283

IT388M2: IP Addressing Concepts
Estimate an IP addressing scheme based on business needs.
Quarter Credit Hours: 1 | Prerequisite: IT283

IT388M3: Router and Switching Configurations
Apply router and switching configurations to meet business needs.
Quarter Credit Hours: 1 | Prerequisite: IT283

IT388M4: Network Routing Protocols
Investigate network routing protocols to meet business requirements.
Quarter Credit Hours: 1 | Prerequisite: IT283

IT388M5: VLAN Design
Design VLANs based on specific situations.
Quarter Credit Hours: 1 | Prerequisite: IT283

IT388M6: Routing and Switching Proposals
Prepare routing and switching proposals for management approval.
Quarter Credit Hours: 1 | Prerequisite: IT283

IT390: Intrusion Detection and Incidence Response
This course provides an introduction to intrusion detection systems available to protect networks from cybercriminals. You will explore various security concepts and the basics of security attacks. You will install and configure various intrusion detection system tools. Topics include principles and classifications of intrusion detection systems, incident response process, and response types. Additionally, the course presents insight into intrusion detection and forensics and incident response strategies required to protect critical assets.
Quarter Credit Hours: 6 | Prerequisite: IT286

IT390M1: Principles and Concepts
Discuss intrusion detection and incident response principles and concepts.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT390M2: Comparing Intrusion Detection Systems
Compare intrusion detection systems.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT390M3: Responding to Threats
Analyze the security threat spectrum.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT390M4: Installing and Examining Intrusion Detection Systems
Demonstrate the ability to install and examine intrusion detection system tools.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT390M5: Security Analytics
Interpret various security analytic measures.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT390M6: Incident Response Strategies
Differentiate incident response strategies.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT391: Advanced Software Development Including Web and Mobility
This course focuses on advanced design and programming concepts and techniques offering you a choice of implementation and demonstrating how advanced concepts apply across a variety of languages. You will develop advanced software, web, and mobile applications, while applying concepts related to data structures, algorithms, web services, graphics, mobile, and multimedia. You also learn how to create interactive applications across a variety of platforms (traditional applications, websites, and mobile applications).
Quarter Credit Hours: 6 | Prerequisite: IT232, IT234, and IT302

IT395: Certified Ethical Hacking II
This course continues concepts introduced in IT262 covering the tools and procedures needed to perform ethical hacking. More advanced penetration testing procedures are covered as well as how to incorporate the knowledge learned into a cohesive set of procedures to help organizations find potential vulnerabilities. This course is designed, among other things, to provide you with the foundational knowledge necessary to continue the pursuit of the EC-Council Certified Ethical Hacker certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 6 | Prerequisite: IT262

IT400: Ethics in Cybersecurity
New innovations within information technology continue to evolve around the world, creating ethical challenges and concerns for information technology professionals. This course will examine ethical and legal concerns with the use of information technology. Ethical issues will be examined as they relate to common information systems. Additional topics including privacy, regulations, as well as societal and cultural influences on decision making will be examined.
Quarter Credit Hours: 6 | Prerequisite: None

IT401: Project Management II
This course is the second of two project management courses and explores more advanced topics. Students will gain knowledge of the project management skills and processes needed to execute, control, and close a project. Topics include planning project resources, developing the project team, conducting procurements, measuring project performance, controlling work results, and applying professional responsibility.
Quarter Credit Hours: 6 | Prerequisite: IT301

IT402: IT Consulting Skills
This course will introduce you to the theory and practice of IT consulting. You examine the processes and techniques associated with the consulting field. Business aptitude skills will be taught including communication, ethics, presentation, and leadership skills. Additionally, project definition and analysis, project planning, gathering user and project requirements, executing projects, time management, and the history of consulting will be examined. Through case studies, you prepare a project proposal and a persuasive presentation for an organization.
Quarter Credit Hours: 6 | Prerequisite: 200-level or above IT course; upper-level students only

IT402M1: Consulting and Ethics
Justify ethical decisions with IT consulting.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only
IT402M2: Time and Resource Management
Generate time management and analysis representations.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT402M3: Interpersonal Skills
Develop skills for negotiation, decision-making, and other people-related processes with IT consulting.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT402M4: Consulting History and Global Views
Appraise historical and international facets of IT consulting.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT402M5: The Consulting Project Proposal
Create a project proposal with a unique vision.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT402M6: Persuasive Presentations
Generate persuasive materials for IT consulting.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT410: Certified Information Systems Security Professional III
This course primarily addresses two domains in the Certified Information Systems Security Professional CBK (Common Body of Knowledge). The two domains are (1) security assessment and testing and (2) security operations. The security assessment and testing domain explores vulnerability assessments and secure software testing strategies. The domain of security operations details how to manage change and respond to incidents. There will also be a discussion of two important topics that were not examined in Domain 1 of the CISSP I course. These topics are professional ethics and legal and regulatory issues. This course is designed, among other things, to provide you with the foundational knowledge necessary to pursue CISSP certification. While the course may provide you with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 6 | Prerequisite: IT279

IT411: Digital Forensics
In this course, students learn about computer forensics and techniques used to perform computer forensics examinations. Students learn how to gather and protect evidence used in prosecuting computer crimes. Topics in this course include acquiring digital evidence, bookmarking data, file signature analysis, hash analysis, and other forensic techniques. This course is designed, among other things, to provide the student with the requisite knowledge to sit for the EnCase Certified Examiner (EnCE) exam. While the course may provide the student with the knowledge necessary to sit for the examination, Kaplan University cannot guarantee the student's eligibility either to take this exam or become certified.
Quarter Credit Hours: 6 | Prerequisite: IT286

IT411M1: Digital Forensic Concepts and Techniques
Examine digital forensic concepts and techniques.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT411M2: Securing Digital Evidence
Plan appropriate methods to secure digital evidence.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT411M3: Examining Forensic Data
Apply various types of forensic analysis tools for data recovery to forensic scenarios.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT411M4: Audits and Investigations
Prepare audits and investigations of electronic computing devices.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT411M5: Analyzing System Files and Artifacts
Analyze forensic data from computers to investigate security breaches.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT411M6: Current Practices and Trends
Investigate current practices and trends in digital and network forensics.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT412: Information Systems Security
Businesses must be able to protect their networks and infrastructures from security attacks. In this course, you learn to investigate system vulnerabilities and implement security solutions. Topics in this course include access control, application security, business continuity and disaster recovery planning, cryptography, information security and risk management, compliance and investigations, operations security, physical security, security architecture and design, telecommunications, and network security. This course is designed, among other things, to provide you with the requisite knowledge to sit for the examination, the Certified Information Systems Security Professional exam. While the course may provide the knowledge necessary to sit for the examination, Kaplan University cannot guarantee your eligibility either to take this exam or become certified.
Quarter Credit Hours: 6 | Prerequisite: IT286

IT412M1: Information Security Concepts
Examine information security concepts.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT412M2: System Vulnerability and Threats
Analyze system vulnerabilities and threats.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT412M3: Cryptography Techniques
Choose data encryption techniques and confidentiality best practices.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT412M4: Operational Security and Incident Planning
Employ solutions that provide protection against system attacks.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT412M5: Disaster Recovery Planning
Develop information backup and data persistence procedures.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT412M6: Network Security Policies and Procedures
Design network security policies and procedures.
Quarter Credit Hours: 1 | Prerequisite: IT286

IT441: Directed Studies, School of Information Technology
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 1 | Prerequisite: CM220; upper-level students only
IT442: Directed Studies, School of Information Technology
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 2 | Prerequisite: CM220; upper-level students only

IT443: Directed Studies, School of Information Technology
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 3 | Prerequisite: CM220; upper-level students only

IT444: Directed Studies, School of Information Technology
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 4 | Prerequisite: CM220; upper-level students only

IT445: Directed Studies, School of Information Technology
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 5 | Prerequisite: CM220; upper-level students only

IT446: Directed Studies, School of Information Technology
In this course, students in the School of Information Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 6 | Prerequisite: CM220; upper-level students only

IT458: Oracle Database Administration
This course covers database administration using Oracle tools. You will focus on the following: installing database management software and utilities, controlling access to data and resources, troubleshooting an Oracle database, the backup and recovery of Oracle databases, and resolving common performance problems using Oracle.
Quarter Credit Hours: 6 | Prerequisite: IT358

IT460: Systems Analysis and Design
This course provides an overview of the system development life cycle (SDLC), including the modification and design process. You will learn to choose a system development methodology and evaluate the impact on the organization’s strategic plan. It emphasizes the factors for effective communication with users and team members and all those associated with development and maintenance of the system.
Quarter Credit Hours: 6 | Prerequisite: 200-level or above IT course; upper-level students only

IT460M1: Information Systems Concepts
Compare various types of information systems.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT460M2: Developing Logical Systems Models
Develop logical models for a proposed system.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT460M3: Object Modeling
Apply object-oriented modeling tools and techniques in designing information systems.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT460M4: Development Strategies
Practice team dynamics by participating in a role-play activity.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT460M5: Systems Architecture
Integrate models and diagrams.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT460M6: Systems Implementation
Design systems implementation.
Quarter Credit Hours: 1 | Prerequisite: 200-level or above IT course; upper-level students only

IT471: Routing and Switching II
This course is the second of two routing and switching courses and explores more advanced topics. You will design, configure, reconfigure, and maintain network routing and switching devices. You will also learn advanced concepts in protocols, resource access, and disaster recovery. Emphasis is placed on planning, proposing, and securing network infrastructure.
Quarter Credit Hours: 6 | Prerequisite: IT388

IT471M1: IP Addressing Schemes
Prepare an IP scheme for a small network to submit for management approval.
Quarter Credit Hours: 1 | Prerequisite: IT388

IT471M2: Routing and Switching Configuration
Configure routing and switching devices per plans and specifications.
Quarter Credit Hours: 1 | Prerequisite: IT388

IT471M3: Advanced Routing and Switching Concepts
Explore advanced network routing and switching concepts.
Quarter Credit Hours: 1 | Prerequisite: IT388

IT471M4: Network Design
Prepare network designs based on specific criteria.
Quarter Credit Hours: 1 | Prerequisite: IT388

IT471M5: Disaster Recovery with WANs
Prepare a disaster recovery plan for a routed infrastructure.
Quarter Credit Hours: 1 | Prerequisite: IT388

IT471M6: Network Health
Prepare routing and switching proposals for management approval.
Quarter Credit Hours: 1 | Prerequisite: IT388

IT478: Web Servers and Security
This course teaches you to install and configure popular web server software. You will learn to determine user access levels, as well as server authentication and server-side programming. Various issues involving web security are discussed, including web/client security and intrusion detection and recovery.
Quarter Credit Hours: 6 | Prerequisite: IT273
IT479: Bachelor's-Level Cybersecurity Internship
This course is taken at the conclusion of the cybersecurity degree and incorporates practical job experience with the skills and knowledge gained from prior coursework. You will work with instructors and other students on real-world projects that may include security system design, forensic analysis, or recommendations for an organization's security infrastructure. This course will enable you and your team members to practice your problem-solving talents. Along with timelines and project plans, your team will consider other business constraints. As a requirement for most information technology projects, each security project may include evaluation mechanisms, hands-on demonstrations, examples for stakeholders, and a final roll-up of future project improvements. Internships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without the Dean's approval.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Program Chair

IT481: Advanced Software Development
This course addresses advanced software design and development concepts, offering you a choice of implementations demonstrating how the concepts apply across a variety of languages. You will apply analysis and benchmarking, database creation and usage, data in motion and data at rest security, threading, reentrancy, and advanced testing concepts. You will also learn how to package software for distribution.
Quarter Credit Hours: 6 | Prerequisite: IT350 and IT391

IT484: Cybersecurity Policies
This course teaches you how to defend organizational resources by implementing and maintaining cybersecurity policies. Cybersecurity policies are used to support defense of data availability, integrity, and confidentiality. By establishing and applying effective security policies, organizations can keep valuable data safe. Topics include applying cybersecurity policies to access controls, cybersecurity operations and administration, risk analysis, incident response, and recovery. This course also teaches you cybersecurity policies for securing publicly available resources and Web applications.
Quarter Credit Hours: 6 | Prerequisite: IT388

IT488: Software Product Development Using Agile
This project-based course concludes the multiphase software development series of courses and allows you to apply your learning to the development of a software product in an agile team software development environment. You will explore the concepts of agile development and then implement those concepts as you work on an agile development team, designing and developing a software product using an agile software development life cycle, from concept to packaged product.
Quarter Credit Hours: 6 | Prerequisite: IT481 and IT350

IT489: Bachelor's-Level Information Technology Internship
This course gives you practical job experience in the information technology field. The internship provides you with an opportunity to learn about the IT career field through practical, real-world experiences and mentoring from an IT professional. This experience will enrich your technology skills and provide a better understanding of the level of expertise needed to be successful in your career. Internships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without the Dean's approval.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Program Chair

IT497: Bachelor's Capstone in Cybersecurity
The Bachelor's Capstone in Cybersecurity is designed to build on the concepts of all information technology and security courses you have taken as a part of your degree plan. The capstone project integrates problem-solving techniques and the development and implementation of viable, student-developed solutions to meet an identified technology or design need in a business or institutional environment. You will be directed to work collaboratively to achieve the learning objectives for this course.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Program Chair

Legal Studies (LS)

LS100: Introduction to the Law and Legal Profession
This course examines the foundation, organization, and structure of the American legal system with an emphasis on the careers available in the legal profession through an exploration of the roles and responsibilities in the legal field. Students will learn the professional and ethical practices needed to succeed as a legal support professional or as a legal specialist.
Quarter Credit Hours: 5 | Prerequisite: None

LS185: Introduction to American Jurisprudence
It is important for members of the legal support team to have a strong foundation in the fundamental rules, court cases, concepts, and trends of key subjects in American law. This course provides an American legal background covering civil and common law traditions, the legal profession, constitutional law, and a survey of specific areas of law. Upon successful completion of this course you will have a solid understanding of the American legal system.
Quarter Credit Hours: 5 | Prerequisite: LS100

LS204: Legal Research and Writing
Two of the most basic tasks performed by a legal support team member are legal research and written analysis - finding the law, analyzing the component parts of written opinions, and applying the reasoning of relevant legal authorities to a factual situation. Upon successful completion of this course you will have gained specialized skills in the area of legal research and the ability to analyze and synthesize legal authority. Additionally, you will be able to draft correspondence and memoranda commonly used in the practice of law.
Quarter Credit Hours: 5 | Prerequisite: CM220

LS244: Advanced Legal Research and Writing
This course focuses on researching legal issues and drafting legal documents using the results of student research. Emphasis will be placed on briefing and analyzing court opinions and other legal sources, applying the legal rationale to a given factual situation, and drafting documents commonly used in legal practice. This course also teaches you how to present the results of research in a professional manner.
Quarter Credit Hours: 5 | Prerequisite: LS204
LS298: Associate of Applied Science in Legal Support and Services Capstone
This course is designed as the culminating experience of the Associate of Applied Science in Legal Support and Services. This course comprises a series of assignments that integrate the core concepts from the judicial studies and practice program outcomes and curriculum. The assignments are designed to test knowledge, technical skills, and competencies as students work through fact-based scenarios and assess issues affecting practical legal matters.
Quarter Credit Hours: 5 | Prerequisite: Final term or Dean approval

LS302: Environmental Law and Policy
This course is an exploration of the statutory and regulatory basis of environmental law and will provide a basic overview of the major state and federal acts and regulations governing environmental law.
Quarter Credit Hours: 6 | Prerequisite: LS100

LS305: Constitutional Law
This course provides students with a view of constitutional law's historical development of legal principles as well as the philosophical foundations of American legal principles. Significant trends in constitutional law as well as current issues in development of law and the balance between bureaucracy and democracy in a free society are presented.
Quarter Credit Hours: 6 | Prerequisite: LS100

LS308: Law and Society
The student completing this course will learn about the law as a generic entity with pervasive influence in all aspects of social interaction, formation, and change. Theories of design, enforcement, and remediation under the American system and interacting with different global systems will provide the student the opportunity to gain appreciation of the value, reach, and utility of a well-defined legal system.
Quarter Credit Hours: 6 | Prerequisite: PA201 or any legal research course

LS311: Business Law
This course introduces the fundamentals of the U.S. legal system as it applies to business in the contemporary global economy. Areas covered include the legal environment of business, torts and crimes, contracts, employment relations, and business organizations. The course will also look at the relationship between business and law in the context of current events that impact our communities.
Quarter Credit Hours: 6 | Prerequisite: None

LS311M1: How Law Affects Business
Examine how law affects business.
Quarter Credit Hours: 1 | Prerequisite: None

LS311M2: Relationship of Torts to Risk Management
Discuss the relationship of torts to risk management.
Quarter Credit Hours: 1 | Prerequisite: None

LS311M3: Elements of a Valid Contract
Analyze the elements of a valid contract.
Quarter Credit Hours: 1 | Prerequisite: None

LS311M4: Remedies for Breach of Contract
Analyze the remedies for breach of contract.
Quarter Credit Hours: 1 | Prerequisite: None

LS311M5: Agency and Employment Relationships
Examine agency and employment relationships.
Quarter Credit Hours: 1 | Prerequisite: None

LS311M6: Contrast Forms of Business Organizations
Contrast the various forms of business organizations.
Quarter Credit Hours: 1 | Prerequisite: None

LS312: Ethics and the Legal Environment
This course explores the legal principles and ethical theories that relate to business situations. The course examines the ethics of a business decision as it relates to stakeholders. Topics include the foundations of moral development and ethical decision making, business ethics, corporate social responsibility, stakeholder management, and the legal principles that apply to ethics in business.
Quarter Credit Hours: 6 | Prerequisite: None

LS481: Directed Studies in Legal Studies
In this course, students in legal studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 1 | Prerequisite: Third- or fourth-year student or enrollment in the Bachelor of Science in Paralegal Studies degree option or the Bachelor of Science in Legal Studies degree option

LS482: Directed Studies in Legal Studies
In this course, students in legal studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 2 | Prerequisite: Third- or fourth-year student or enrollment in the Bachelor of Science in Paralegal Studies degree option or the Bachelor of Science in Legal Studies degree option

LS483: Directed Studies in Legal Studies
In this course, students in legal studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 3 | Prerequisite: Third- or fourth-year student or enrollment in the Bachelor of Science in Paralegal Studies degree option or the Bachelor of Science in Legal Studies degree option

LS484: Directed Studies in Legal Studies
In this course, students in legal studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
Quarter Credit Hours: 4 | Prerequisite: Third- or fourth-year student or enrollment in the Bachelor of Science in Paralegal Studies degree option or the Bachelor of Science in Legal Studies degree option

LS490: Legal Philosophy
This course provides the student with an opportunity to look at a number of historically significant philosophical and legal thinkers and theories. The student will analyze and compare them to the American theoretical and philosophical system. Critical thinking skills and communication competence are built through the individual and collaborative discussion and analysis process. Upon completion of the final project, the student will be able to identify the most historically significant legal philosophers and assess American legal philosophy in historical context. Further, philosophical thinking that contributed directly to the design of our system will be understood in current legal context.
Quarter Credit Hours: 2 | Prerequisite: Third- or fourth-year student or enrollment in the Bachelor of Science in Paralegal Studies degree option or the Bachelor of Science in Legal Studies degree option
LS495: Bachelor of Science in Legal Support and Services Capstone
This course is designed as the culminating experience of the Bachelor of Science in Legal Support and Services. This course comprises a series of assignments that integrate the core concepts from the judicial studies and practice program outcomes and curriculum. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting practical legal matters.
Quarter Credit Hours: 6 | Prerequisite: Last term or Dean approval

LS498: Bachelor's Capstone in Legal Studies
This course is designed as the culminating experience of the Bachelor of Science in Legal Studies. The course focuses on conducting approved scholarly research and the final e-portfolio submission. The research emphasis is on law and literature review, and synthesizing relevant law and scholarly research. Submission of a formal research paper is the height of the course.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Liberal Studies (LI)

LI410: Leadership in Practice
This course examines leadership theory and practice, focusing on elements such as effective leadership behavior, the differences between leadership and management, leading change, and how leadership impacts people and systems in a continually changing global and virtual environment.
Quarter Credit Hours: 6 | Prerequisite: None

LI499: Bachelor's Capstone in Liberal Studies
This capstone course is the culminating experience for the Bachelor of Science in Liberal Studies. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Management (MT)

MT140: Introduction to Management
This course provides an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios. Implications for managing change within the context of a global economy and other dynamic environmental factors are also examined.
Quarter Credit Hours: 5 | Prerequisite: None

MT140M1: Solving Management Problems
Describe solutions to management problems.
Quarter Credit Hours: 1 | Prerequisite: None

MT140M2: Management Skills
Explain the four functions of management.
Quarter Credit Hours: 1 | Prerequisite: None

MT140M3: Change Management
Discuss the steps to manage change.
Quarter Credit Hours: 1 | Prerequisite: None

MT140M4: Global Management Skills
Identify the implications of competitiveness and collaboration in a global economy.
Quarter Credit Hours: 1 | Prerequisite: None

MT140M5: Ethics in Management
Discuss the purpose of corporate social responsibility and ethics.
Quarter Credit Hours: 1 | Prerequisite: None

MT203: Human Resource Management
In this course, students will examine the processes involved in human resources from a managerial perspective. Students will examine the functions of human resource management, including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements.
Quarter Credit Hours: 5 | Prerequisite: None

MT203M1: Employment Laws
Identify the laws of employment practices that managers follow.
Quarter Credit Hours: 1 | Prerequisite: None

MT203M2: Recruiting and Selecting Employees
Examine the recruitment and selection process.
Quarter Credit Hours: 1 | Prerequisite: None

MT203M3: Linking Compensation to Strategy
Explain how companies link compensation and evaluation to organizational objectives.
Quarter Credit Hours: 1 | Prerequisite: None

MT203M4: Training Methods for Improving Performance
Describe training methods for improving employee performance.
Quarter Credit Hours: 1 | Prerequisite: None

MT203M5: Cultural Literacy
Apply cultural literacy in personal and professional environments.
Quarter Credit Hours: 1 | Prerequisite: None

MT209: Small Business Management
In this course, students will enhance problem-solving skills and develop a practical understanding of small business management principles.
Quarter Credit Hours: 5 | Prerequisite: MT140

MT217: Finance
This course covers basic financial concepts, principles, and techniques used in making corporate financial planning decisions. It provides students with the tools necessary for analyzing the time value of money, financial analysis and planning, the capital budgeting process and decisions, and long-term financing, and introduces international capital markets.
Quarter Credit Hours: 5 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M1: Overview - Financial Management
Explain how financial managers use financial calculators, Microsoft Excel, and financial statements to measure the financial performance of a business entity.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M2: Financial Ratios
Analyze financial statement ratios used to measure the financial performance of a business entity.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M3: Financial Statement Analysis
Analyze financial statements to assess financial performance and risk.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M4: Capital Budgeting
Describe capital budgeting decision processes.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M5: International Financial Management
Examine financial management practices in an international context.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent
MT217M3: Basic Time Value of Money Applications
Apply the Time Value of Money (TVM) concept to business decisions.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M4: Time Value of Money
Use the Time Value of Money (TVM) concepts to assess amortization, annuities, and perpetuities.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT217M5: Stocks and Bonds Valuation
Apply the costs of debt and equity to stock and bond valuation.
Quarter Credit Hours: 1 | Prerequisite: AC113 or AC114, and MM255 or equivalent

MT219: Marketing
This is an introductory course emphasizing key concepts and issues underlying the modern practice of marketing. The use of marketing by an organization and the effects of marketing on society will be examined. Course content includes an overview of the general nature and role of marketing in the global environment, the marketing concept, buyer behavior, target marketing, and the internal environment in which marketing operates. The marketing mix is studied through the four main decision areas of products and services, distribution, promotion, and pricing.
Quarter Credit Hours: 5 | Prerequisite: BU224, CM220, and MT140

MT219M1: Marketing Strategy
Summarize the basic components of a marketing strategy.
Quarter Credit Hours: 1 | Prerequisite: BU224, CM220, and MT140

MT219M2: Global Interconnectedness
Examine global interconnectedness as it applies to marketing.
Quarter Credit Hours: 1 | Prerequisite: BU224, CM220, and MT140

MT219M3: Target Marketing
Describe market segmentation and target marketing in a case scenario.
Quarter Credit Hours: 1 | Prerequisite: BU224, CM220, and MT140

MT219M4: Product and Channel Strategy
Apply product and place Marketing Mix elements to a product or service.
Quarter Credit Hours: 1 | Prerequisite: BU224, CM220, and MT140

MT219M5: Promotion and Price Strategy
Apply promotion and price Marketing Mix elements to a product or service.
Quarter Credit Hours: 1 | Prerequisite: BU224, CM220, and MT140

MT220: Global Business
This course gives students an overview of global business. Students receive an introduction to the differences in political, economic, legal, and cultural systems across different nations and the risks and opportunities these represent to a global and international business. This course serves as an introduction to the factors involved in making strategic and ethical decisions in a global business environment. Hypothetical case scenarios are used to illustrate the reality of doing business globally.
Quarter Credit Hours: 5 | Prerequisite: MT140

MT300: Management of Information Systems
This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. The course emphasizes the use of information systems to solve business problems and gain a competitive advantage. Students learn the planning, procedures, and controls used to secure and mitigate risks to information systems.
Quarter Credit Hours: 6 | Prerequisite: 100/200-level business course

MT300M1: Information Systems in Organizations
Illustrate how businesses use information systems and information technology (IS/IT) within organizations for operations, to solve problems, and to gain a competitive advantage.
Quarter Credit Hours: 1 | Prerequisite: 100/200-level business course

MT300M2: Business Analytics and Knowledge Management
Analyze the importance of Data Management, Knowledge Management, and Business Analytics to business organizations.
Quarter Credit Hours: 1 | Prerequisite: 100/200-level business course

MT300M3: Information Systems Acquisition
Choose the best method for organizations to acquire information systems.
Quarter Credit Hours: 1 | Prerequisite: 100/200-level business course

MT300M4: Cybersecurity, Ethics, and Privacy
Examine the importance of cybersecurity, ethics, and privacy in the global business environment.
Quarter Credit Hours: 1 | Prerequisite: 100/200-level business course

MT300M5: Social Media and Intelligent Systems
Examine the role of social media and intelligent systems in today's business.
Quarter Credit Hours: 1 | Prerequisite: 100/200-level business course

MT300M6: Networks and the Internet of Things
Synthesize telecommunication, networks, mobile computing, and the IoT (Internet of Things) in business organizations.
Quarter Credit Hours: 1 | Prerequisite: 100/200-level business course

MT302: Organizational Behavior
This course explores human behavior in organizations. You will examine individual behavior, attitudes, personality, values, perception, and emotions and how these affect organization outcomes. The course also examines the theories, concepts, and application of motivation as well as the importance of stress management, professional ethics, and organizational culture. You will gain an understanding and appreciation for communication processes, channels, and styles. You will also gain a set of organizational design tools.
Quarter Credit Hours: 6 | Prerequisite: MT140

MT302M1: Define How Behavior Impacts Outcomes
Describe the impact of individual behavior on business outcomes.
Quarter Credit Hours: 1 | Prerequisite: MT140

MT302M2: See Personality Theory in a Workplace
Apply personality theory within a business environment.
Quarter Credit Hours: 1 | Prerequisite: MT140

MT302M3: Explore How Motivation Impacts Performance
Analyze theories of motivation to improve employee performance.
Quarter Credit Hours: 1 | Prerequisite: MT140

MT302M4: Use Teamwork to Solve Problems
Apply teamwork concepts to an organizational problem.
Quarter Credit Hours: 1 | Prerequisite: MT140
MT302M5: Understand Communications Roles
Examine the role of the communication and leadership process in relationship to employee effectiveness.
Quarter Credit Hours: 1 | Prerequisite: MT140

MT302M6: Investigate Structure and Culture
Analyze organizational structure and culture in an organization.
Quarter Credit Hours: 1 | Prerequisite: MT140

MT330: International Marketing
This course gives students an overview of international marketing. Students receive an introduction to the cultural, political/economic, and market differences encountered in the international marketplace. Students will become familiar with the governmental, nongovernmental, and quasigovernmental entities encountered in the international arena. Case studies and real-world scenarios will illustrate the nuances of marketing and the ethics involved on an international scale.
Quarter Credit Hours: 6 | Prerequisite: MT219

MT340: Conflict Management and Team Dynamics
This course addresses team dynamics of organizations in an increasingly complex work environment. Group behavior, team building, and decision making are examined. Theories and issues of leadership as well as the implications of power, politics, and conflict in the workplace are discussed. There is an emphasis on the development of a better understanding of individual and group interactions and the components and styles of effective negotiation. A greater appreciation of organizational culture and diversity, and an understanding of managing change is applied to real-world scenarios.
Quarter Credit Hours: 6 | Prerequisite: MT302

MT340M1: Team Strengths and Weaknesses
Examine the strengths and weaknesses of a team in a given scenario.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT340M2: Team Process
Recommend a process for building an effective team.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT340M3: The Diverse Team
Explain how diversity benefits a working team.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT340M4: Problem Solving
Create an implementation and assessment plan for resolving an organization’s problem.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT340M5: Interconnecting Globally
Practice global interconnectedness as it applies to your field of study.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT340M6: Conflict and Negotiation
Apply conflict management and negotiation strategies to issues of professional practice.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT355: Marketing Research
This course explores how an organization collects and interprets information about the marketplace to develop effective strategies. It covers the use of statistical and analytical techniques used to measure and predict consumer behavior, assist product and service developers, guide sales or service management decisions, and evaluate marketing initiatives. The use of the Internet in marketing research is an integral part of the course.
Quarter Credit Hours: 6 | Prerequisite: MT219 or Department Chair approval

MT355M1: Research Problems
Formulate a research problem.
Quarter Credit Hours: 1 | Prerequisite: MT219 or Department Chair approval

MT355M2: Research Designs
Determine an appropriate research design to address the problem.
Quarter Credit Hours: 1 | Prerequisite: MT219 or Department Chair approval

MT355M3: Data Collection Methods
Design appropriate data collection methods.
Quarter Credit Hours: 1 | Prerequisite: MT219 or Department Chair approval

MT355M4: Data-Based Solutions
Recommend a business solution based upon data analysis and interpretation.
Quarter Credit Hours: 1 | Prerequisite: MT219 or Department Chair approval

MT355M5: Research Reports
Prepare a research report.
Quarter Credit Hours: 1 | Prerequisite: MT219 or Department Chair approval

MT355M6: Global Competitiveness and Collaboration
Understand competitiveness and collaboration in a global economy.
Quarter Credit Hours: 1 | Prerequisite: MT219 or Department Chair approval

MT357: E-Marketing
This course provides an in-depth look at the way the Internet is changing the landscape for marketing goods and services in the global environment. Students will learn about the theory and practice of such concepts as "the cloud", search engine algorithms, social media impact, developing a successful e-marketing strategy, and cyber security and the ethical considerations associated with e-marketing.
Quarter Credit Hours: 6 | Prerequisite: MT219 or Department Chair approval

MT358: Social Media Marketing
This course builds on e-marketing concepts focusing on social network marketing. It covers the rapid growth of social networks as a tool for marketing in the global environment. Students will learn about key social networking websites including Facebook, Twitter, LinkedIn®, and others. Additionally, students will learn about the theory and practice of utilizing social networks as part of the B2B and B2C marketing strategies as well as ethical considerations associated with social network marketing.
Quarter Credit Hours: 6 | Prerequisite: MT219 or Department Chair approval

MT359: Advertising, Promotion, PR - Integrated Marketing Communication Strategies
This course looks at integrated marketing communications through a comprehensive plan that evaluates the strategic roles of general advertising, direct response, sales promotion, and public relations. It examines both established advertising media (print, radio, and television) and alternative and emerging medias (the Internet and beyond), focusing on how they influence communication strategies to manage demand and to sell products and services.
Quarter Credit Hours: 6 | Prerequisite: MT219 or equivalent
MT361: Foundations of Real Estate Practice
This course will address the foundational concepts necessary to prepare the business student for real estate specialization. Such topics as the real estate market environment, the sales process, product market analysis, legal and ethical considerations, industry customer service, and real estate appraisal and documentation will be examined. This course assists in preparing students for the national real estate or broker license exam.
Quarter Credit Hours: 6 | Prerequisite: None

MT400: Business Process Management
This course examines Business Process Management (BPM) based on the 7FE model developed by Jeston and Nellis. The 7FE model proposes a comprehensive approach to BPM, starting from a strategic analysis of the effort and continuing through focused process analysis, improvement, implementation, and sustainability of the benefits. Inputs, deliverables, critical steps, and risks are examined throughout the course.
Quarter Credit Hours: 6 | Prerequisite: MM255 or equivalent 200-level

MT400M1: Develop Strategic BPM Plans
Assess the role of a business process within the strategic structure of an organization.
Quarter Credit Hours: 1 | Prerequisite: MM255 or equivalent 200-level

MT400M2: Measure Success Effectively
Analyze the role of planning and metrics in a successful Business Process Management (BPM) project.
Quarter Credit Hours: 1 | Prerequisite: MM255 or equivalent 200-level

MT400M3: Innovate Solutions Leveraging Your Employees
Analyze methods of innovation and the role of people management in Business Process Management (BPM).
Quarter Credit Hours: 1 | Prerequisite: MM255 or equivalent 200-level

MT400M4: Use BPM for Global Competitiveness
Analyze how Business Process Management (BPM) can increase competitiveness and collaboration in a global economy.
Quarter Credit Hours: 1 | Prerequisite: MM255 or equivalent 200-level

MT400M5: Develop Effective Implementation Plans
Evaluate methods to implement and deliver benefits from a Business Process Management (BPM) project.
Quarter Credit Hours: 1 | Prerequisite: MM255 or equivalent 200-level

MT400M6: Ensure Sustained Success With BPM
Evaluate methods to sustain benefits from a Business Process Management (BPM) project.
Quarter Credit Hours: 1 | Prerequisite: MM255 or equivalent 200-level

MT421: Financial Planning
This course will review and evaluate various techniques, strategies, and concepts used in personal financial planning. You will learn how to identify financial planning needs, given life situations, and set a strategy using personal financial planning products available via the industry's offerings. You will learn attributes of personal tax preparation, personal credit and loans, and mortgage loan products. This course includes content that will assist those interested in pursuing a career in financial planning.
Quarter Credit Hours: 6 | Prerequisite: MT480 and MT483

MT422: Portfolio Management
This course examines methods of constructing and managing an investment portfolio of assets, including common stocks, corporate and government bonds, and alternative investments. Students study how to evaluate and select assets to include in the portfolio based on capital market expectations as well as how to utilize diversification and derivatives strategies to maintain portfolio risk within desired bounds.
Quarter Credit Hours: 6 | Prerequisite: MT480 and MT483

MT423: Asset Allocation and Risk Management
This course will provide you with the tools and knowledge to analyze asset allocation models to optimize returns and quantify risks. The course further investigates the large universe of indirect and direct investing, internal structures, and management of various types of investment portfolios. Various risk metrics and analysis models will be discussed and utilized to evaluate asset allocation, and market performance. You will gain a stronger understanding of the importance of asset allocation for investment returns, risk mitigation, and the role mutual funds play in the universe of investment products marketed to institutions and consumers. This course goes beyond the general investment or portfolio management course to focus more on investments and asset allocation methodology.
Quarter Credit Hours: 6 | Prerequisite: MT480 and MT483

MT424: Introduction to Derivatives and Risk Management
This course provides students with an introduction to derivatives and risk management. Students will learn to identify risk and evaluate risk management techniques. The use of derivatives and risk management plans will also be covered. The course will also cover applicable regulations and limitation of mitigating risk.
Quarter Credit Hours: 6 | Prerequisite: MT480 and MT483

MT426: Principles of Risk Management and Insurance
This course is a study of managing risk of individuals and companies. Risk management is a process that identifies loss exposure faced by individuals and organizations; students will understand how to select the most appropriate techniques for treating such exposures through the study of risk management principles and insurance, analyzing risk in society, and an introduction to insurance and risk, risk management, financial operations of insurers, government regulations of insurance, insurance contracts, life insurance contractual provisions, buying life insurance, and social insurance.
Quarter Credit Hours: 6 | Prerequisite: MT453
MT431: Real Estate Finance and Ethics
Students receive an overview of the financial and ethical considerations involved in real estate transactions. The financial markets and institutions currently supporting the industry are explored. Credit instruments and loan documentation will be reviewed along with the government’s control of the financial markets. Identification of the correct financing vehicle for specific real estate transactions will be practiced to assist in preparing students for the national real estate exam or broker license exam.
Quarter Credit Hours: 6 | Prerequisite: MT361

MT432: Real Estate Law
Through review of the various legal responsibilities of the real estate practitioner, contracts, and ethics, students will explore the legal foundations of real estate and brokerage ownership. Broker and sales agent liabilities, warranties, and appropriate documentation required for compliance in the field of real estate sales are stressed to assist in preparing students for the national real estate or broker license exam.
Quarter Credit Hours: 6 | Prerequisite: MT361

MT433: Global Supply Chain Management
With the continuing globalization of industry, the practice of supply chain management has become a strategic and indispensable component for all firms, regardless of size. Even the smallest companies can contract with suppliers across the world to improve their standing in the crowded global marketplace. This course offers an overview of issues that surround global supply chain management. Topics include issues in supply and operations, integration, performance measurement, and use of technology in the supply chain.
Quarter Credit Hours: 6 | Prerequisite: MT302

MT434: Logistics and Distribution Management
Success within the global supply chain depends on logistics and distribution management. Utilizing alignment with business strategy, logistics, and distribution professionals ensure customer value within the global pipeline. This course covers concepts of strategy, customer value, performance measures, risk management, and information flow within the logistics and distribution business professions.
Quarter Credit Hours: 6 | Prerequisite: MT302

MT435: Operations Management
This course focuses on the importance of the operations function in organizations. You will examine the fundamental issues of facilities location, output planning, inventory control, scheduling, and quality control. The course emphasizes quality and its impact in securing a strategic advantage for manufacturing and service entities.
Quarter Credit Hours: 6 | Prerequisite: MT302

MT435M1: Understand Quality and Lean
Examine the business concepts of quality management and lean systems.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT435M2: Implement Design Concepts
Create a product design and a service design within an operations management environment.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT435M3: Relate Fields of Business
Compare human resource management and project management principles to those of operations management.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT435M4: The Role of Supply Chain in Operations
Examine supply chain management and global supply chain concepts supportive of operations management efforts.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT435M5: Utilize Forecasting and Inventory Data
Evaluate the purpose of forecasting and inventory management within operations management.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT435M6: Create a Facility Design
Create a facility design within an operations management environment.
Quarter Credit Hours: 1 | Prerequisite: MT302

MT436: Purchasing and Vendor Management
The key to successful supply chain management is suppliers. This course focuses on the purchasing function and goes into detail regarding issues surrounding vendor management. Discussion begins with the purchasing process, procedures, and the strategic role of purchasing within the company. The course addresses supplier selection, supplier quality management, and worldwide procurement, concluding with topics surrounding strategic considerations.
Quarter Credit Hours: 6 | Prerequisite: MT302

MT437: Strategic Warehouse Management
The modern supply chain relies on effective and efficient strategic warehouse management. Successful warehouse management leadership understands the complex constraints of the supply chain. This course covers concepts of inventory, transportation, sustainability, risk management, packaging and handling, and operations analysis within the operational warehousing environment of business.
Quarter Credit Hours: 6 | Prerequisite: MT433, MT434, and MT436

MT445: Managerial Economics
This course examines the major economic factors that affect business decision making. This course will focus on microeconomics, macroeconomics, and international trade. Students will learn applications of economic principles.
Quarter Credit Hours: 6 | Prerequisite: BU204 or equivalent

MT445M1: Opportunity Costs and Economic Decisions
Evaluate opportunity costs in the business decision-making process.
Quarter Credit Hours: 1 | Prerequisite: BU204 or equivalent

MT445M2: Changes in Market Equilibrium
Analyze the effects of changes in demand and supply on market equilibrium.
Quarter Credit Hours: 1 | Prerequisite: BU204 or equivalent

MT445M3: Market Structures and Profit Maximization
Analyze the production decision in profit maximization for the four primary market structures.
Quarter Credit Hours: 1 | Prerequisite: BU204 or equivalent

MT445M4: Economic Growth and Macroeconomic Indicators
Examine how U.S. macroeconomic indicators are used to gauge economic health.
Quarter Credit Hours: 1 | Prerequisite: BU204 or equivalent

MT445M5: Fiscal and Monetary Policy
Examine how fiscal and monetary policies affect the U.S. economy.
Quarter Credit Hours: 1 | Prerequisite: BU204 or equivalent

MT445M6: Impacts of Globalization on the U.S. Economy
Evaluate the effects of globalization and international trade on the U.S. economy.
Quarter Credit Hours: 1 | Prerequisite: BU204 or equivalent
MT450: Marketing Management
This course examines the concepts and principles involved in marketing analysis and implementation of the marketing strategy in consumer, industrial, and service organizations. It explains all the elements of the marketing mix, including product, price, promotion, and distribution. Students analyze the social forces and international aspects of marketing.
Quarter Credit Hours: 6 | Prerequisite: MT219 or equivalent

MT450M1: Strategic Marketing Decisions
Examine how marketing strategies influence marketing decisions.
Quarter Credit Hours: 1 | Prerequisite: MT219 or equivalent

MT450M2: Marketing Research Plan
Develop a marketing research plan for a product.
Quarter Credit Hours: 1 | Prerequisite: MT219 or equivalent

MT450M3: Marketing Opportunities
Evaluate a firm's marketing opportunities.
Quarter Credit Hours: 1 | Prerequisite: MT219 or equivalent

MT450M4: Marketing Mix Evaluation
Evaluate the Marketing Mix for a product.
Quarter Credit Hours: 1 | Prerequisite: MT219 or equivalent

MT450M5: Customer Relationship Management Plan
Create a Customer Relationship Management Plan.
Quarter Credit Hours: 1 | Prerequisite: MT219 or equivalent

MT450M6: Services Marketing Mix
Apply Marketing Mix principles to business or consumer services.
Quarter Credit Hours: 1 | Prerequisite: MT219 or equivalent

MT451: Managing Technological Innovation
In this course, students will observe how business leaders manage the adoption and/or application of technological innovation. Students will be introduced to the technology adoption life cycle, several methods of technology forecasting, and the fostering/hindering effects of internal company culture. Finally, students will trace the technology life cycle of a specific technology of their own choosing, discuss how the innovation has affected business, and prepare a projection of its use in industry for the foreseeable future.
Quarter Credit Hours: 6 | Prerequisite: MT219 or equivalent

MT453: Professional Selling
This course covers the broad spectrum of the principles and practices of selling. Students will learn about the theory and practice of concepts such as prospecting, probing, identifying client needs, negotiations, presenting and closing sales, and building relationships.
Quarter Credit Hours: 6 | Prerequisite: MT219 or Department Chair approval

MT455: Salesforce Management
This course focuses on the management of an organization's personal selling function. Recruiting, developing, motivating, and retaining a talented salesforce are essential to an enterprise's ability to compete. Through readings and other educational activities, students learn the tactical issues and strategies for developing the salesforce into an effective sales team, the fundamentals of strategic planning, the customer relationship aspects of personal selling, and how to evaluate and control personal selling activities.
Quarter Credit Hours: 6 | Prerequisite: MT219 or Department Chair approval

MT459: Consumer Behavior
This course provides an overview of consumer behavior and explains how it impacts marketing strategy. It covers consumer research, market segmentation, and motivation, focusing on individual personality, perceptions, attitudes, and learning, as well as the influence of groups on consumer behavior. The consumer decision-making process is highlighted.
Quarter Credit Hours: 6 | Prerequisite: MT219 or Department Chair approval

MT460: Management Policy and Strategy
This course demonstrates how to create a strategic business plan and the policies that support it. You will learn how to craft, communicate, implement, and monitor a strategic plan, reformulating it as the need arises.
Quarter Credit Hours: 6 | Prerequisite: Any 300- or 400-level Marketing course

MT460M1: Corporate, Business, and Financial Strategic Hierarchy
Analyze the three-tier process of strategic management.
Quarter Credit Hours: 1 | Prerequisite: MT355 or MT450

MT460M2: Environmental Scanning
Develop an external environmental scan analysis focusing upon the remote, industry, and operating environments.
Quarter Credit Hours: 1 | Prerequisite: MT355 or MT450

MT460M3: Implementation of Policies and Tactics from Strategies
Examine the differences between business strategies and functional tactics in support of implementation policies.
Quarter Credit Hours: 1 | Prerequisite: MT355 or MT450

MT460M4: Balanced Scorecard Approach
Analyze how a company builds competitive advantage through a balanced scorecard methodology and control systems.
Quarter Credit Hours: 1 | Prerequisite: MT355 or MT450

MT460M5: Create Policies That Empower
Recommend specific policies that can enable a company culture of empowerment.
Quarter Credit Hours: 1 | Prerequisite: MT355 or MT450

MT460M6: Develop a Strategic Plan
Develop a strategic plan.
Quarter Credit Hours: 1 | Prerequisite: MT355 or MT450

MT475: Quality Management
You will learn about the important field of quality management as an element of the professional business world. The course reviews various quality methodologies valuable to the success of an organization. Continuous improvement and the concept of processes as supporting elements of a quality program will be explored. Leadership, teamwork, performance measures, and quality tools will be applied to supply chain management, connecting quality management to another key area of business.
Quarter Credit Hours: 6 | Prerequisite: MT302

MT480: Corporate Finance
Corporate Finance is an upper-level finance course designed to provide a framework for understanding and analyzing investment and financial decisions of corporations. A basic understanding of how financial assets are priced is necessary to understand how to make a good decision for the corporation.
Quarter Credit Hours: 6 | Prerequisite: MT217
MT480M1: Financial Statement Analysis
Analyze financial statements to measure the financial performance of a business entity.
Quarter Credit Hours: 1 | Prerequisite: MT217

MT480M2: Time Value of Money
Apply Time Value of Money concepts to assess those business decisions involving sets of cash flows.
Quarter Credit Hours: 1 | Prerequisite: MT217

MT480M3: Cost of Debt and Equity
Calculate the cost of debt and equity to determine capital structure policy.
Quarter Credit Hours: 1 | Prerequisite: MT217

MT480M4: Assess Investment Options
Assess investment options based upon cost of capital and expected returns.
Quarter Credit Hours: 1 | Prerequisite: MT217

MT480M5: Foreign Exchange
Compute financial transactions based upon foreign exchange rates.
Quarter Credit Hours: 1 | Prerequisite: MT217

MT480M6: Cost of Capital Models
Incorporate the combined attributes of debt and equity given a cost of capital model.
Quarter Credit Hours: 1 | Prerequisite: MT217

MT481: Financial Markets
This course examines the various types of securities and the factors that influence their value, as well as the markets in which they are traded. You will focus on how these markets work with the corporate finance function.
Quarter Credit Hours: 6 | Prerequisite: BU204 or MT220, and MT217

MT482: Financial Statement Analysis
Financial Statement Analysis is designed to prepare you to analyze and utilize financial statements and valuation models to assess the value of a firm. The four key components of this course are: (1) financial ratio and cash flow analysis, (2) accounting analysis and valuation, (3) business strategy and valuation analysis, and (4) forecasting and risk analysis.
Quarter Credit Hours: 6 | Prerequisite: MT217 or equivalent

MT482M1: Examine the Financial Performance of a Company
Examine the financial performance of a company using its financial statements.
Quarter Credit Hours: 1 | Prerequisite: MT217 or equivalent

MT482M2: Assess the Nature of Assets, Debt, and Equity
Assess the principle characteristics of liabilities (debt), equity, and assets.
Quarter Credit Hours: 1 | Prerequisite: MT217 or equivalent

MT482M3: Analyze Cash Flow
Analyze cash flow measures for insight into all business activities.
Quarter Credit Hours: 1 | Prerequisite: MT217 or equivalent

MT482M4: Examine Company Performance Through Rates of Return
Examine the usefulness of return measures in financial statement analysis.
Quarter Credit Hours: 1 | Prerequisite: MT217 or equivalent

MT482M5: Project Financial Statements
Project financial statements, including the income statement, balance sheet, and statement of cash flows, for an organization.
Quarter Credit Hours: 1 | Prerequisite: MT217 or equivalent

MT482M6: Determine the Value of a Company
Determine the value of a company through conducting effective earnings forecasts and analysis.
Quarter Credit Hours: 1 | Prerequisite: MT217 or equivalent

MT483: Investments
This course examines the principles and methods of investing in equity, fixed-income instruments, and derivatives. Students study types of investments, perform analysis of markets, and learn the mechanics of trading.
Quarter Credit Hours: 6 | Prerequisite: MT217

MT490: Bachelor's Internship in Management
This course will provide you with practical work experience in a real-world environment. You will arrange an onsite internship working as a professional for a cooperating employer or a virtual internship with a participating organization. Both the onsite internship and virtual internship environments will provide practical, real-world experiences and mentoring from experienced professionals. This experience will help you develop professional competencies that are desirable in the career marketplace.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

MT499: Bachelor's Capstone in Management
This capstone course builds on the concepts of all the courses taken within the Bachelor of Science in Business Administration and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

Mathematics (MM)

MM150: Survey of Mathematics
Students will improve their background in mathematical concepts and skills utilizing real-world scenarios to solve math problems. Students will also enhance their own knowledge by demonstrating the ability to explain and interpret concepts, which is a valued skill in many fields. The topics may include sets, variables, measurement, and statistics.
Quarter Credit Hours: 5 | Prerequisite: None

MM150M1: Using Set Theory to Investigate Relationships
Recognize relationships between sets.
Quarter Credit Hours: 1 | Prerequisite: None

MM150M2: Equations and Graphing - Using Mathematical Models to Solve Real-Life Problems
Solve real-life problems using equations.
Quarter Credit Hours: 1 | Prerequisite: None

MM150M3: Consumer Mathematics - Using Math to Make Good Financial Decisions
Use mathematics in personal and professional contexts.
Quarter Credit Hours: 1 | Prerequisite: None

MM150M4: Using Geometry and the Metric System to Solve Real-Life Problems
Convert between and within measurement systems.
Quarter Credit Hours: 1 | Prerequisite: None

MM150M5: Statistics - Using Data to Learn About Real Life
Analyze data using basic statistical techniques in real-life situations.
Quarter Credit Hours: 1 | Prerequisite: None
MM207: Statistics
This course serves as an introduction to collecting, organizing and summarizing, and analyzing data using statistical software. Topics include basic terminology, measurement, sampling procedures, graphical and numerical descriptions of data, basic probability, and making inferences from a sample to the population. Statistical software is required in this course and used extensively. The course focuses on “thinking with” statistics rather than “computing” statistics. Required in this course and used extensively. The course focuses on "thinking with" statistics rather than "computing" statistics.
Quarter Credit Hours: 5 | Prerequisite: MM150 or higher

MM207M1: Examining Data
Examine data appropriately.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM207M2: Graphical Methods
Explain data using graphical methods.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM207M3: Variable Relationships
Determine the relationship between two variables.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM207M4: Applying Probability
Apply probability to real-world problems.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM207M5: Confidence Intervals
Calculate confidence intervals to estimate population parameters.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM212: College Algebra
This course covers topics of algebra, including linear functions, equations and inequalities, systems of equations with two variables, polynomial functions, rational and radical equations and inequalities, exponential and logarithmic functions, ratios, proportions, variation, and graphing.
Quarter Credit Hours: 5 | Prerequisite: None

MM212M1: Factoring and Polynomials
Manipulate problems involving polynomials.
Quarter Credit Hours: 1 | Prerequisite: None

MM212M2: Analyzing Rational and Radical Equations
Analyze rational and radical expressions.
Quarter Credit Hours: 1 | Prerequisite: None

MM212M3: Solving Linear Equations and Graphing
Solve linear equations.
Quarter Credit Hours: 1 | Prerequisite: None

MM212M4: Solving Quadratic Equations
Solve quadratic equations.
Quarter Credit Hours: 1 | Prerequisite: None

MM212M5: Solving Exponential and Logarithmic Equations
Solve exponential and logarithmic equations.
Quarter Credit Hours: 1 | Prerequisite: None

MM250: Discrete Mathematics
This course is designed to provide information technology and computer science students with an overview and appreciation of mathematical concepts, highlighting applications of mathematics to information technology and computer science. Topics include set theory, logic, matrices, sequences and series, graph theory, and algorithm analysis. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.
Quarter Credit Hours: 5 | Prerequisite: MM150 or MM212

MM250M1: Numbers and Logical Reasoning
Apply logical reasoning to address real-world problems.
Quarter Credit Hours: 1 | Prerequisite: MM150 or MM212

MM250M2: Counting Techniques and Probability
Solve problems using elementary probability.
Quarter Credit Hours: 1 | Prerequisite: MM150 or MM212

MM250M3: Sets, Sequences, and Series
Solve problems using arithmetic sequences and series.
Quarter Credit Hours: 1 | Prerequisite: MM150 or MM212

MM250M4: Graph Theory and Trees
Apply discrete structures to model real-world situations.
Quarter Credit Hours: 1 | Prerequisite: MM150 or MM212

MM250M5: Transition Diagrams
Apply matrices to model real-world situations.
Quarter Credit Hours: 1 | Prerequisite: MM150 or MM212

MM255: Business Math and Statistical Measures
In this course, the student will apply math skills and knowledge to solve financial problems and conduct statistical analyses. Through expert step-by-step guidance using sample problems and solutions related to banking, credit, basic finance, investments, and statistics, the student will also gain an understanding of financial instruments and terminology used in business.
Quarter Credit Hours: 5 | Prerequisite: MM150 or higher

MM255M1: Applications of Business Formulas
Apply mathematical formulas to everyday business transactions.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM255M2: Interest and Loan Concepts and Calculations
Apply mathematical concepts to starting or running a small business.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM255M3: Business Investments
Analyze the results of mathematical calculations to make financial decisions.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM255M4: Business Statistics
Calculate and apply measures of central tendency and standard deviation to business applications.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM255M5: Making Financial Business Decisions
Recommend business actions using cost analysis.
Quarter Credit Hours: 1 | Prerequisite: MM150 or higher

MM260: Linear Algebra
This course is designed to provide students with an overview and appreciation of linear algebra concepts, highlighting applications of linear algebra to real-world situations. Topics include vector operations, matrices, spaces and subspaces, eigenvalues and eigenvectors, and real-world applications of linear algebra. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.
Quarter Credit Hours: 5 | Prerequisite: MM212
Medical Assisting (MA)

MA250: Online Professionalism in Health Care
This course will focus on the aspects of professionalism that a health care professional needs in order to successfully work in a medical office setting, including communication skills, personal appearance, and interpersonal interactions. The course will prepare students for the clinical experience.
Quarter Credit Hours: 1 | Prerequisite: SC131 | Corequisite: MA265

MA260: Clinical Competencies I
This course introduces students to procedures commonly performed in a health care setting with special attention to understanding how aseptic technique, documentation, and safety apply to each skill. Specific competencies will include: health history, vital signs, specialty exams, sterilization, minor surgical procedures, surgical asepsis, growth charts, and electrocardiograms (EKGs).
Quarter Credit Hours: 5 | Prerequisite: SC131

MA265: Online Clinical Competencies I
The course introduces you to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competency simulations will include: collecting a health history, vital signs, specialty exams, sterilization, minor surgical procedures, surgical asepsis, growth charts, and electrocardiograms.
Quarter Credit Hours: 5 | Prerequisite: SC131

MA270: Clinical Competencies II
This course focuses on the performance of clinical skills in an approved medical facility or educational medical lab, as appropriate. Students will complete a minimum of 50 hours and all required competency skills.
Quarter Credit Hours: 5 | Prerequisite: MA265

MA275: Comprehensive Medical Assisting
This course highlights the critical components of success for the "about to be" medical assistant. It will review knowledge of key competencies you will need to master to pursue professional credentials and practice, professional, ethical, and legal standards; and current trends and issues you need to know to successfully step into a medical assistant position.
Quarter Credit Hours: 5 | Prerequisite: None

MA290: Medical Assisting Externship and Evaluation
Successful completion of this course will require 160 nonpaid hours of clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies, including a certification exam, by the end of this course.
Quarter Credit Hours: 5 | Prerequisite: HS101, HS210, HS220, MA270, and last term
MA295: Online Medical Assisting Externship and Evaluation
Successful completion of this course will require 160 hours of clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies, including a practice credentialing exam, at the end of the course.
Quarter Credit Hours: 5 | Prerequisite: MA280 and permission of the Clinical Placement Team

Medical Office Management (MO)

M0250: Medical Records Management
Students are familiarized with the content, format, and management of the medical health record including the utilization of the electronic medical record. Students compare and evaluate the electronic medical record with the traditional printed medical record. Students evaluate the reliability and accuracy of data found in the medical record.
Quarter Credit Hours: 3 | Prerequisite: None

M0260: Medical Office Applications
This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include vital signs, medical office emergencies, exam preparation, and basic pharmacology.
Quarter Credit Hours: 5 | Prerequisite: None

M0270: Advanced Medical Office Management
The course explores guidelines for running the medical office. Topics include personnel management, governmental compliance, risk assessment, and basic business practices.
Quarter Credit Hours: 5 | Prerequisite: None

M0290: Medical Office Administration Externship and Evaluation
This course is designed to provide you with an opportunity to review all knowledge competencies of the Medical Office Administration Certificate through completion of an externship. Successful completion of this course will require 160 hours of administrative experience at an approved health care setting. Through this externship and capstone experience, you will gain clinical experience in procedures and functions common to the medical office. You will be evaluated on the performance of expected competencies at the end of the course.
Quarter Credit Hours: 3 | Prerequisite: M0270 and permission of the Clinical Placement Team

Nursing (NU)

NU102: Nursing Fundamentals
This course introduces students to the role of the professional registered nurse, the role of other health care providers, and the health care system from historical, legal, and ethical perspectives. Topics will include health and health promotion throughout the life span with a focus on the nursing process. Students will learn initial assessment and vital sign monitoring. With an emphasis on client safety, students will learn the fundamental nursing skills of communicating therapeutically, providing comfort, bathing and personal care, meeting nutritional needs, and assisting with mobility. Cultural diversity and care of the older adult will be introduced. Students will learn to effectively document client records and to provide reports to other providers. This course includes lab and clinical components.
Quarter Credit Hours: 7 | Prerequisite: MM212, SC131, and SC246 | Corequisite: NU104 and NU107

NU104: Pathophysiology for Nursing
This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing professional nursing clinical decision-making skills for health promotion, risk reduction, and disease management across the life span. The course provides a comprehensive nursing approach to common alterations in body systems and addresses etiology, clinical presentation, and appropriate treatment of the disease process.
Quarter Credit Hours: 5 | Prerequisite: MM212, SC131, or SC246

NU107: Pharmacology for Nursing
In this course, students are taught basic principles of pharmacology including its relationship to the health of individuals and families. Course topics include drug actions, drug interactions, therapeutic and adverse effects of drugs, food-drug interactions, drug classifications, and the basic pharmacology of commonly used medications. Emphasis is placed on nursing responsibilities and client education.
Quarter Credit Hours: 6 | Prerequisite: MM212, SC131, and SC246

NU111: Medical-Surgical Nursing I
This course will prepare students to use the nursing process to care for adult medical and surgical clients. The course will focus on developing basic critical thinking, health promotion, communication, and assessment skills. Care planning, nursing interventions, patient education, and health care technologies will also be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: respiratory, cardiac, renal, endocrine, and peripheral vascular. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 7 | Prerequisite: NU102, HS200 or NU104, and NU107

NU114: Medical-Surgical Nursing II
This course will prepare students to use the nursing process to care for adult medical and surgical clients. The course will focus on developing basic critical thinking, health promotion, communication, and assessment skills. Care planning, nursing interventions, patient education, and health care technologies will also be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: respiratory, cardiac, renal, endocrine, and peripheral vascular. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 8 | Prerequisite: NU102 and NU107 | Corequisite: NU104

NU112: Maternal Infant Nursing
This course will prepare students to care for women and infants during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include issues affecting childbearing families including fertility, pregnancy, childbirth, postpartum care, and common problems in infancy. The course will also address common mental health issues affecting families during the transition to parenthood. Through clinical and/or laboratory simulation experiences, students will address the health needs of women and infants before, during, and after pregnancy as well as throughout infancy.
Quarter Credit Hours: 6 | Prerequisite: NU111; course may also be taken as a corequisite
NU123: Maternal Infant Nursing
This course will prepare students to care for women and infants during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include issues affecting childbearing families including fertility, pregnancy, childbirth, postpartum care, and common problems in infancy. The course will also address common mental health issues affecting families during the transition to parenthood. Through clinical and/or laboratory simulation experiences, students will address the health needs of women and infants before, during, and after pregnancy as well as throughout infancy.
Quarter Credit Hours: 5 | Prerequisite: NU133

NU132: Medical-Surgical Nursing II
This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. The course will focus on the application of critical thinking, risk reduction, communication, and assessment skills developed in Medical-Surgical Nursing I. Care planning, nursing interventions, patient education, and health care technologies will be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 6 | Prerequisite: NU111

NU133: Medical-Surgical Nursing II
This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. The course will focus on the application of critical thinking, risk reduction, communication, and assessment skills developed in Medical-Surgical Nursing I. Care planning, nursing interventions, patient education, and health care technologies will be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive. Students will participate in clinical education activities in a medical-surgical acute or chronic care setting.
Quarter Credit Hours: 6 | Prerequisite: NU114

NU222: Pediatric Nursing
In this course, students will learn about normal growth and development of children, health care needs of children and families, health promotion, risk reduction, and childhood health problems of acute and long-term nature, as well as the influence of illness on the family. Through structured, sequential, competency-based clinical assignments and/or simulation experiences, students will address the health and nursing needs of children and beginning/developing families.
Quarter Credit Hours: 6 | Prerequisite: NU132

NU223: Pediatric Nursing
In this course, you will learn about normal growth and development of children, health care needs of children and families, health promotion, risk reduction, and childhood health problems of acute and long-term nature, as well as the influence of illness on the family. Through structured, sequential, competency-based clinical assignments and/or simulation experiences, you will develop plans of care that address the health and nursing needs of children and beginning/developing families.
Quarter Credit Hours: 5 | Prerequisite: NU133

NU242: Mental Health Nursing
In this course, students are taught the major theoretical concepts in mental health related to the assessment of needs and the planning of care for persons with mental health problems. Emphasis is placed on examination of mental health disorders and the various roles and functions of the mental health nurse. Through structured, sequential, competency-based clinical and/or lab assignments, the student will care for persons with mental health conditions requiring professional treatment.
Quarter Credit Hours: 5 | Prerequisite: NU111 and PS124

NU262: Medical-Surgical Nursing III
This course will prepare students to care for adult clients experiencing complex multisystem medical-surgical, rehabilitative, or restorative conditions. The course will focus on the application of management, leadership, critical thinking, risk reduction, communication, and assessment skills. In addition to the refinement of clinical skills and knowledge gained in Medical-Surgical Nursing I and II, students will gain experience in practice management, leadership roles, and the use of health care technologies within their clinical experience. Clinical placements will take place across a variety of settings.
Quarter Credit Hours: 5 | Prerequisite: NU132

NU280: Leadership and Trends in Nursing
This course is designed to explore the role of the nurse as a leader in the profession and in health care delivery. Through this course, students will gain a better understanding of leadership styles and techniques and will enhance their individual leadership skills in maintaining standards of care. The course also emphasizes the professional role of the nurse in assisting individuals in the community in locating and utilizing appropriate community resources. Principles and theories of leadership will be integrated and related to the role of the professional nurse in the delivery of care to individuals, groups, and communities.
Quarter Credit Hours: 5 | Prerequisite: NU132

NU297: Capstone
The capstone is designed to build on the concepts covered in nursing courses students have taken as a part of their program. This course assists the student in the integration of the competencies essential for the practice of professional nursing. The student will progress to more independent functions in clinical experiences. The clinical site will be dependent upon the student's needs and based upon the joint analysis of the student and faculty prior to placement. Throughout the term, students will focus on preparation for the NCLEX-RN examination.
Quarter Credit Hours: 7 | Prerequisite: Last term and completion of all required courses in the program | Corequisite: NU280

NU300: Professional Leadership Transitions
In Professional Leadership Transitions you will examine diverse roles of the professional nurse within complex health care systems and interprofessional teams; investigate application of information technology and evidence-based practice tools to improve patient outcomes; investigate application of leadership, communication, and teaching/learning skills to promote continuous quality improvement; and plan for your unique role as a practicing and developing member of a profession.
Quarter Credit Hours: 6 | Prerequisite: Admission to the program

NU300M1: Leading in Excellence
Appraise the leadership characteristics necessary for professional nursing leadership.
Quarter Credit Hours: 1 | Prerequisite: Admission to the program
NU300M2: Leading in a Diverse World
Assess how culture and values affect community care within interprofessional health care teams.
Quarter Credit Hours: 1 | Prerequisite: Admission to the program

NU300M3: Leading in Evidence-Based Practice
Support the use of research and evidence-based practice to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: Admission to the program

NU300M4: Leading in Health Care Technology
Support the use of information management and patient care technology to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: Admission to the program

NU300M5: Leading in Professionalism
Determine current and future professional values, goals, and abilities in planning for professional development.
Quarter Credit Hours: 1 | Prerequisite: Admission to the program

NU300M6: Leading in Health and Wellness
Recognize the nurse's teaching role in health promotion.
Quarter Credit Hours: 1 | Prerequisite: Admission to the program

NU301: Fundamentals of Nursing Care
This course introduces the student to the art and science of nursing. The student will learn to combine the cognitive, psychomotor, legal, and ethical skills necessary to provide safe, effective, and evidence-based care. Topics include patient safety, cultural competency, bathing and grooming, personal care, assisting with mobility, assisting with elimination, and professional communication skills. Emphasis is placed on the beginning application of therapeutic communication techniques. Introductory application to documenting patient care, the clinical reasoning process, and health promotion will also be presented. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 6 | Prerequisite: NU309, SC115, SC131, SC246, and SC435 | Corequisite: NU301ME

NU301ME: Fundamentals of Nursing Care Clinical
This course will allow students to apply theory and concepts presented in the Fundamentals of Nursing Care course. Students will demonstrate basic nursing skills and the assessment techniques used to identify and communicate normal findings and common deviations from normal in laboratory, simulation, and clinical settings. Students will begin to plan basic nursing care for clients across the life span by identifying pathophysiological processes and nursing problems, and the appropriate interventions to address patients' current health status. The student will demonstrate introductory documentation skills and use therapeutic communication techniques with patients and members of the interprofessional team. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 60 hours of clinical experience.
Quarter Credit Hours: 4 | Prerequisite: NU309 | Corequisite: NU301

NU302: Transitions I for LPN-to-BSN Students
This course is designed to augment the licensed practical nurse's basic knowledge and skills with professional concepts required of a registered nurse. Emphasis will be placed on the difference between the roles of a registered nurse and the roles of a practical nurse. At the completion of this course, students will apply nursing theory to provide safe, effective nursing care of mental health, adult, and geriatric patients with common health problems. Students will learn to assess the impact of physical, mental, functional, and social situations on the quality of life for adult, mental health and elderly patients. Upon successful completion of this course, the student is eligible to continue in the Bachelor of Science in Nursing program.
Quarter Credit Hours: 4 | Prerequisite: Permission of the Dean or the Dean's designee | Corequisite: NU302NE

NU302NE: Transitions I for LPN-to-BSN Clinical
In this course, students will apply theory and concepts presented in the Nursing Care of the Geriatric Patient, Fundamentals of Nursing Care, and Nursing Care of the Mental Health Patient and Family courses. Students will apply the nursing process to mental health and geriatric patients across the age and health continuum. Skills, simulations, and clinical experiences will focus on nursing care of geriatric and mental health patients. Emphasis will be placed on implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills. This course must be taken concurrently with the related didactic course: NU 302: Transitions I. Failure of NU 302 will result in concurrent failure of NU 302NE.
Quarter Credit Hours: 2 | Prerequisite: Permission of the Dean or the Dean's designee | Corequisite: NU302

NU303: Transitions II for LPN-to-BSN Students
This course will prepare the student to provide care to women, new borns, and families during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include general fertility issues, pregnancy, childbirth, postpartum care, and common problems in infancy. In addition, the course will consider common mental health issues affecting families during the transition to parenthood. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU302 and NU302NE | Corequisite: NU303NE

NU303NE: Transitions II for LPN-to-BSN Clinical
This course will allow students to apply theory and concepts presented in the Nursing Care of Childbearing Families and Nursing Care of Children, Adolescents, and Families courses. Students will apply the nursing process to childbearing families in prenatal, labor and delivery, postpartum, and neonatal periods. Students will also apply the nursing process to pediatric cases across the age continuum. Skills, simulations, and clinical experiences will focus on care of childbearing families and pediatric cases. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course results in concurrent failure of the clinical. This course contains 20 hours of laboratory and 30 hours of clinical experience.
Quarter Credit Hours: 2 | Prerequisite: NU302 and NU302NE | Corequisite: NU303
NU305: Clinical Pharmacology
In this course, students are taught basic principles of pharmacotherapy in relation to the treatment of health problems throughout the life span. Students learn the steps for all routes of medication administration. Course topics include pharmacodynamics, pharmacokinetics, and basic pharmacology of commonly used medications. Emphasis will be placed on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of medications.
Quarter Credit Hours: 5 | Prerequisite: None | Corequisite: NU301, NU301ME, or NU307

NU307: Physical Assessment
In this course, students will learn approaches to the holistic assessment of health, focusing primarily on physical assessment. Interviewing techniques required in the collection of a health history will be presented. Assessment techniques including inspection, palpation, percussion, and auscultation will be applied to each body system. Students will differentiate normal from abnormal assessment findings based on age, gender, and ethnicity. Students will properly document subjective and objective assessment findings.
Quarter Credit Hours: 5 | Prerequisite: None

NU309: Pathophysiology for Nursing
This course explores the pathophysiology of common disease states emphasizing nursing application. The student will address scientific principles essential to understanding alterations in body systems and will develop professional nursing clinical decision making for health promotion, risk reduction, and disease management across the life span. The course examines implications for nursing practice on common alterations in body systems and addresses etiology, clinical presentation, and appropriate treatment of the disease process.
Quarter Credit Hours: 4 | Prerequisite: SC131 and SC246

NU310: Research Guided Evidence-Based Nursing Practice
This course introduces evidence-based nursing practice guided by nursing research. You will learn the roles and responsibilities of the professional nurse as a consumer of research. The foundational components of the research process are delineated. You will develop critical thinking skills specifically required to identify and appraise the best evidence available to support nursing practice and improved health care. Emphasis is placed on the components of the research process and the professional nurse’s role in application of evidence to improve health care. You will complete 35 practice experience hours in this course.
Quarter Credit Hours: 6 | Prerequisite: MM207 or equivalent

NU310M1: Components and Models
Distinguish components and models of the research process.
Quarter Credit Hours: 1 | Prerequisite: MM207 or equivalent

NU310M2: Credibility of Sources
Appraise credibility of sources utilizing measures of reliability, validity, and level of evidence.
Quarter Credit Hours: 1 | Prerequisite: MM207 or equivalent

NU310M3: Theory and Nursing Research Connections
Examine the connections among theory and nursing research.
Quarter Credit Hours: 1 | Prerequisite: MM207 or equivalent

NU310M4: Ethical Research Principles
Determine the ethical principles necessary to protect human subjects and avoid scientific misconduct in research.
Quarter Credit Hours: 1 | Prerequisite: MM207 or equivalent

NU310M5: Clinically Relevant Interprofessional Practice
Integrate evidence into clinically relevant interprofessional practice.
Quarter Credit Hours: 1 | Prerequisite: MM207 or equivalent

NU310M6: Best Practice to Improve Patient Outcomes
Integrate research evidence for best practice to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: MM207 or equivalent

NU311: Nursing Care of Adults I
This course prepares you to implement the nursing process in the care of adult health issues. Physiological, pathophysiological, and psychosocial concepts, care planning, and health promotion of the adult acute care patient will be addressed. The use of evidence-based practice and critical thinking will be emphasized. Nursing care from a holistic approach will be discussed. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 5 | Prerequisite: NU301 and NU301ME, and NU307 | Corequisite: NU311ME, NU305

NU311ME: Nursing Care of Adults I Clinical
This course will allow students to apply theory and concepts presented in Nursing Care of Adults I. Skills, simulations, and clinical experiences will focus on the acute care of adult patients. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 90 hours of clinical experience.
Quarter Credit Hours: 5 | Prerequisite: NU301 and NU301ME | Corequisite: NU311

NU321: Nursing Care of Childbearing Families
This course will prepare the student to provide care to women, newborns, and families during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include general fertility issues, pregnancy, childbirth, postpartum care, and common problems in infancy. In addition, the course will consider common mental health issues affecting families during the transition to parenthood. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU311 and NU311ME | Corequisite: NU321ME

NU321ME: Nursing Care of Childbearing Families Clinical
This course will allow students to apply theory and concepts presented in Nursing Care of Childbearing Families course. Students will apply the nursing process to childbearing families in prenatal, labor and delivery, postpartum, and neonatal periods. Skills, simulations, and clinical experiences will focus on care of childbearing families. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 60 hours of clinical experience.
Quarter Credit Hours: 3 | Prerequisite: NU311 and NU311ME | Corequisite: NU321
NU327: Nursing Care of Children, Adolescents, and Families
This course examines the health needs of children and families. The health care needs of children and families will be emphasized in order to promote optimum health and development for children at any stage of health or illness. This course will address the genetic and environmental factors impacting the growth and development of children and adolescents. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU311 and NU311ME | Corequisite: NU327ME

NU327ME: Nursing Care of Children, Adolescents, and Families Clinical
This course will allow students to apply theory and concepts presented in the Nursing Care of Children, Adolescents, and Families course. Students will apply the nursing process to children, adolescents, and families. Skills, simulations, and clinical experiences will focus on the care of children and adolescents. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 60 hours of clinical experience.
Quarter Credit Hours: 3 | Prerequisite: NU311 and NU311ME | Corequisite: NU327

NU330: Nursing Care of the Mental Health Patient and Family
This course presents major theoretical concepts in mental health that relate to the assessment of needs and the planning of care for persons with mental health problems. Communication skills will be developed and interpersonal relationship concepts will be explored. Emphasis is placed on the examination of mental health disorders and the various roles and functions of the professional mental health nurse in caring for persons with mental health conditions requiring professional treatment. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU305 | Corequisite: NU330ME

NU330ME: Nursing Care of the Mental Health Patient and Family Clinical
This course will allow students to apply theory and concepts presented in the Nursing Care of the Mental Health Patient and Family course. Students will apply the nursing process to mental health patients and their families. Skills, simulations, and clinical experiences will focus on the care of the mental health patient in acute and community-based settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.
Quarter Credit Hours: 2 | Prerequisite: NU305 | Corequisite: NU330

NU333: Health Assessment for the Nursing Professional
Health Assessment for the Nursing Professional builds on previous knowledge and skills from the sciences, humanities, and nursing. Students learn approaches to a holistic assessment of health, focusing primarily on physical assessment. Interviewing techniques required in the collection of a health history are learned. Assessment techniques of inspection, palpation, percussion, and auscultation are applied to each body system. Students learn to differentiate normal from abnormal assessment findings based on age, gender, and ethnicity. Proper documentation of subjective and objective assessment findings is learned.
Quarter Credit Hours: 5 | Prerequisite: NU300

NU333M1: Comprehensive Holistic Assessment and History
Analyze the various elements of a comprehensive holistic health assessment and history.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU333M2: Assessment Techniques for Skin, Hair, Nails, and Head
Apply inspection, palpation, percussion, and auscultation techniques to collect comprehensive patient health assessment data for skin, hair, and nails, and head, eyes, ears, nose, and throat (HEENT).
Quarter Credit Hours: 1 | Prerequisite: NU300

NU333M3: Assessment Techniques for Thorax and Abdomen
Apply inspection, palpation, percussion, and auscultation techniques to collect comprehensive patient health assessment data for cardiovascular, thorax, lung, and abdomen.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU333M4: Musculoskeletal and Neurological Assessment
Apply inspection, palpation, percussion, and auscultation techniques to collect comprehensive patient health assessment data for neurologic and musculoskeletal.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU333M5: Comprehensive Holistic Health Assessment
Synthesize data from a comprehensive holistic health assessment using a professionally recognized documentation format.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU341: Nursing Care of Adults II
This course builds upon previous knowledge and critical thinking skills. This course will prepare students to care for adult clients experiencing medical-surgical, rehabilitative, or restorative conditions. The course will focus on the application of critical thinking, risk reduction, communication, and assessment skills. Practice management skills, clinical awareness, and the use of health care technologies in the care of adult patients based on concepts presented in Nursing Care of Adults I will be explored. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 5 | Prerequisite: NU311 and NU311ME, NU305 | Corequisite: NU341ME
NU341ME: Nursing Care of Adults II Clinical
This course will allow students to apply theory and concepts presented in the Nursing Care of Adults II course. Students will apply the nursing process to adult clients. Skills, simulations, and clinical experiences will focus on the care of the adult client in acute and community-based settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. Clinical placements will take place across a variety of settings. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 90 hours of clinical experience.
Quarter Credit Hours: 5 | Prerequisite: NU311 and NU311ME, NU305 | Corequisite: NU341

NU411: Nursing Care of Adults III
This course builds upon previous knowledge and critical thinking skills. This course will prepare students to care for adult clients experiencing complex multisystem medical-surgical, rehabilitative, or restorative conditions. The course will focus on application of management, leadership, critical thinking, risk reduction, communication, and assessment skills. Practice management skills, leadership roles, and the use of health care technologies in the care of adult patients based on concepts presented in Nursing Care of Adults I and II will be emphasized. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU341 and NU341ME | Corequisite: NU411ME

NU411ME: Nursing Care of Adults III Clinical
This course will allow students to apply theory and concepts presented in the Nursing Care of Adults III course. Students will apply the nursing process to adult clients in complex health situations. Skills, simulations, and clinical experiences will focus on the care of the adult client in acute settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. Clinical placements will take place across a variety of settings. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 90 hours of clinical experience.
Quarter Credit Hours: 3 | Prerequisite: NU341 and NU341ME | Corequisite: NU411

NU416: Chronicity Within Nursing Care Across the Life Span
The concepts of chronicity and chronic care delivery will be examined. You will apply evidence-based practice knowledge to plan the care of complex adult and pediatric patients who often have several comorbid health conditions to manage simultaneously. You will learn to assess the physical, mental, functional, economic, and social-cultural dimensions that contribute to quality of life, multiple chronic syndromes, developmental delay, and frailty. The influence of symptom sequels is explored in depth, including atypical presentations, polypharmacy, interprofessional communication, and safety. Fundamentals of chronic care management and the delivery of care within the family and community will be applied. You will complete 15 practice experience hours in this course.
Quarter Credit Hours: 6 | Prerequisite: NU310

NU416M1: Strategies for Therapeutic Communication
Develop strategies of therapeutic communication for use with patients, families, and the interprofessional team.
Quarter Credit Hours: 1 | Prerequisite: NU310

NU416M2: Technology and Chronic Condition Self-Management
Analyze new technologies and virtual environments that foster innovative home care technologies to monitor and self-manage comorbid chronic health conditions.
Quarter Credit Hours: 1 | Prerequisite: NU310

NU416M3: Factors That Influence Chronic Illness
Investigate the factors that influence patients with comorbid chronic illnesses across the life span and across transitions of care and health.
Quarter Credit Hours: 1 | Prerequisite: NU310

NU416M4: Holistic Health Assessment
Appraise holistic assessment data on patients with comorbid chronic illnesses across the life span, including symptom recognition and self-care strategies.
Quarter Credit Hours: 1 | Prerequisite: NU310

NU416M5: Applying Evidence to Chronic Care Management
Develop evidence-based interventions for managing the chronic care of patients to promote health and quality of life across the life span.
Quarter Credit Hours: 1 | Prerequisite: NU310

NU416M6: Using Evidence to Maximize Wellness
Formulate evidence-based nursing interventions that maximize wellness for complex patients with chronic comorbid conditions and are consistent with a chronic care delivery model.
Quarter Credit Hours: 1 | Prerequisite: NU310

NU418: Nursing Care of the Geriatric Patient
This course builds on previous knowledge and skills from the sciences, humanities, and nursing. Students will adapt nursing interventions to elderly patients with several chronic, comorbid health conditions. Students will learn to assess the impact of physical, mental, functional, and social situations on the quality of life of elderly persons. Common medical conditions and issues are explored, including risks to the elderly. Interventions to promote quality outcomes and to prevent negative geriatric syndromes will be addressed. Interdisciplinary models of care are discussed as a means to provide seamless geriatric care. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU330 and NU330ME | Corequisite: NU418ME

NU418ME: Nursing Care of the Geriatric Patient Clinical
This course will allow students to apply theory and concepts presented in the Nursing Care of the Geriatric Patient course. Students will apply the nursing process to the care of geriatric clients and their families. Skills, simulations, and clinical experiences will focus on the care of geriatric clients. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.
Quarter Credit Hours: 2 | Prerequisite: NU330 and NU330ME | Corequisite: NU418
NU419: Holistic Professional Nursing Practice
The holistic nurse integrates specialized nursing knowledge, theories, expertise, and intuition to create therapeutic relationships with patients focused on wellness, health promotion, and healing. In this course, the major core values of holistic nursing and the scope and standards of holistic nursing practice will be analyzed. The ever-evolving role of holistic nurses as leaders in the contemporary and integrative health care system will be appraised. Course content is aligned with knowledge expectations for the nurse considering national certification in holistic nursing. Knowledge gained from this course, in association with other requirements as put forth by the American Holistic Nurses Credentialing Corporation (AHNCC), may provide the opportunity for career advancement should the nurse decide to earn certification in holistic nursing (HN). You will complete 10 practice experience hours in this course.
Quarter Credit Hours: 5 | Prerequisite: None

NU419M1: Core Values of Holistic Nursing
Examine the core values of holistic nursing.
Quarter Credit Hours: 1 | Prerequisite: None

NU419M2: Scope and Standards of Holistic Nursing
Describe nursing practice within the scope and standards of holistic nursing.
Quarter Credit Hours: 1 | Prerequisite: None

NU419M3: The Evolving Role of Holistic Nursing
Appraise the evolving role of holistic nursing in the contemporary health care system.
Quarter Credit Hours: 1 | Prerequisite: None

NU419M4: Foundational Concepts of Holistic Nursing
Evaluate the foundational concepts of holism and holistic nursing knowledge and skills in professional nursing practice.
Quarter Credit Hours: 1 | Prerequisite: None

NU419M5: Holistic Baccalaureate Nurse, Board Certified
Illustrate proficiency in accordance with the Holistic Baccalaureate Nurse, Board Certified (HNB-BC) exam competencies.
Quarter Credit Hours: 1 | Prerequisite: None

NU420: Leadership and Management in the Changing Health Care Environment
Nurses must be able to apply leadership concepts and skills and decision making in the provision of high-quality nursing care in an ever-changing, global health care environment. This course will prepare students to understand organizational and systems leadership, quality improvement, a culture of safety, and how these impact patient outcomes. A focus will be on the development of leadership skills that emphasize ethical and critical decision making, effective communication and interprofessional collaboration, and the promotion of a professional practice environment.
Quarter Credit Hours: 6 | Prerequisite: NU300

NU420M1: Leadership Theory and Research
Apply leadership theory and evidence-based research to health care settings.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU420M2: Change Agent to Diverse Populations
Integrate the role of the nurse leader as a change agent to diverse populations.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU420M3: Organizational Structure
Examine how organizational structure, mission, vision, philosophy, and values in health care settings impact nursing leadership.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU420M4: Quality of Care
Investigate principles of quality improvement and health care policy to improve health care in diverse and global populations.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU420M5: Accountability of Care and Ethics
Analyze accountability of care and ethical issues in complex health care systems.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU420M6: Communication Techniques and Working Relationships
Develop effective communication techniques to produce positive professional working relationships.
Quarter Credit Hours: 1 | Prerequisite: NU300

NU422: Leadership, Management, Issues, and Trends in Nursing
As members of the nursing profession, providers of patient care and managers of care, nurses are challenged to serve as effective change agents, managers, and leaders in complex health care systems. This course will prepare students to understand and apply principles of change theory to management and leadership activities in nursing including planning, staffing, directing, and controlling various resources in diverse health care systems. This course will address contemporary trends and issues in the field of nursing. Topics will include: health care finance, health care policy and regulation, technology and its impact on patients and health care alike, and nursing's role in quality and safety initiatives. The course emphasizes a systems theory approach to the management of organizations. The accountabilities of the nurse as a manager will be examined to include organizational assessment, decision making, strategic planning, financial management, human resource management, and quality improvement.
Quarter Credit Hours: 5 | Prerequisite: NU411 and clinical, and NU452 and clinical

NU431: Hospice and Palliative Care Nursing
This course expands previous knowledge and skills from the sciences, humanities, and nursing to prepare you to care for patients and families living with chronic, life-limiting, and (or) terminal conditions. You will examine the philosophy and concepts unique to hospice and palliative care, which, unlike the traditional approach toward cure of disease, hospice and palliative care focuses on the aggressive treatment of bothersome symptoms that accompany disease progression. The overall goal of hospice and palliative care aims to optimize quality of life through pain and symptom management and early identification and intervention of concepts such as complicated grief and spiritual and psychosocial concerns. Through communication competencies, cultural awareness, and ethical considerations, the nurse facilitates patient and family understanding of disease progression and its influence on body systems. The role of the nurse as an advocate, member of the interprofessional team, and caregiver to patients, families, and self is explored. Course content is aligned with knowledge expectations for the nurse considering national certification in hospice and palliative care nursing. Knowledge gained from this course, in association with other requirements as put forth by the Hospice and Palliative Credentialing Center (HPCC), may provide the opportunity for career advancement should the nurse decide to earn certification in hospice and palliative care nursing (CHPN). You will complete 10 practice experience hours in this course.
Quarter Credit Hours: 5 | Prerequisite: None

NU431M1: Introduction to Palliative and End-of-Life Care
Discuss how hospice, palliative care philosophical concepts, and spiritual and cultural considerations during end-of-life disease processes potentiate the risk for ethical dilemmas.
Quarter Credit Hours: 1 | Prerequisite: None
NU431M2: Pain Management in the Palliative Patient
Analyze nursing interventions based on knowledge of patient and family care needs after a comprehensive pain assessment to include qualitative and quantitative needs, and barriers for effective pain management.
Quarter Credit Hours: 1 | Prerequisite: None

NU431M3: Symptom Management in the Palliative Patient
Analyze evidence-based interventions for symptom management utilizing comprehensive patient assessment skills.
Quarter Credit Hours: 1 | Prerequisite: None

NU431M4: Managing Interprofessional Resources in Palliative Care
Evaluate the importance of both active listening and IPT collaboration, and their respective influences on interventions, with a focus on acceptance of disease process and related coping mechanisms.
Quarter Credit Hours: 1 | Prerequisite: None

NU431M5: Palliative Nursing, Quality Care, and Economic Impact
Assess concepts of loss, grief, and bereavement in the care of patients, families, coworkers, and self.
Quarter Credit Hours: 1 | Prerequisite: None

NU432: Primary Care in the Ambulatory Setting
The primary care nurse deploys care with expertise in assessment, health promotion, disease management, and coordination of health services across the continuum of care. In this course, the standards for the Ambulatory Care Nursing certification will be reviewed, primary care nursing initiatives discussed, and the commitment of primary care nurses to education, professionalism, and communication evaluated. The role of the primary care nurse in virtual delivery methods and telehealth will be analyzed for future applications in nursing practice. The course content is aligned with knowledge expectations for the nurse considering national certification in ambulatory care nursing. Completion of this course, in association with other requirements as put forth by the American Nurses Credentialing Center (ANCC), provides the opportunity for career advancement should the nurse decide to earn certification in ambulatory nursing (RN-BC). You will complete 25 practice experience hours in this course.
Quarter Credit Hours: 5 | Prerequisite: None

NU433: Case Management Across the Continuum of Care
This course provides you with an extensive overview of the role of the professional nurse as a member of the case management team and as a care manager. The course is centered around the five main domains of practice for the professional nurse working in case/care management: the fundamentals of case management, understanding proper resource management, learning about the role of quality management, the legal and ethical aspects of case/care management, and the important role of education and health promotion as related to the care/case management professional nurse. The course will provide opportunities to examine the role of the case/care management nurse in a variety of patient/client populations ranging from acute care, long-term care, and within the community setting. Course content is aligned with knowledge expectations for the nurse considering national certification in nursing case management. Completion of this course, in association with other requirements as put forth by the American Nurses Credentialing Center (ANCC), provides the opportunity for career advancement should the nurse decide to earn certification in nursing case management (RN-BC).
You will complete 10 practice experience hours in this course.
Quarter Credit Hours: 5 | Prerequisite: None

NU433M1: Fundamentals of Case Management
Evaluate the fundamentals related to the concepts, standards, tools, and processes needed to be a successful professional nurse in case/care management.
Quarter Credit Hours: 1 | Prerequisite: None

NU433M2: Health Care Utilization and Resource Management
Describe the health care utilization and support services needed to understand resource management by the professional nurse in care/case management.
Quarter Credit Hours: 1 | Prerequisite: None

NU433M3: Legal and Ethical Considerations
Investigate legal and ethical considerations for the case/care management professional nurse.
Quarter Credit Hours: 1 | Prerequisite: None

NU433M4: Quality Management Concepts
Integrate the knowledge and skills of quality management into the role of the case/care management professional nurse.
Quarter Credit Hours: 1 | Prerequisite: None

NU433M5: Comprehensive Health and Education Planning
Develop a comprehensive health promotion and education plan for the case/care management professional nurse.
Quarter Credit Hours: 1 | Prerequisite: None
NU441: Faith Community Nursing
This course provides you with an overview of the role of the professional nurse as a member of a ministerial team and faith community. Focusing broadly in a variety of spiritual belief systems, you will learn about the dimensions of the faith community nurse role. The course will include historical perspectives of faith community nursing; the work of the nurse as a member of the ministerial team; and the integration of faith, health, and the community in the practice of faith community nurses. Legal and ethical considerations of faith community nursing will be addressed, as well as nursing interventions for common issues cared for by faith community nurses. This course does not endorse or promote any specific spiritual or religious faith, nor is your area of practice a requirement for the course. Course content is aligned with knowledge expectations for the nurse considering national certification in faith community nursing. Knowledge gained from this course, in association with other requirements as put forth by the American Nurses Credentialing Center (ANCC), may provide the opportunity for career advancement should the nurse decide to earn certification in faith community nursing (RN-BC). You will complete 35 practice experience hours in this course.
Quarter Credit Hours: 5 | Prerequisite: None

NU441M1: History and Cornerstones of FCN
Describe the dimensions of the faith community nurse role as a part of a ministerial team and faith community.
Quarter Credit Hours: 1 | Prerequisite: None

NU441M2: Ethics, Legal Issues, and Community Assessment
Identify legal and ethical considerations of the faith community nurse role.
Quarter Credit Hours: 1 | Prerequisite: None

NU441M3: Life Transitions
Evaluate nursing interventions for common issues encountered by faith community nurses.
Quarter Credit Hours: 1 | Prerequisite: None

NU441M4: Teaching Health Promotion
Integrate knowledge of health promotion, illness prevention, and faith practices into the role of the faith community nurse.
Quarter Credit Hours: 1 | Prerequisite: None

NU441M5: FCN Plan and Implementation
Develop a comprehensive plan for implementation of a faith community nursing program.
Quarter Credit Hours: 1 | Prerequisite: None

NU444: Transcultural Nursing
The transcultural nurse deploys culturally competent and equitable care across the spectrum of nursing practice to develop therapeutic relationships with patients that focus on their specific physical and cultural needs. In this course, you will review global health initiatives and the assessment of patients’ environments in order to identify cultural education and growth opportunities. Transcultural nursing theories, along with the detailed role of the transcultural nurse, will be analyzed for future application. Course content is aligned with knowledge expectations for the nurse considering national certification in transcultural nursing. Knowledge gained from this course, in association with other requirements as put forth by the Transcultural Nursing Society (TCNS), may provide the opportunity for career advancement should the nurse decide to earn certification in transcultural nursing (CTN-A or CTN-B). You will complete 15 practice experience hours in this course.
Quarter Credit Hours: 5 | Prerequisite: None

NU444M1: Transcultural Nursing Theories
Explain the influence of transcultural nursing theories on professional nursing practice.
Quarter Credit Hours: 1 | Prerequisite: None

NU444M2: Global Health Care Systems
Compare nursing care in global health care systems.
Quarter Credit Hours: 1 | Prerequisite: None

NU444M3: Diverse Population Care
Conduct a literature review of research that supports culturally competent care across the life span for diverse populations.
Quarter Credit Hours: 1 | Prerequisite: None

NU444M4: Global Health Issues
Examine the role of the nurse in global health issues.
Quarter Credit Hours: 1 | Prerequisite: None

NU444M5: Cultural Education and Professional Growth
Develop cultural education and professional growth opportunities.
Quarter Credit Hours: 1 | Prerequisite: None

NU450: Public Health Nursing - Population-Centered Health Care in the Community
In this course you will explore the context of public health nursing practice. You will apply evidence-based findings to population health nursing practice and engage in experiential learning that will influence change in population health. Common challenges in community and population health are examined while defining specialty roles integral to population health.
Quarter Credit Hours: 6 | Prerequisite: NU420

NU450M1: Ethics, Equity, and Public Health Practices
Analyze the context of public health and specialty nursing practice in relationship to ethics, equity, and public health mandates.
Quarter Credit Hours: 1 | Prerequisite: NU420

NU450M2: Population Health Appraisal
Appraise population health and health risks using community assessment, epidemiologic data, and vital statistics.
Quarter Credit Hours: 1 | Prerequisite: NU420

NU450M3: Population Health Determinants
Assess the cultural, social, genetic, and ecological determinants of the population's health.
Quarter Credit Hours: 1 | Prerequisite: NU420

NU450M4: Collaborative Community Partnerships
Develop collaboration with community partners regarding health data, services, resources, and programs.
Quarter Credit Hours: 1 | Prerequisite: NU420

NU450M5: Public Health System Analysis
Apply systems thinking to improve the quality of public health care and health outcomes.
Quarter Credit Hours: 1 | Prerequisite: NU420

NU450M6: Innovation and Strategic Planning
Describe new insights and innovative solutions related to strategic planning to improve population health outcomes.
Quarter Credit Hours: 1 | Prerequisite: NU420
NU452: Community-Based Nursing Care
This course integrates and applies the major concepts of previous nursing courses by investigating the differences between the delivery of nursing care to individuals and nursing care directed toward communities and populations. Topics include the public health principles of epidemiology, genomic theory, chronic disease, substance abuse, and communicable diseases. The ways in which informatics and information technology plays a role in community and public health agencies will also be explored. In addition, students will study the career options open to the nurse such as home health, hospice, occupational health, forensics, disaster management, case management, school nursing, and community nurse leader. This course must be taken concurrently with the student’s concurrent clinical course and will be approved by the Chair. Failure of the clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: NU341 and NU341ME | Corequisite: NU452ME

NU452ME: Community-Based Nursing Care Clinical
This course will allow students to apply theory and concepts presented in the Community-Based Nursing Care course. Students will apply the nursing process in the care of communities. Skills, simulations, and clinical experiences will focus on the application of assessment, analysis, implementation, and evaluation within a community setting. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.
Quarter Credit Hours: 2 | Prerequisite: NU341 and NU341ME | Corequisite: NU452

NU491: Directed Studies in the School of Nursing - BSN Completion
In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student’s concurrent clinical course and will be approved by the Chair.
Quarter Credit Hours: 1 | Prerequisite: Permission from the Dean; upper-level students only

NU492: Directed Studies in the School of Nursing - BSN Completion
In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student’s concurrent clinical course and will be approved by the Chair.
Quarter Credit Hours: 2 | Prerequisite: Permission from the Dean; upper-level students only

NU493: Directed Studies in the School of Nursing - BSN Completion
In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student’s concurrent clinical course and will be approved by the Chair.
Quarter Credit Hours: 3 | Prerequisite: Permission from the Dean; upper-level students only

NU494: Directed Studies in the School of Nursing - BSN Completion
In this course, students in the School of Nursing will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to her or his professional goals. The topic will be associated with the student’s concurrent clinical course and will be approved by the Chair.
Quarter Credit Hours: 4 | Prerequisite: Permission from the Dean; upper-level students only

NU495: Directed Studies in the School of Nursing - BSN Completion
In this course, you will design an evidence-based project to improve patient outcomes. You will select a topic of interest and relevance to your professional nursing practice.
Quarter Credit Hours: 5 | Prerequisite: Permission from the Dean; upper-level students only

NU495M1: Identifying Opportunities to Improve Patient Outcomes
Identify an opportunity to improve patient outcomes through an evidence-based project proposal.
Quarter Credit Hours: 1 | Prerequisite: Permission from the Dean; upper-level students only

NU495M2: Discovering Evidence to Improve Patient Outcomes
Conduct a review of the literature concerning an identified opportunity to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: Permission from the Dean; upper-level students only

NU495M3: Designing a Plan to Improve Patient Outcomes
Design an evidence-based project proposal to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: Permission from the Dean; upper-level students only

NU495M4: Evaluating a Plan to Improve Patient Outcomes
Design an evaluation plan for an evidence-based project proposal to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: Permission from the Dean; upper-level students only

NU495M5: Disseminating a Plan to Improve Patient Outcomes
Design a dissemination plan for an evidence-based project proposal to improve patient outcomes.
Quarter Credit Hours: 1 | Prerequisite: Permission from the Dean; upper-level students only

NU496: Bachelor’s Capstone in Nursing for Entry-Level Practice
In this course, you will demonstrate learning throughout the nursing program. Specific emphasis will be placed on analysis of the program outcomes and the degree to which each was achieved. Content including professionalism, organizational leadership, evidence-based practice, technology, and clinical practice will be evaluated in terms of nursing application. Throughout the term, students must consider their practice in terms of preparation for the NCLEX-RN® examination. This course must be taken concurrently with the related clinical course. Failure of clinical course will result in concurrent failure of the didactic course.
Quarter Credit Hours: 4 | Prerequisite: Last term or permission from the Dean | Corequisite: NU420 or NU496ME
Nutrition Science (NS)

NS305: Food Safety and Microbiology
This course covers the major issues in food safety and food microbiology. It includes the basic principles of food safety and sanitation, various microorganisms that cause foodborne illnesses, the flow of food through the food service establishment, and management’s role in training the food handler.
Quarter Credit Hours: 6 | Prerequisite: None

NS310: Nutritional Analysis and Assessment
This course includes the study of methods and equipment used for nutritional analysis in health, obesity, and malnutrition. Students learn how to utilize the software based on manual data-gathering systems to assess nutritional status.
Quarter Credit Hours: 6 | Prerequisite: None

NS313: Foodservice Management - Principles and Practices
This course provides you with a comprehensive overview of the principles of food safety and management as they relate to the foodservice industry. Specific topics include sanitation, safety, nutrition, and menu development, personnel and communications, business management and marketing. This course explores the skills and responsibilities of being a professional Certified Dietary Manager.
Quarter Credit Hours: 6 | Prerequisite: None

NS321: Nutrition Planning and Management
This course addresses nutritional planning for the maintenance of health and wellness. The studies include identification, assessment, and management of nutritional deficiencies occurring due to food choices and pharmacotherapy.
Quarter Credit Hours: 6 | Prerequisite: None

NS325: Nutrition Across the Human Life Cycle
Studies in this course encompass the nutritional issues across the life cycle, including pregnancy, childbirth, and lactation. The course considers nutritional aspects related to neonates, infants, and children. The special needs of adolescents and disorders affecting this age group are discussed. The coursework will also include a discussion of nutritional demands and food choices in the geriatric population.
Quarter Credit Hours: 6 | Prerequisite: None

NS335: Nutrition for Special Populations
Studies in this course emphasize the nutrition and dietetic considerations for healthy individuals with special needs, such as geriatric and gender-specific needs. The coursework includes analyzing nutritional and dietetic needs, and designing appropriate protocols for clients with chronic, progressive, or degenerative diseases and metabolic disorders, as well as for special needs children and infants. The course addresses the underlying principles of total parenteral nutrition and nasogastric tube feeding.
Quarter Credit Hours: 6 | Prerequisite: None

NS340: Food Science With Lab
This course complements the student’s knowledge of nutrition by presenting the scientific foundation of foods through weekly in-home kitchen preparation of specific recipes that demonstrate the scientific properties of foods. Students explore current food technology and develop a base for additional study in specific areas of food science.
Quarter Credit Hours: 6 | Prerequisite: None

NS345: Sports Nutrition
This course encompasses the application of physiologic principles, such as protein, carbohydrate, and fat metabolism, to athletic needs and performance. Various loading protocols for phosphates and carbohydrates in relation to athletic events are discussed. Popular performance-enhancing supplements and drugs and the regulatory aspects of their use are addressed in detail.
Quarter Credit Hours: 6 | Prerequisite: None

NS430: Whole Foods Production
This course explores various aspects of whole foods, including their production, preservation, transport, storage, and costs. Studies will address geographic, climatic, and societal influences on whole foods production. Students will learn strategies to inform and educate producers and consumers of the financial issues, governmental assistance, and alternative methods of whole foods production.
Quarter Credit Hours: 6 | Prerequisite: SC115 or NS205

NS440: Legal and Regulatory Environment in Food Production
This course covers the legal and regulatory aspects of food production. Studies include major elements in and the rationale behind food labeling. This course further addresses the regulatory agencies and their role in enforcement, and the legal and ethical responsibilities of the food producers, suppliers, and retailers in maintaining a safe food supply. Special attention is given to regulatory aspects of food production relative to livestock handling, and the import and export of food.
Quarter Credit Hours: 6 | Prerequisite: None

NU496ME: Bachelor's Capstone in Nursing for Entry-Level Practice
Clinical
The capstone requires you to integrate competencies essential for the practice of professional nursing. You will progress from a structured, supervised practice to receive general supervision from the faculty and agency preceptor(s). The clinical site will be dependent upon your needs and based upon the joint analysis of the student and faculty prior to the placement. You will apply the nursing process in the practice of nursing. Skills, simulations, and clinical experiences will focus on the application of assessment, analysis, implementation, and evaluation of the nursing profession within the complexity of the health care environment. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 120 hours of clinical experience.
Quarter Credit Hours: 5 | Prerequisite: Last term or permission from the Dean

NU499: Bachelor's Capstone in Nursing
This capstone course represents the culmination of the Bachelor of Science in Nursing program and is an opportunity for you to demonstrate what you have learned over your course of study. Through this capstone process, you will demonstrate integration of the essential concepts from each course in the program. The goal of each capstone project is to model an approach designed to improve patient health outcomes. You will complete 35 practice experience hours in this course.
Quarter Credit Hours: 6 | Prerequisite: Completion of all required nursing courses and electives; last term or permission from the Dean
Paralegal Studies (PA)

PA106: Legal Terminology and Transcription
This course is a comprehensive study of documents used in the legal field. Students will learn the basic procedures for transcription, formatting, and processing legal correspondence and documents and the appropriate use of legal terms, phrases, abbreviations, symbols, and reference sources used by attorneys’ paralegals and the courts.
Quarter Credit Hours: 5 | Prerequisite: None

PA110: Civil Litigation
This course introduces students to civil litigation, the civil law process, rights, and procedures. Topics include informal fact gathering and investigation, case management and strategy, jurisdiction, the structure of the court systems in the United States, parties, pleadings, and motions.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA130: Contracts
The basics of contract preparation and proper legal requirements are outlined in this course. Topics include elements of a contract, types of contracts, promise, breach, duty to perform, remedies to breach, damages, small claims procedures, Uniform Commercial Code (U.C.C.), Statute of Frauds, and governmental regulations.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA165: Introduction to Torts
This course is an introduction to the broad area of civil wrongs and their appropriate remedies as well as tort law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance, and commonly employed defenses.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA201: Introduction to Legal Research
One of the basic tasks performed by the paralegal is legal research - finding the law. Accurate, concise, and up-to-date information can be the difference between winning and losing a lawsuit. Students who complete this course gain specialized skills in the area of legal research.
Quarter Credit Hours: 5 | Prerequisite: Prerequisites: CM220 and PA205

PA203: Interviewing and Investigation
This course presents the ethical aspects of interviewing and confidentiality, types of interviews, types of clients and witnesses, interview preparation techniques, the effective interview environment, questioning and listening skills, the interview format, problem solving, and counseling skills. The section on investigation covers the qualities of an effective investigator, how to develop a plan and find the facts; how to get information from public records, libraries, and computer sources; and how to find witnesses.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA205: Introduction to Legal Analysis and Writing
Some of the tasks performed by a skilled paralegal are to summarize statutes or regulations, analyze the component parts of written opinions of appellate judges through briefing, identify the legal issues in a fact pattern, and apply the reasoning of relevant legal authorities to a fact pattern. Students who successfully complete this course will be able to analyze and synthesize legal authorities and draft correspondence and memoranda commonly used in the practice of law.
Quarter Credit Hours: 5 | Prerequisite: Any College Composition I course

PA221: Wills, Trusts, and Estate Planning
Wills divide the property a person has accumulated during his/her life; precise legal requirements must be met when preparing wills. Topics include the basic elements of a will; types of wills; responsibilities of the personal representative; contesting, revoking, and terminating a will; the role of government; classes of trusts; rules governing trusts; and purposes of estate planning, probate, guardianships, and more. Tax ramifications are also discussed.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA230: Introduction to Legal Technology
Technology is pervasive and the modern law office is chock-full of technological appliances, tools, and applications that the paralegal must be able to master. At the core of most software applications are the basics - word processors, spreadsheets, databases, and tools for presentations. Of course, the ubiquitous communication tool, email, is the center of modern electronic communications. This course will explore the most common tools and applications found in law firms and those that every “technology-literate” paralegal must know. Word processing, document assembly programs, and tools for case management, time and billing, calendaring, electronic communications, and creating presentations are a few of the topics explored in this course. Students will leave this course with a solid foundation of the basics in legal technology.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA250: Family Law
This course presents major issues in family law, such as the nature of marriage, antenuptial contracts, annulments, separation, divorce, child custody, child support, alimony, tort action, adoption, property distribution, and current trends.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA253: Legal Ethics
Legal assistants and paralegals must always consider the duties owed to clients by both the lawyer and the paralegal. In this course, you will learn to evaluate ethical dilemmas you may encounter as a legal professional and appropriately apply the rules of professional responsibility to these situations. This course discusses the duties and responsibilities regarding the ethical conduct of the paralegal in the legal workforce, codes of ethics, unauthorized practice of law, confidentiality, conflicts of interest, and more.
Quarter Credit Hours: 5 | Prerequisite: LS100

PA260: Criminal Law
In this course, students learn about criminal law. They learn about the elements and types of crimes, including homicide, crimes against the person, crimes against habitation and occupancy, crimes against property, sexual offenses, and crimes involving more than one defendant. They also cover criminal capacity and defenses to crimes. Finally, students are introduced to criminal procedures followed in the United States and the concept of probable cause.
Quarter Credit Hours: 5 | Prerequisite: LS100
PA261: Bankruptcy and Debtor-Creditor Law
When it comes to debtors’ and creditors’ rights, it is important to know both sides. This course presents the law governing the collection of debts, the Fair Debt Collection Practices Act, creditors’ remedies, the Uniform Fraudulent Conveyances Act, and exempt property. Chapters 7, 11, and 13 of the Bankruptcy Code are also presented. Quarter Credit Hours: 6 | Prerequisite: LS100

PA299: Associate’s Capstone - Project
This course builds on the concepts that students have mastered throughout the course of their paralegal studies program. The capstone course integrates the core concepts exemplified in the paralegal program outcomes, with application to fact scenarios that present relevant legal issues. Quarter Credit Hours: 5 | Prerequisite: Last term or permission from the Dean

PA300: Real Estate Law
In this course, students will become familiar with procedures and documentation of real estate transactions. The course will address a wide range of issues and functions within the field of real estate law, including ethics, types of ownership, use, possession, mortgages, financing, taxation, closings, and litigation. Quarter Credit Hours: 6 | Prerequisite: LS100

PA301: Administrative Law
This course provides a basic overview of administrative law and procedure. In addition to identifying sources of administrative law and procedure, this course covers agency actions, controls on agency actions, administrative hearings, and appellate procedures for administrative decisions. Quarter Credit Hours: 6 | Prerequisite: PA110

PA303: Landlord and Tenant Law
This course is designed to introduce students to key elements of leases, applicable statutory law regarding landlord and tenant rights, the nuts and bolts of landlord/tenant litigation, and ways to avoid and/or resolve landlord/tenant disputes. Quarter Credit Hours: 6 | Prerequisite: LS100

PA305: Law Office Management
Legal professionals are often called upon to handle office management functions. Effective law office managers save their offices time and money and become valuable members of the legal team. The management skills covered in this course can be applied to any office. This course guides students in creating a procedures manual that can be used at the office and as a portfolio of their work. Quarter Credit Hours: 6 | Prerequisite: LS100

PA310: Tort Law
As a paralegal, you must be familiar with tort law, as you will undoubtedly encounter tort issues at some time, no matter what area of law you work. This course includes topics such as negligence, defamation, malpractice, strict liability, product liability, intentional torts, misrepresentation, and defenses to torts. You will explore torts in the areas of accidents, medical malpractice lawsuits, and wrongful death claims. Quarter Credit Hours: 6 | Prerequisite: LS100

PA328: Intellectual Property
This course explores the origins and sources of intellectual property. Particular topics to be covered in this course include copyright law, the extent of trademark rights, patents, the rights of inventors, trademark infringement, trade secrets, damages, injunctions, and forms. Quarter Credit Hours: 6 | Prerequisite: LS100

PA335: Trial and Courtroom Presentation
This course will introduce students to tools for creating presentations for trial and courtroom presentation. The creation of high-quality courtroom graphics does not have to be an expensive, hard-to-manage process. This course shows students how to create clear and convincing charts, diagrams, and graphics. Students will learn how to create timelines, case chronologies, legal flowcharts, trial graphics, calendars, and much more. Quarter Credit Hours: 6 | Prerequisite: PA230

PA342: Insurance Law
This course provides a comprehensive overview of insurance law and explains various types of insurance. The nature of insurance and insurable interests are considered, along with the nature and definition of risks, persons insured, and procedures for filing claims. The insurer’s defenses are covered, as well as waiver and estoppel, the measure of recovery, the insurer’s duty to defend, and subrogation. Finally, this course considers insurance bad faith causes of action, reinsurance, bonds, and how the insurance industry is regulated. Quarter Credit Hours: 6 | Prerequisite: PA130

PA350: Social Security Disability Law
This course will cover the essentials of representing a claimant before the Social Security Administration for benefits under Title II (Disability Insurance Benefits). Students will gain a working knowledge of the five-step sequential evaluation process and an understanding of the steps used to qualify a claimant at each step. In addition, the course will cover the terminology, ethics, representation requirements, administrative structure, processes, and typical activities encountered in the social security disability claims process. Quarter Credit Hours: 6 | Prerequisite: LS100

PA401: Advanced Legal Writing
The course focuses on researching legal issues and drafting legal documents using the results of student research. Emphasis will be placed on the drafting of documents commonly used in practice (rather than strictly legal theory). This course also teaches students how to present the results of research in professional memorandum format, helps students acquire skills in briefing and analyzing court opinions and writing legal memoranda, and teaches students how to prepare legal documents from various areas of practice. The course is intended to prepare students for the demands of a legal practice environment. Quarter Credit Hours: 6 | Prerequisite: PA201

PA402: Employment Law
This course is about the body of law that governs employer-employee relations, from hiring to termination. Much of this course focuses on discrimination based on race, religion, national origin, gender, and other protected categories. Worker safety and workers’ compensation systems are part of PA 402, along with issues related to unions and labor organizations. Quarter Credit Hours: 6 | Prerequisite: PA401

PA412: Alternative Dispute Resolution
This course introduces alternative methods to litigation for resolving disputes, including negotiation, mediation, and arbitration. Topics covered include: the nature and sources of conflict, the mediator’s role in resolving disputes, and other adjudicative and nonadjudicative processes. Related policy, ethical, and practice issues are also covered. In addition, the course addresses both the law and the practices of domestic and international commercial arbitration, which includes: a) federal and state statutes favoring arbitration, international treaties, and judicial review of arbitration awards; b) choosing the arbitrators; c) drafting arbitration clauses; and d) the lawyer’s conduct in an arbitration and how the skills used differ from those used in litigation. Quarter Credit Hours: 6 | Prerequisite: LS100
PA499: Bachelor's Capstone in Paralegal Studies
This course builds on the concepts of all of the paralegal courses students have mastered in the bachelor's degree program. The capstone course integrates problem-solving techniques and research skills studied in the paralegal program and applies them to fact scenarios that present legal issues. Students research the relevant secondary and primary sources in order to draft the required legal documents.
Quarter Credit Hours: 6 | Prerequisite: Last term or permission from the Dean

CS113: Academic Strategies for the Business Professional
Designed to facilitate personal and professional success, this course introduces you to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. You will also examine the relationship between learning and motivation.
Quarter Credit Hours: 5 | Prerequisite: None

CS113M1: Personal Management Tools and Study Strategies
Enhance learning through the use of personal management tools and study strategies.
Quarter Credit Hours: 1 | Prerequisite: None

CS113M2: Reading Comprehension and Writing Skills
Increase academic effectiveness by improving reading comprehension, note-taking strategies, and writing skills.
Quarter Credit Hours: 1 | Prerequisite: None

CS113M3: Critical Thinking and Researching Skills
Increase academic effectiveness by strengthening critical thinking and researching skills.
Quarter Credit Hours: 1 | Prerequisite: None

CS113M4: Goal Setting, Networking, and Problem Solving
Increase academic and professional proficiency by using goal setting, networking, and problem-solving skills.
Quarter Credit Hours: 1 | Prerequisite: None

CS113M5: Career Strategies
Prepare for professional success by utilizing career resources and career action planning.
Quarter Credit Hours: 1 | Prerequisite: None

CS121: Pathways to Academic Success
Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation. (Onsite only)
Quarter Credit Hours: 5 | Prerequisite: None

CS125: Academic Strategies for the Military Professional
Designed to facilitate personal and professional success, this course introduces you to the purposes and processes of university education. An emphasis is placed on integrating your professional military education and your civilian academic studies into a comprehensive career action plan.
Quarter Credit Hours: 2 | Prerequisite: None

PR299: Associate's Capstone in Professional Studies
This capstone course is the culminating experience for the Associate of Science in Professional Studies. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess mastery of the program outcomes.
Quarter Credit Hours: 5 | Prerequisite: Final term or permission from the Dean

PR499: Bachelor's Capstone in Professional Studies
This capstone course is the culminating experience for the Bachelor of Science in Professional Studies. This course builds on the concepts covered within the program of study. The capstone course provides you with the opportunity to integrate and synthesize the knowledge and skills acquired throughout your coursework and to assess your level of mastery of the stated outcomes of your degree program.
Quarter Credit Hours: 6 | Prerequisite: Final term or permission from the Dean
Psychology (PS)

PS115: Psychology Program and Profession
This course introduces students to the discipline of psychology and the Kaplan University Bachelor of Science in Psychology degree program. The field of study, skill sets, and issues related to various psychological fields will be discussed. Students will research the psychology degree and course offerings along with their professional goals in order to map out their specific degree plan and career goals.
Quarter Credit Hours: 5 | Prerequisite: None

PS124: Introduction to Psychology
This course provides a broad introduction to the field of psychology, one of the social sciences. Students will be introduced to a range of topics that offer insight into human thought and actions including what motivates us to study human behavior, ethical decisions, problem solving, and theories on memory, learning, intelligence, and personality. This course will highlight the use of critical thinking and the application of the concepts. In addition, it will draw on practical psychological concepts related to students’ personal and professional relationships.
Quarter Credit Hours: 5 | Prerequisite: None

PS200: Introduction to Cognitive Psychology
The purpose of this course is to introduce students to the basic principles and theories of cognition including topics such as perception, attention, memory, decision making, and language in both children and adults. The course will also examine the brain regions involved in cognitive processes. Students will learn why an understanding of cognitive processes is important for psychology professionals and will apply the principles learned to a variety of settings.
Quarter Credit Hours: 5 | Prerequisite: PS124

PS210: History of Psychology
This course explores the historical origins of psychological study and the influences that have shaped contemporary views of the field. Students will learn about the origins of the study of the mind, the social and cultural factors that shaped the scientific approach to psychology, and modern-day applications of psychology. Students will also be introduced to the major theories and theorists in this discipline.
Quarter Credit Hours: 5 | Prerequisite: PS124

PS215: Neuroscience
This course will provide you with a foundational understanding of the basic concepts of neuroscience as it applies to the practice of psychology. The aim of cognitive neuroscience is to explore the biological factors that influence behavior. This course provides an introductory study of brain development, neural framework, developmental brain disorders, mental processes, social cognition, and more.
Quarter Credit Hours: 5 | Prerequisite: PS124

PS220: Child and Adolescent Psychology
This course will explore the physical, cognitive, emotional, social, moral, and personality development of human beings from conception through the end of adolescence. Students will develop an understanding of developmental theories and research methods used to investigate developmental change, the theoretical bases for our understanding of how human beings change, and the contextual and cultural factors that impact the growth and development of children.
Quarter Credit Hours: 5 | Prerequisite: PS124

PS300: Research Methods I
This course provides learners with a basic understanding of the scientific method and how it applies to the field of psychology. It addresses the research methods used in psychology and the strengths and weaknesses of each approach. It also teaches learners when it is appropriate to use one method over the other and how to evaluate the accuracy of the conclusions of a study. Finally, it addresses the ethical issues related to conducting research in psychology.
Quarter Credit Hours: 6 | Prerequisite: PS124

PS311: Ethical Practice in a Diverse World
This course provides an in-depth study of the laws, ethics, confidentiality requirements, and protocols that guide clinical work in professional settings. The course provides you with a foundation in basic ethical theory as well as an understanding of diverse populations and knowledge of federal/state confidentiality laws. You will practice making ethical treatment decisions in real-world scenarios.
Quarter Credit Hours: 6 | Prerequisite: None

PS330: Personality Development
Personality is defined as a consistent pattern of thinking and behaving; it is the basis of "who we are." The theories regarding the development of personality are numerous, and each contributes to the understanding of the factors that define one's personality. This course examines the major psychological theories of personality and explores research dealing with the influence of genetic and environmental factors. Students will apply various theoretical models to real-world examples of normal and abnormal personality development.
Quarter Credit Hours: 6 | Prerequisite: PS124

PS340: Exceptional Needs Children
This course examines the needs of exceptional children. The roles of teachers, parents, and other relevant “others” will be investigated in relationship to current practices, which include mainstreaming, inclusion, least-restrictive environment, and individual education programs.
Quarter Credit Hours: 6 | Prerequisite: None

PS345: Language and Speech Development and Disorders
This course examines the processes of language development in children, while integrating psychological theories and perspectives to explain this human phenomenon. You will be able to examine the progress of children with normal language development as well as those showing signs of problems. The course will provide case studies and clinical applications to prepare you for the clinical challenges you will face in your professional careers.
Quarter Credit Hours: 6 | Prerequisite: PS220

PS350: Working With Children in a Diverse World
This course provides an analysis of the cultural factors that impact human development in childhood. Topics include development of cultural identity, the process of acculturation, and the impact of cultural background on social and educational experiences. Students will also explore strategies for working with diverse populations of children and techniques for creating an environment that is respectful and responsive to the needs of this population.
Quarter Credit Hours: 6 | Prerequisite: PS220
**PS360: Applied Behavior Analysis I**
This course examines the behavior theory, principles, and procedures related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand behavior modification techniques, such as reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement, by applying these behavior principles to real-world scenarios. Students will examine how behavior management can be used in various career fields.
Quarter Credit Hours: 6 | Prerequisite: MM207

**PS365: Applied Behavior Analysis II**
This course builds on Applied Behavior Analysis I to further examine the dynamics of behavior principles. In this course, students will explore advanced Applied Behavior Analysis (ABA) theories and apply them to case studies. Students will be able to explain how behavior-environment relationships play instrumental roles in behavior deficits or excesses. This course also will provide students with information on obtaining certification and licensing in the ABA field. Although certain programs at Kaplan University are designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will be eligible to sit for or pass those exams.
Quarter Credit Hours: 6 | Prerequisite: PS360

**PS370: Health Psychology**
Students will explore various models and theories of health psychology, examine current research, understand the psychosocial factors involved in the onset and treatment of physical disease and illness, and study the impact of stress on mental and physical health. The interaction of mental health and physiology will be highlighted through the study of chronic problems such as heart disease, cancer, and eating disorders. Students will examine the relationship between health psychology and the study of substance use disorders, including the impact of substance use on physical and psychological well-being. Special concerns of substance users will be addressed through examination of diverse topics such as tobacco use and HIV and hepatitis risk factors and treatment. Students also will learn to develop and implement educational health psychology programming and to explain how health psychology principles will apply in therapy.
Quarter Credit Hours: 6 | Prerequisite: PS124

**PS375: Psychology of Addiction**
This course examines the prevention, development, diagnosis, and treatment of substance use disorders among youth and adults. Material is presented from a clinical perspective, including practical application of diagnostic techniques, especially pertinent for students intending to pursue a career in prevention or treatment of substance use disorders. Topics include the role of the brain in addiction; diagnostic criteria for substance use disorders; psychosocial factors involved in the development and maintenance of addiction; and models of education and treatment programs. Students will explore substance use disorders among diverse populations.
Quarter Credit Hours: 6 | Prerequisite: PS124

**PS380: Clinical Psychology**
This course explores the foundations of clinical psychology, including the history, practice, and application of psychology in clinical settings. Students will examine ethical and legal considerations in counseling, the roles and responsibilities of therapist and client, clinical skills, diversity issues, and professional development opportunities. Current topics related to clinical practice will also be covered.
Quarter Credit Hours: 6 | Prerequisite: PS124

**PS385: Targeted Topics in Applied Behavior Analysis**
This course provides an overview of the knowledge, skills, and abilities that a behavior analyst needs to provide Applied Behavior Analysis (ABA) therapy in a variety of settings. This course will cover diverse scenarios in which the basic concepts and theories of ABA, as well as ethical considerations for responsible conduct, can be applied. Topics to be covered include behavior measurement considerations, experimental design, reinforcement and punishment, extinction, behavior change systems, intervention considerations, maintenance and generalization of skills, ethics, and supervision issues. The course content is based on the basic behavior-analytic skills and client-centered responsibilities areas of the Behavior Analyst Certification Board (BACB) Fourth Edition Task List.
Quarter Credit Hours: 6 | Prerequisite: None

**PS390: Introduction to Industrial/Organizational Psychology**
This course is an introduction to the field of industrial/organizational (I/O) psychology. Students will acquire foundational knowledge of I/O psychology and human behavior in the workplace by being introduced to the historical influences and current perspectives of the field. The course will provide both real-world and research-based applications to help students understand the potential of I/O psychology in society. Further, students will learn about the basics of personnel selection, training, morale, organization theory and development, consumer behavior, and industrial and labor relations.
Quarter Credit Hours: 6 | Prerequisite: None

**PS391: Psychology of Leadership**
This course provides an overview of leadership theories and approaches in the workplace. Students will learn how to critically think about the leadership process. Further, students will examine effective leadership competencies such as conflict management and resolution, communication, training, coaching, and leading groups and teams.
Quarter Credit Hours: 6 | Prerequisite: PS390

**PS392: Attitudes and Motivation in the Workplace**
This course provides an overview of the major theories and findings in research on motivation and attitudes. Students will explore individual differences, employee attitudes, and motivation. Additionally, students will be introduced to motivational strategies and models of performance in order to understand the effects on personal and professional behaviors and success in the workplace.
Quarter Credit Hours: 6 | Prerequisite: PS390

**PS410: Screening and Assessment**
This course provides an overview of the strategies and tools that are used for the screening and assessment of various age groups. Topics include the history and purpose of assessment, ethical considerations, interviewing, and an intensive overview of functional behavioral assessment. Students will learn how to apply screening and assessment information to their work with children, adolescents, and adults.
Quarter Credit Hours: 6 | Prerequisite: PS124

**PS420: Social Relationships in Childhood**
Current issues in theory and research in developmental psychology will be examined specific to the importance of social relationships in childhood. Topics include emotional development and attachment, cognitive development and social understanding, the importance of peers, how the influence of the family changes as children mature, and the social landscape of adolescence.
Quarter Credit Hours: 6 | Prerequisite: PS124
PS430: Program Design and Evaluation
This course focuses on the process for designing programs that meet the needs of multiple populations using basic principles of Applied Behavior Analysis. It builds on fundamental concepts of designing individual behavior management programs, and research methods using concepts in Organizational Behavior Management.
Quarter Credit Hours: 6 | Prerequisite: PS300

PS440: Abnormal Psychology
This course presents an integrative and multidimensional perspective to the fascinating field of abnormal psychology. Students will acquire basic knowledge of various psychological disorders including depression, anxiety, and psychotic and mood disorders. Students will be introduced to how abnormal behavior is defined, assessed, and diagnosed using the current classification system, as well as the limitations of assessment. The course will provide an overview of the various models used to understand psychological disorders and the therapeutic approaches used to treat them. Additionally, students will be given an overview of the legal, economic, and sociocultural influences on abnormal behavior and the mental health system in order to gain a greater understanding of how mental illness affects all in our society.
Quarter Credit Hours: 6 | Prerequisite: PS124 recommended

PS450: Case Management in Clinical Settings
This course provides an overview of case management in mental health and substance use settings. Topics covered include: the roles and responsibilities of case managers and counselors, counseling skills, evaluation and assessment of client strengths and needs, treatment planning, administration of services, working within a treatment team, and discharge planning.
Quarter Credit Hours: 6 | Prerequisite: PS375

PS451: Selection and Assessment in Organizations
This course will introduce students to employee selection, assessment, classification, and placement in organizations. The course explores the ethical, legal, and professional contexts, measurement of individual differences, performance appraisal and feedback, program design and evaluation, and human performance factors. Finally, students will cover ways psychology is applied in organizations to improve employee and team performance and quality of work life.
Quarter Credit Hours: 6 | Prerequisite: PS300

PS452: Psychopharmacology of Alcohol and Drugs
This course provides an in-depth study of the properties of alcohol and illicit drugs and their neurochemical effects on the brain. You will gain knowledge of each of the specific drug classes, basic pharmacology of psychoactive drugs, science of addiction, and the therapeutic use of medically managed prescription drugs in treatment.
Quarter Credit Hours: 6 | Prerequisite: None

PS496: Bachelor's Capstone in Industrial Organizational Psychology
The capstone course for undergraduate industrial organizational psychology provides you with the opportunity to integrate and apply learning from your industrial organizational psychology program of study in a comprehensive manner. You will assess the impact of educational experiences on personal and professional growth, ethical perspectives as well as critical thinking skills. You will reflect on and evaluate the benefits of lifelong learning and the impact of these elements on your future.
Quarter Credit Hours: 6 | Prerequisite: Last term of study or approval of the Dean

PS497: Bachelor's Capstone in Addiction
This capstone course is the culminating experience for the Bachelor of Science in Psychology in Addictions. You will apply and synthesize concepts learned in each of the major courses. The capstone course provides the opportunity to integrate and evaluate concepts/theories learned throughout coursework in several original and personalized assignments and to assess your level of mastery of the stated program.
Quarter Credit Hours: 6 | Prerequisite: Last term of study or approval of the Dean

PS498: Bachelor's Capstone in Applied Behavior Analysis
This capstone course is the culminating experience for the Bachelor of Science in Psychology in Applied Behavior Analysis. This course serves as a final evaluation of competencies learned from coursework completed within the program. The capstone course provides you with the opportunity to integrate and synthesize the knowledge and skills acquired throughout your program and to assess your level of mastery of the stated outcomes of your degree.
Quarter Credit Hours: 6 | Prerequisite: Last term of study or approval of the Dean

PS499: Bachelor's Capstone in Psychology
This capstone course is the culminating experience for the Bachelor of Science in Psychology. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize knowledge and skills acquired throughout their coursework in several original and personalized assignments and to assess their level of mastery of the stated outcomes of their degree.
Quarter Credit Hours: 6 | Prerequisite: Last term

Public Administration and Policy (PP)

PP110: Ethics and Public Administration
This course will introduce students to the basic concepts, principles, and theories of ethics and demonstrate the role that these might play in the formation of public policy. The course will also survey various social issues, explore current policies that deal with them, and subject these policies to an ethics analysis. The overall aim of the course is to assist students in developing their critical thinking skills and to persuasively argue their position on the ethics of individual public policy programs.
Quarter Credit Hours: 5 | Prerequisite: EM101

PP220: Socially Responsible Leadership
This course is intended to enable participants to understand, evaluate, and reflect on leadership as well as develop their own leadership skills through experiential exercises. It will examine the nature and varieties of leadership by elected and appointed officials in government, officials and volunteers in nonprofit organizations, leaders of political movements, and community groups.
Quarter Credit Hours: 5 | Prerequisite: EM101

PP310: Finance and Budgeting in the Public Sector
This course examines the public budgetary process and related financial management techniques. It reviews the rationale for government intervention in the marketplace and rationale for sources of public revenue. The course will equip students with the knowledge, vocabulary, skills, and practical tools needed to participate skillfully and ethically in public finance decision making, and to assume a leadership role in guiding dialogue about resource acquisition and allocation choices.
Quarter Credit Hours: 6 | Prerequisite: EM101
PP420: Private and Public Sector Partnerships
Public-private partnerships provide a unique way for the government and private developers to work together to create sustainable and profitable urban infill developments. This course explores the structure of private and public sector partnerships and their unique interrelationship in support of government and municipal projects.
Quarter Credit Hours: 6 | Prerequisite: EM101

PP450: Program Evaluation
Students will study the methods and techniques used to assess effectiveness and monitor the performance of programs. Specific attention is given to theories, research, and practice related to program evaluation. The skills learned in this course will assist the practitioner in determining the effectiveness of new or existing programs in public organizations.
Quarter Credit Hours: 6 | Prerequisite: EM101

Public Health (PU)

PU120: Introduction to Public Health
Throughout this course you will come to understand not only what public health is, but how it works. You will explore the goals of public health and how socioeconomic status, culture, ethnicity, and religion impact the initiatives developed to achieve these important public health goals. You will examine how public health tackles and intervenes to prevent, respond to, and minimize communicable and noncommunicable diseases, and environmental health hazards. You will explore how policy development, ethics, informatics, and communications assist public health officials in achieving their goals and mission of improving health outcomes.
Quarter Credit Hours: 5 | Prerequisite: None

Science (SC)

SC115: Principles of Nutrition
This is an introductory-level course in which students investigate the fundamental concepts of nutrition: food sources, nutrient function, digestion, absorption, and metabolism. Special attention is given to learning to apply nutritional principles to food choices in a way that encourages a healthy lifestyle. Students will learn how nutritional needs change from infancy through adulthood including pregnancy and the senior stages of life.
Quarter Credit Hours: 5 | Prerequisite: None

SC121: Human Anatomy and Physiology I
In this course, students are taught the anatomy and physiology of the human body. Topics include the various body systems, structures, cells, and tissues, and the principles of homeostasis. Students are introduced to the organization and structure of the human body. This course includes a lab component.
Quarter Credit Hours: 5 | Prerequisite: None

SC131: Human Anatomy and Physiology II
In this course, which is a continuation of SC121: Human Anatomy and Physiology I, students are taught the anatomy and physiology of the human body. Topics include, but are not limited to, the cardiopulmonary, immune, gastrointestinal, urinary, and reproductive systems. These systems will be covered on a cellular, tissue, organ, and system level. This course includes a lab component.
Quarter Credit Hours: 5 | Prerequisite: SC121

SC156: Principles of Chemistry
This course will allow you to examine the basic principles of chemistry, with an emphasis on the chemical processes that affect your life. You will learn how to apply a variety of chemical concepts, such as the states of matter and chemical properties and reactions, to better understand the natural and human-made world. No previous knowledge of chemistry is needed to enroll in this non-majors science course.
Quarter Credit Hours: 5 | Prerequisite: MM212 highly recommended

SC200: Discovering Science - Current Issues in a Changing World
This course is designed to introduce students to some of the most important concepts in science including inheritance, energy, randomness, and measurement. In addition, the course will give students a chance to explore the human aspects of science: how people put science into practice, how societies think about scientific findings, and why science depends on ethical practices. Knowledge gained in the course will help inform further study in many disciplines and will help students better understand how science affects their personal and professional lives.
Quarter Credit Hours: 5 | Prerequisite: None

SC200M1: Basic Scientific Principles and Their Limitations
Explain basic scientific principles and their limitations.
Quarter Credit Hours: 1 | Prerequisite: None

SC200M2: Scientific Concepts Across Disciplines
Compare and contrast discipline-specific scientific concepts.
Quarter Credit Hours: 1 | Prerequisite: None

SC200M3: How Science and Life Work Together
Employ appropriate scientific ideas and methods to everyday situations.
Quarter Credit Hours: 1 | Prerequisite: None

SC200M4: Technology Throughout History
Analyze how technology has driven scientific progress throughout history.
Quarter Credit Hours: 1 | Prerequisite: None

SC200M5: Applying Science Day to Day
Evaluate how science affects your personal and professional life.
Quarter Credit Hours: 1 | Prerequisite: None

SC225: Environmental Science - Ecosystems, Resources, and Carbon Footprints
This course offers students a chance to apply basic scientific principles to an exploration of the environment and the role of humans within it. The course addresses the interrelationships between natural systems and the increasingly industrial, technological societies humans create. Students will examine a variety of ethical and cultural perspectives on nature and the environment, with an eye toward giving students the skills to think critically about global challenges such as energy, food, population, and climate change. As part of this ongoing analysis, students will examine how they might be able to apply sustainable living concepts to their personal lives and reduce their own carbon footprint.
Quarter Credit Hours: 5 | Prerequisite: None

SC226: Environmental Science Lab
This lab course will accompany SC225: Environmental Science - Ecosystems, Resources, and Carbon Footprints. The lab course provides practical applications via science lab activities with interactive modules. Each unit has a discussion board and a written component; often a module has two experiments or activities. The course allows students to have first-hand experience of important scientific aspects of environmental studies including air quality, ecological concerns, waste-management issues, and energy consumption and conservation.
Quarter Credit Hours: 2 | Prerequisite: Concurrent enrollment in SC225
SC235: General Biology I - Human Perspectives
In this introduction to biology, students will explore the living world of humans. The course emphasizes the processes of life from the molecular work of genes and proteins to human organ systems, all the way up to food webs and overpopulation. Practical applications of biology in everyday life are stressed throughout the course. No prior study of biology is required to enroll in this nonmajors course.
Quarter Credit Hours: 5 | Prerequisite: None

SC235M1: Principles of Human Biology
Describe the underlying principles in the study of human biology.
Quarter Credit Hours: 1 | Prerequisite: None

SC235M2: Human Organ Systems
Describe the complexity of human organ systems.
Quarter Credit Hours: 1 | Prerequisite: None

SC235M3: The Body and the Environment
Describe how the human’s senses, nervous system, and skeleton musculoskeletal system interact with the environment.
Quarter Credit Hours: 1 | Prerequisite: None

SC235M4: The Human Body and Immunity
Describe how the human body functions to protect us from pathogens and cancers.
Quarter Credit Hours: 1 | Prerequisite: None

SC235M5: DNA and Inheritance
Illustrate the role of DNA and genes in determining inherited characteristics.
Quarter Credit Hours: 1 | Prerequisite: None

SC236: General Biology I Lab
This lab course will accompany SC235: General Biology I - Human Perspectives. The lab course approaches science practically, tying interactive experiments and observations to the knowledge associated with General Biology I - Human Perspectives. Each unit has a discussion board and a written component; often a module has two experiments or activities. Specifically, this lab course includes topics such as air quality and ecology as they impact human health, an intensive lab study of the human respiratory system, and the roles of genetics and heredity in human biology.
Quarter Credit Hours: 2 | Prerequisite: Concurrent enrollment in SC235

SC246: Fundamentals of Microbiology
Fundamentals of Microbiology will review basic microbial cell structure, function, and genetics. The role of microorganisms and their effect on humans and the environment will also be explained. Aspects of medical and public health will be emphasized, as will bacterial and viral diseases, parasites, immunology, and epidemiology. Course material and labs are directly relevant to studies in health sciences, biological sciences, nursing, and genetics.
Quarter Credit Hours: 5 | Prerequisite: None

SC246M1: Introduction to Microbiology and Chemistry
Describe the anatomy of prokaryotic cells.
Quarter Credit Hours: 1 | Prerequisite: None

SC246M2: Microbial Growth and Genetics
Illustrate the challenges of controlling microbial growth.
Quarter Credit Hours: 1 | Prerequisite: None

SC246M3: Prokaryotic and Eukaryotic Microbes, Viruses, and Chemotherapy
Investigate the impact of disease-causing microorganisms on human health.
Quarter Credit Hours: 1 | Prerequisite: None

SC246M4: Epidemiology, Microbial Pathogenicity, and Immunology
Examine methods of microbe-related disease management in medical and public health.
Quarter Credit Hours: 1 | Prerequisite: None

SC246M5: Environmental Microbiology
Examine the role of microbes in industry and the environment.
Quarter Credit Hours: 1 | Prerequisite: None

SC250: Fundamentals of Science
Fundamentals of Science is a science course that surveys the basic concepts of a range of scientific disciplines. Students are introduced to science topics including physical science, environmental science, chemistry, biology, and genetics. Within each discipline, real-world examples are used to highlight the application of science in daily life. Investigations into energy sources and impacts, forensic science, and unit conversions allow students to practice the scientific method and conduct scientific research. A focus is given to evaluating sources of scientific information for credibility, including the portrayal of science in the media.
Quarter Credit Hours: 5 | Prerequisite: None

SC328: Histology and Embryology
The studies include histological structures of various tissues of the body and the correlation to their functions at the tissue and organ level. The study of embryology focuses on stages of human development with an emphasis on factors influencing development including common developmental disorders.
Quarter Credit Hours: 6 | Prerequisite: None

SC330: Immunology
This course encompasses the study of the immune system including its development and functions. Students learn about normal immune response and immunologic disorders such as hypersensitivity, autoimmunity, and immunodeficiencies including AIDS. The applications of immunology in tumor immunology, transplantation immunology, diagnosis, therapy, and prevention of various diseases are discussed in detail.
Quarter Credit Hours: 6 | Prerequisite: None

SC335: Biochemistry
This course familiarizes students with proteins, lipids, carbohydrates, and nucleic acids, and their structure, chemical composition, and functions. Studies include chemical characteristics, nomenclature, kinetic control, and functions of enzymes.
Quarter Credit Hours: 6 | Prerequisite: SC156 recommended

SC335: Genetics
This course explores the molecular basis of genetics as applied to human health, including developmental genetics, immunogenetics, and cancer genetics. Using case studies, students learn the role of dominant and recessive genes in various diseases and the importance of genetic counseling. In addition, students will discuss gene-mapping methodologies and ethical issues in the context of clinical genetics.
Quarter Credit Hours: 6 | Prerequisite: None

SC435M1: Fundamentals of Genetics
Explain the principles of heredity.
Quarter Credit Hours: 1 | Prerequisite: None

SC435M2: Principles of Heredity
Explain the chromosomal basis of inheritance.
Quarter Credit Hours: 1 | Prerequisite: None

SC435M3: Replication, Transcription, and Translation
Examine the principles of molecular genetics.
Quarter Credit Hours: 1 | Prerequisite: None
SS435M4: Regulation of Gene Expression
Analyze the principles of genetic variation.
Quarter Credit Hours: 1 | Prerequisite: None

SS435M5: Biotechnology and Genetic Analysis
Assess the role of genetic technologies in industry.
Quarter Credit Hours: 1 | Prerequisite: None

SS435M6: Genetics and Society
Evaluate how genetic concepts affect current societal issues.
Quarter Credit Hours: 1 | Prerequisite: None

Social Science (SS)

SS144: Sociology
An understanding of the dynamics of human societies and group behavior is useful for any work environment or professional career. This course is an introduction to the basic concepts of the discipline of sociology. Students will explore society and social life through the study of language, culture, race and ethnicity, gender, inequality, education, deviance, and sociological theory and methods. Students are also encouraged, through course assignments and discussions, to examine the influences of society on their personal lives.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS211: The 1960s - Reshaping the American Dream
This course will take an in-depth look at the 1960s as a significant era in American history. Adopting multiple perspectives, we will explore the societal impact of such issues as the assassination of John F. Kennedy, the Vietnam War, the Countercultural, Civil Rights, and Feminist Movements, the advent of the birth control pill, and many others. Through exploring the music, political climate, and advancements in technology and medicine of this historical era, we will discover how our individual lives and society as a whole were forever changed.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS211M1: The 1960s - Setting the Stage
Apply key terms and concepts from the social sciences to an era’s primary issues.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS211M2: The 1960s - A Brave New World
Describe how key historical events define an era.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS211M3: The 1960s - Building a Movement
Illustrate the various components of an era from a theoretical perspective.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS211M4: The 1960s - Governing in Turbulent Times
Illustrate how social and political issues of an era impact civic engagement.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS211M5: The 1960s - Striving Toward Equality
Show how social events of a previous era have impacted individual lives today.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS216: Community Engagement
This community engagement course provides students an academic and hands-on understanding of contemporary, civic participation. During this course, you will plan and complete an 8-hour service learning project at an organization of your choice. Once you have completed the service learning project, you will compose a service project portfolio that you can later show to potential employers. You will also study distinct types of service organizations: federal, state, and local government programs, nongovernment organizations (NGOs), nonprofit organizations (NPOs), and faith-based organizations (FPOs).
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS230: Making History - The Founding Fathers
Americans use the term "Founding Fathers" all the time: not only are the Founders a popular subject in history, but they are also cited in modern political debates - almost as if they were still living authorities on contemporary issues. Students will explore the culture of early America, the context that molded the Founders ideologies, and the issues that were central to their time. This course aims to unlock the mystery of the Founding Fathers and to provide students with an accurate, thorough assessment of their historical significance and enduring legacy.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS236: People, Power, and Politics - An Introduction to American Government
The purpose of this introductory-level American government course is to provide students with crucial knowledge about how government works and about how they, as individual citizens, fit within that system. Focus is on the rights and obligations of citizens under the democratic political system established under the U.S. Constitution; the branches and levels of government; and the role of the media. This fundamental knowledge combined with critical thinking skills will be valuable personally and professionally.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS236M1: The Constitution and Federalism
Analyze how the U.S. Constitution allocates enumerated, implied, and inherent powers to federal, state, and local governments.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS236M2: The Executive and Legislative Branches
Analyze how the Executive and Legislative branches of American Government function.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS236M3: The Judicial Branch and Civil Rights and Civil Liberties
Analyze the Judicial branch and the intersection of Civil Rights and Civil Liberties.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS236M4: Politics Today - Political Parties and Outside Interests
Explain how political parties, elections, and outside interests shaped the development of the U.S.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS236M5: Politics Today - Domestic, Economic, and Foreign Policies
Analyze how U.S. government conducts economic, domestic, and foreign policies.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course
SS250: The Technological Revolution - A Social Scientific Approach
This is a social science survey course that will examine science and technology from a variety of social science disciplines including sociology, psychology, history, political science, anthropology, and economics. The use of science and technology has been a driving force behind all of human history, and even more so today. This course will take an interactive approach to study the relationship between humanity and technology throughout time and across the globe.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS250M1: Shaping the History of Mankind
Explain the impact of technology on historical processes.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS250M2: Technology and Everyday Life
Illustrate the use of technology in daily life.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS250M3: The Effects on Social Institutions
Analyze how science and technology have changed social relationships.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS250M4: A Driving Force Toward Globalization
Illustrate the relationship between technology, policy, and problem solving.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS250M5: The Impact on Human and Environmental Health
Explain the impact of technology on human health.
Quarter Credit Hours: 1 | Prerequisite: Any college composition course

SS260: Gender and Society
This interdisciplinary course explores the importance of gender in human social interactions in a modern society. You will learn about how gender as a concept is shaped by history, culture, and globalization. The roles of men and women and the perceptions of self are examined through male-female expectations and social behaviors. This course is essential for understanding the impact and importance of gender in personal lives, social groups, and modern work environments.
Quarter Credit Hours: 5 | Prerequisite: None

SS270: Social Problems
This course explores the problems that transcend individual solutions, such as inequality, poverty, racial and gender discrimination, and environmental pollution, and how social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives.
Quarter Credit Hours: 5 | Prerequisite: Any college composition course

SS360: American Women
This course examines how gender shapes the experience of women in their social, political, and professional roles. The exploration includes the impact of class, religion, race, and ethnicity on gender roles and expectations for women from 1848 through the present day. Additionally, students will explore the cultural influence of women throughout American history including contributions of women to philosophy, literature, and art. Throughout the course, students will investigate themes of continuity and change in the lives of American women.
Quarter Credit Hours: 6 | Prerequisite: Any college composition course

SS368 (1667 row(s) affected): Social Perspectives on Death and Dying
This course is designed to provide students with an introduction to the cultural dimensions of death and dying. This topic affects each of us because of our own mortality and our relationships with others who die, whether close to us or complete strangers. The primary goals of the course are to help students deepen their understanding of the cultural dimensions of death and dying and to enable them to become a more effective provider of support.
Quarter Credit Hours: 6 | Prerequisite: None
GRADUATE PROGRAMS

In this section, you can find general policies relevant to graduate students as well as policy and program information specific to the Schools of Business and Information Technology, Education, Health Sciences, and Nursing, and the College of Social and Behavioral Sciences. Graduate courses offered by the University are also featured.
Policy Information

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

Certification, State Board, and National Board Exams

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. Kaplan University makes reasonable efforts to provide accurate information on test dates and fees for examinations. In some cases, work experience or field experience may be required to be eligible to take or to successfully pass these exams. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, the University cannot guarantee you will be eligible to sit for or will pass these exams. Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before you take professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you may be denied the opportunity to take professional licensing, certification, or registration exams. You may also be denied a license or certification to practice in some states, even if the certification or licensing exam is taken and successfully completed. It is your responsibility to inquire with the appropriate agencies or authorities about current requirements prior to enrolling in your program of choice or, if your circumstances change, at that time and at the time of making application for certification or licensure.

Employment and Continued Education

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

Criminal Background Checks

For some programs, you may be required to undergo criminal background checks before starting classes; before you can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. If you have a prior felony conviction or serious misdemeanor, you may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states, even if the exam is taken and successfully completed. Consequently, you may be denied admission to some programs.

For programs that require a criminal background check (p. 19), you must have an approved criminal background check from the Kaplan University approved vendor on file prior to the first day of your first term. If an approved background check is not on file with the University prior to the first day of your first term, your enrollment will be cancelled.

Repeated Courses

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

Graduation Requirements

To graduate, you must:

1. Successfully complete all required courses and other program-specific requirements within the allotted time frame (see the Satisfactory Academic Progress Standards (p. 40) section for further information).
2. Have a minimum cumulative GPA of 3.0.
3. Have completed the degree program no later than 7 years after completing the first class.
4. Attend Career Resources and Financial Aid exit interviews, if applicable.
5. Fulfill all financial obligations to Kaplan University prior to graduation unless previous satisfactory arrangements have been made. If satisfactory financial arrangements are not made, the graduation credential will be withheld.

Note: you may need to fulfill certain prerequisite requirements and, therefore, may be required to take more than the minimum number of credit hours in order to graduate.

Some programs may have additional requirements that must be met. If a program has additional graduation requirements, these can be found in the individual school sections.

Binding and Archival of Graduate Theses

If you are enrolled in a thesis track of study, you must deliver two bound copies of the completed and approved thesis, as well as an electronic version, to the Dean of your academic program. This must be completed prior to graduation and at your expense.

Although not an academic requirement, we encourage you to submit your thesis to University Microfilms (UMI) for archival and publication at your expense.
School of General Education

Mission Statement

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

Kaplan University Professional Competencies

At Kaplan University, we offer a wide array of programs designed to prepare you for success in your chosen career field. We believe that professionalism is the key to career success. Exhibiting professionalism allows you to engage in behaviors that contribute to a positive, productive, and cohesive work environment: communication, teamwork, leadership, problem solving and critical thinking, personal presentation, and multiculturalism and diversity. Through repeated practice and study throughout your academic program, you will understand and learn to exhibit professionalism in your chosen career. Each outcome will be present in one-sixth of all major requirement courses.

1. Teamwork: Work in teams to achieve collective goals.
2. Leadership: Demonstrate leadership knowledge, skills, and abilities to successfully lead teams within one's profession.
3. Personal Presentation: Demonstrate professionalism in a variety of situations.
4. Multiculturalism and Diversity: Leverage the strengths of multiculturalism and diversity for the benefit of the organization and community.
5. Graduate Communications: Demonstrate professional written and verbal communication to achieve positive results.
School of Business and Information Technology

Mission Statement

We develop the competencies of career-focused students to empower them as ethical, insightful, and solution-oriented decision-makers, leaders, and lifelong learners in increasingly complex and diverse global environments. Faculty is supported as practitioners and scholars, committed to innovation in teaching and intellectual contribution.

General Policies

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Business and Information Technology requires a current, professional resume that details employment history including responsibilities and dates of employment.

Progression Requirements

1. You must successfully complete at least 75 percent of the graduate credit hours required for a degree with a grade of "A" or "B."
2. You can enroll in no more than one course per term for your first three terms. After completing the third term, you may enroll in two courses per term if your cumulative GPA is 3.5 or higher. Exceptions to this policy require the approval of the Dean of the School of Business and Information Technology or a designee.
3. Prior learning credits and Kaplan University courses completed more than 5 years prior to the start of your information technology program are not eligible to satisfy information technology course requirements. You may be required to retake courses in order to ensure your knowledge is consistent with the current skills taught in these courses. You may request exceptions, based on relevant coursework and professional experience, from the Dean or a designee.

Programs

Master of Business Administration

The objective of the Master of Business Administration program is to help you pursue leadership positions in competitive business environments. The curriculum is designed to address this through a portfolio of practical, resume-building projects that satisfy your intellectual curiosity and help build the knowledge, skills, and abilities to make sound business and management decisions.

View Program Details (p. 275)

Master of Science in Accounting

The objective of the Master of Science in Accounting program is to prepare you with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinker and problem solver. The program is designed to prepare you to use available services and technologies to support operations and management, and the curriculum encourages you to be a lifelong learner while addressing the evolving professional skills of master’s degree students.

View Program Details (p. 278)

Master of Science in Cybersecurity Management

The Master of Science in Cybersecurity Management will prepare graduates for leadership roles directing and protecting critical information infrastructures. You will learn to develop, implement, evaluate, and update the cybersecurity policies and practices that allow an organization to effectively respond to the dynamic cybersecurity landscape.

View Program Details (p. 280)

Master of Science in Finance

The Master of Science in Finance program focuses on helping you gain advanced technical knowledge and skills in a range of financial areas. Courses help increase your understanding of the factors that influence high-level decision making and provide you with opportunities to develop and implement your critical thinking skills to solve complex financial problems.

View Program Details (p. 282)

Master of Science in Information Technology

If you have a bachelor’s degree in information technology, computer science, information systems, management of information systems, or a similar field of study, the Master of Science in Information Technology could help you take the next step in your career. The program provides you with the option of selecting a specialization, in addition to the core curriculum requirements.

View Program Details (p. 284)

Master of Science in Management and Leadership

The Master of Science in Management and Leadership program focuses on helping you build specialized leadership skills in a particular discipline and is designed to prepare you to pursue managerial and executive positions in a wide range of industries. From the start of the program, courses help you develop leadership knowledge and abilities that you can apply immediately to your work life and to help advance your career.

View Program Details (p. 286)

Graduate Certificate in Accounting

The objective of the Graduate Certificate in Accounting program is to prepare you with the critical knowledge and skills to pursue mid-level accounting positions. The certificate program is designed to provide knowledge of key accounting areas including accounting and financial reporting systems, business law, auditing techniques, and cost accounting.

View Program Details (p. 289)

Graduate Certificate in Human Resources

The objective of the Graduate Certificate in Human Resources program is to prepare you with the critical knowledge and skills to pursue mid-level positions in human resources. The certificate program is designed to provide knowledge of key human resource areas including employment
and labor law, employee training and development programs, reward systems, employee recruitment and selection, and assessment models.

View Program Details (p. 290)

**Graduate Certificate in Information Security**

The objective of the Graduate Certificate in Information Security program is to prepare you with the critical knowledge and technical skills to pursue career advancement in the information security field. The certificate program is designed to provide knowledge of key information technology areas including network security tools, computer security, penetration testing, ethical hacking, and cryptography.

View Program Details (p. 291)

**Graduate Certificate in Project Management**

The objective of the Graduate Certificate in Project Management program is to prepare you with the critical knowledge and skills to pursue a mid-level position in project management. The certificate program is designed to provide knowledge of key project management areas including project initiation, project planning and execution, project cost and scheduling, and project risk, quality, and assessment.

View Program Details (p. 292)
Master of Business Administration

Description and Outcomes

The objective of the Master of Business Administration program is to help you pursue leadership positions in competitive business environments. The curriculum is designed to address this through a portfolio of practical, resume-building projects that satisfy your intellectual curiosity and help build the knowledge, skills, and abilities to make sound business and management decisions. Beyond these practical skills, the program is also designed to foster thought leadership, innovation, and corporate social responsibility in a global context.

Concentrations

In addition to the core program requirements, you may add a concentration to your degree plan, for which you are required to take a minimum of four courses from one of six concentrations: finance, health care management, human resources, information technology, marketing, or project management. Concentrations are not required for completion of the general program.

ExcelTrack Option

The ExcelTrack option for the Master of Business Administration is designed to allow students with applicable skills, professional experience, and self-direction to accelerate their pace toward earning their degree. In the ExcelTrack option, there are no required weekly assignments or class hours per course—just one final comprehensive project. Students can skip material they know and focus on what they need to learn to master course outcomes. With a few rare exceptions, ExcelTrack courses are divided into small one-credit courses that allow flexible course loads each term. ExcelTrack uses a term-based tuition model: the more courses students complete per term, the greater their cost savings. To determine if ExcelTrack is a good fit for you, speak to your Advisor. For more information on the policies governing ExcelTrack programs, see the academic policy (p. 6) section of the Catalog.

Society for Human Resources Management

Acknowledgment

The Society for Human Resource Management (SHRM) has acknowledged that the Master of Business Administration with a concentration in human resources fully aligns with SHRM’s HR Curriculum Guidebook and Templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines—created in 2006 and revalidated in 2010 and 2013—are part of SHRM’s academic initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

Program Length

The Master of Business Administration program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Business Administration.

Program Outcomes

1. Apply knowledge related to fundamental business processes to make effective business decisions in a global context.
2. Integrate business knowledge to take well-reasoned action in diverse situations.
3. Innovate to address business issues and opportunities in dynamic environments.
4. Demonstrate the leadership necessary to accomplish business goals and maximize organizational performance.
5. Evaluate the ethical and social implications of business decisions in a global context.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Accelerated MBA Option

If you are a graduate of the University's Bachelor of Science in Business Administration program, are granted admission to the Master of Business Administration (MBA) program, and meet the requirements for the accelerated MBA option, you will have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB518</td>
<td>Financial Accounting Principles and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GB520</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>GB530</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td>4</td>
</tr>
<tr>
<td>GB550</td>
<td>Financial Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Progression Requirements

1. You may not use transfer credit to replace GB500 Business Perspectives or GB601 MBA Capstone. These courses must be completed at Kaplan University. No transfer credit may be used for any course in the project management specialization.
2. As a newly enrolled student, you may request to test out of GB512 Business Communications and GB513 Business Analytics by passing a course assessment with a predetermined score. To register for a course assessment, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (p. 28) section for additional information.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB500</td>
<td>Business Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>GB512</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GB513</td>
<td>Business Analytics</td>
<td>4</td>
</tr>
<tr>
<td>GB518</td>
<td>Financial Accounting Principles and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GB519</td>
<td>Measurement and Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>GB520</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>GB530</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td>4</td>
</tr>
<tr>
<td>GB550</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>GB560</td>
<td>Designing, Improving, and Implementing Processes</td>
<td>4</td>
</tr>
<tr>
<td>GB570</td>
<td>Managing the Value Chain</td>
<td>4</td>
</tr>
<tr>
<td>GB580</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>GB590</td>
<td>Ethics in Business and Society</td>
<td>4</td>
</tr>
<tr>
<td>GB600</td>
<td>Leadership Strategies for a Changing World</td>
<td>4</td>
</tr>
<tr>
<td>GB601</td>
<td>MBA Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Core Requirements: 60

Open Elective Requirements

| Concentration Courses (see below) | 16 |
| Total Open Electives Requirements | 16 |

Total Credits: 76

### Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

#### Finance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GF500</td>
<td>Financial Institutions and Markets</td>
<td>4</td>
</tr>
<tr>
<td>GF510</td>
<td>Risk Analysis and Management</td>
<td>4</td>
</tr>
<tr>
<td>GF520</td>
<td>Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>GF530</td>
<td>Financial Statement Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

#### Health Care Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA540</td>
<td>Health Care Operations and Quality Assessment</td>
<td>4</td>
</tr>
<tr>
<td>HA545</td>
<td>Health Policy</td>
<td>4</td>
</tr>
<tr>
<td>HA575</td>
<td>Health Care Marketing</td>
<td>4</td>
</tr>
<tr>
<td>PU660</td>
<td>International Epidemiology and Global Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

Courses in this concentration are offered through the School of Health Sciences and require students to change to the 10-week calendar track upon completion of all courses in the MBA program.

#### Human Resources

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB541</td>
<td>Employment Law</td>
<td>4</td>
</tr>
<tr>
<td>GB542</td>
<td>Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>GB545</td>
<td>Strategic Reward Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

#### GB546

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB546</td>
<td>Recruitment and Selection</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

This program is fully aligned with the HR Curriculum Guidebook and Templates of the Society for Human Resource Management.

### Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT503</td>
<td>Principles of Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>IT504</td>
<td>Managing Information Technology in a Business Environment</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT510</td>
<td>System Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td></td>
</tr>
<tr>
<td>IT521</td>
<td>Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td>IT525</td>
<td>Database Design and Data Modeling</td>
<td></td>
</tr>
<tr>
<td>IT527</td>
<td>Foundations in Data Analytics</td>
<td></td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td></td>
</tr>
<tr>
<td>IT540</td>
<td>Management of Information Security</td>
<td></td>
</tr>
<tr>
<td>IT590</td>
<td>Legal and Ethical Issues in IT</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 16

The prerequisite IT513 Writing and Critical Thinking for the IT Professional is waived for business students who complete GB512 Business Communications.

#### Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB531</td>
<td>Advertising</td>
<td>4</td>
</tr>
<tr>
<td>GB532</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>GB533</td>
<td>Salesforce Management</td>
<td>4</td>
</tr>
<tr>
<td>GB534</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

#### Project Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM591</td>
<td>Strategic Project Selection and Initiation</td>
<td>4</td>
</tr>
<tr>
<td>GM592</td>
<td>Project Planning and the Project Plan</td>
<td>4</td>
</tr>
<tr>
<td>GM593</td>
<td>Project Execution With Monitoring and Control</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16
# ExcelTrack

## Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB500</td>
<td>Business Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>GB512</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>GB512M1</td>
<td>Prepare Documents</td>
<td>1</td>
</tr>
<tr>
<td>GB512M2</td>
<td>Apply Cultural Literacy</td>
<td>1</td>
</tr>
<tr>
<td>GB512M3</td>
<td>Analyze Business Problems</td>
<td>1</td>
</tr>
<tr>
<td>GB512M4</td>
<td>Create Business Presentations</td>
<td>1</td>
</tr>
<tr>
<td>GB513</td>
<td>Business Analytics</td>
<td></td>
</tr>
<tr>
<td>GB513M1</td>
<td>Charting Business Situations</td>
<td>1</td>
</tr>
<tr>
<td>GB513M2</td>
<td>Analyzing Business Problems With Hypothesis Testing</td>
<td>1</td>
</tr>
<tr>
<td>GB513M3</td>
<td>Predicting Business Outcomes With Quantitative Methods</td>
<td>1</td>
</tr>
<tr>
<td>GB513M4</td>
<td>Presenting Solutions Through Statistical Analysis</td>
<td>1</td>
</tr>
<tr>
<td>GB518</td>
<td>Financial Accounting Principles and Analysis</td>
<td></td>
</tr>
<tr>
<td>GB518M1</td>
<td>Assess Accounting Information and Systems</td>
<td>1</td>
</tr>
<tr>
<td>GB518M2</td>
<td>Business Strategies and Decision-Making</td>
<td>1</td>
</tr>
<tr>
<td>GB518M3</td>
<td>Ethical Behavior in Business Environments</td>
<td>1</td>
</tr>
<tr>
<td>GB518M4</td>
<td>Evaluate Global Accounting Interconnectedness</td>
<td>1</td>
</tr>
<tr>
<td>GB519</td>
<td>Measurement and Decision Making</td>
<td></td>
</tr>
<tr>
<td>GB519M1</td>
<td>Decision-Making Techniques in Business</td>
<td>1</td>
</tr>
<tr>
<td>GB519M2</td>
<td>Leadership Approaches to Decision-Making</td>
<td>1</td>
</tr>
<tr>
<td>GB519M3</td>
<td>Global Interconnected Management Decision-Making</td>
<td>1</td>
</tr>
<tr>
<td>GB519M4</td>
<td>Managerial Accounting Principles and Practices</td>
<td>1</td>
</tr>
<tr>
<td>GB520</td>
<td>Strategic Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>GB520M1</td>
<td>Strategic Management and the HRM Fit</td>
<td>1</td>
</tr>
<tr>
<td>GB520M2</td>
<td>SHRM, HR Planning, and Work Systems Design</td>
<td>1</td>
</tr>
<tr>
<td>GB520M3</td>
<td>Preparation for Performance and Rewards</td>
<td>1</td>
</tr>
<tr>
<td>GB520M4</td>
<td>Managing SHRM in a Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>GB530</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>GB530M1</td>
<td>Assess Marketing Opportunities</td>
<td>1</td>
</tr>
<tr>
<td>GB530M2</td>
<td>Segment and Target Markets</td>
<td>1</td>
</tr>
<tr>
<td>GB530M3</td>
<td>Develop Marketing Plans</td>
<td>1</td>
</tr>
<tr>
<td>GB530M4</td>
<td>Cultural Literacy Application</td>
<td>1</td>
</tr>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td></td>
</tr>
<tr>
<td>GB540M1</td>
<td>Ethical Issues in Economics</td>
<td>1</td>
</tr>
<tr>
<td>GB540M2</td>
<td>Examine Microeconomic Tools</td>
<td>1</td>
</tr>
<tr>
<td>GB540M3</td>
<td>Economic Decision-Making and Economic Growth</td>
<td>1</td>
</tr>
<tr>
<td>GB540M4</td>
<td>Regional, National, and Global Economic Behavior</td>
<td>1</td>
</tr>
<tr>
<td>GB550</td>
<td>Financial Management</td>
<td></td>
</tr>
<tr>
<td>GB550M1</td>
<td>Financial Management Practices</td>
<td>1</td>
</tr>
<tr>
<td>GB550M2</td>
<td>Value of a Firm</td>
<td>1</td>
</tr>
<tr>
<td>GB550M3</td>
<td>Capital Budgeting</td>
<td>1</td>
</tr>
<tr>
<td>GB550M4</td>
<td>Capital Decisions</td>
<td>1</td>
</tr>
<tr>
<td>GB560</td>
<td>Designing, Improving, and Implementing Processes</td>
<td></td>
</tr>
<tr>
<td>GB560M1</td>
<td>Business Process Optimization</td>
<td>1</td>
</tr>
<tr>
<td>GB560M2</td>
<td>Project Management Concepts</td>
<td>1</td>
</tr>
<tr>
<td>GB560M3</td>
<td>Executing the Business Process Improvement Plan</td>
<td>1</td>
</tr>
<tr>
<td>GB560M4</td>
<td>Change Management Planning and Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>GB570</td>
<td>Managing the Value Chain</td>
<td></td>
</tr>
<tr>
<td>GB570M1</td>
<td>Competitive Advantage and the Value Chain</td>
<td>1</td>
</tr>
<tr>
<td>GB570M2</td>
<td>Corporate Social Responsibility and the Value Chain</td>
<td>1</td>
</tr>
<tr>
<td>GB570M3</td>
<td>Globalization and the Value Chain</td>
<td>1</td>
</tr>
<tr>
<td>GB570M4</td>
<td>Value Chain Enablers</td>
<td>1</td>
</tr>
<tr>
<td>GB580</td>
<td>Strategic Management</td>
<td></td>
</tr>
<tr>
<td>GB580M1</td>
<td>Integrated Vision</td>
<td>1</td>
</tr>
<tr>
<td>GB580M2</td>
<td>Integrated Goals</td>
<td>1</td>
</tr>
<tr>
<td>GB580M3</td>
<td>Balanced Priorities</td>
<td>1</td>
</tr>
<tr>
<td>GB580M4</td>
<td>Leadership Principles</td>
<td>1</td>
</tr>
<tr>
<td>GB590</td>
<td>Ethics in Business and Society</td>
<td></td>
</tr>
<tr>
<td>GB590M1</td>
<td>Integrated Vision</td>
<td>1</td>
</tr>
<tr>
<td>GB590M2</td>
<td>Integrated Goals</td>
<td>1</td>
</tr>
<tr>
<td>GB590M3</td>
<td>Balanced Priorities</td>
<td>1</td>
</tr>
<tr>
<td>GB590M4</td>
<td>Leadership Principles</td>
<td>1</td>
</tr>
<tr>
<td>GB600</td>
<td>Leadership Strategies for a Changing World</td>
<td></td>
</tr>
<tr>
<td>GB600M1</td>
<td>Leadership for Maximum Organizational Performance</td>
<td>1</td>
</tr>
<tr>
<td>GB600M2</td>
<td>Leadership for Global Interconnectedness</td>
<td>1</td>
</tr>
<tr>
<td>GB600M3</td>
<td>Leading Teams to Achieve Business Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>GB600M4</td>
<td>Leadership for Organizational Effectiveness</td>
<td>1</td>
</tr>
<tr>
<td>GB601</td>
<td>MBA Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Core Requirements: 60

**TOTAL CREDITS:** 60
**Master of Science in Accounting**

**Description and Outcomes**

The Master of Science in Accounting program is designed to follow a Bachelor of Science in Accounting degree. Refer to the Admissions Requirements (p. 278) section for details.

The objective of the Master of Science in Accounting program is to prepare you with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinker and problem solver. The program is designed to prepare you to use available services and technologies to support operations and management, and the curriculum encourages you to be a lifelong learner while addressing the evolving professional skills of master’s degree students.

Upon graduation, you may perform either technical or management duties within the accounting field. Typical duties may include overall department management; the generation and analysis of accounting data; the creation of quality improvement processes, compliance strategies, and reimbursement procedures; conducting research; and addressing risk management and legal issues. Employment opportunities may exist within industry and public accounting. In addition, many entrepreneurial opportunities may exist for small business accounting and consulting services.

The Master of Science in Accounting program is designed to help you prepare for the Uniform Certified Public Accountant (CPA) Examination, the Certified Internal Auditor examination, and the Certified Management Accountant examination. Refer to the Certification, State Board, and National Board Exams (p. 279) section for important program disclosure information.

**Concentrations**

You must choose from four concentration areas designed to help you develop specific accounting proficiencies: audit, finance, government, and tax.

**Program Length**

The Master of Science in Accounting program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

**Program Outcomes**

1. Integrate accounting knowledge to take well-reasoned action in diverse situations.
2. Assess accounting issues and opportunities in dynamic environments.
3. Evaluate the ethical and social implications of business and accounting decisions in a global context.
4. Evaluate the theory, principles, and practices of accounting and accounting information systems.
5. Integrate challenging work that will prepare students for accounting professional exams.
6. Communicate professionally through writing and presentations with stakeholders.

**Professional Competencies**

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

**Program Availability**

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

**Policies**

Policy information specific to the Master of Science in Accounting program is noted below.

**Admissions Requirements**

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree in business, management, accounting, or finance from an accredited institution or a minimum of 30 semester or 45 quarter credit hours in undergraduate coursework across the Common Professional Components (CPC) to align with Accreditation Council for Business Schools and Programs (ACBSP) accreditation standards. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

ACBSP’s CPC include areas such as marketing, management, finance, economics, law, ethics, accounting, globalization, policy, IT, and statistics. If you have completed the required hours and satisfy the other program entry requirements, no additional coursework is needed to enter the master’s degree program. If you do not meet this requirement, you will be required to take a Peregrine entrance exam free of charge to assess your knowledge in the CPC areas. If you do not meet the minimum scoring requirement of 50% on the exam, you will be required to take a leveling course, comprised of up to six modules, before being enrolled in the program. The required module(s) will be determined by the Peregrine score in each CPC area. You are responsible for the fee for each Peregrine module required.

For example, if you do not meet the undergraduate coursework requirements, and do not receive a passing score on the exam in the IT and finance areas, you would be required to take both module 2 and module 6 (bolded below) of the leveling course:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Marketing/Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>Finance/Management</td>
</tr>
<tr>
<td>Module 3</td>
<td>Law/Ethics</td>
</tr>
<tr>
<td>Module 4</td>
<td>Accounting</td>
</tr>
<tr>
<td>Module 5</td>
<td>Globalization/Policy</td>
</tr>
<tr>
<td>Module 6</td>
<td>IT/Statistics</td>
</tr>
</tbody>
</table>

Instructions for completing the Peregrine entrance exam or modules will be provided by your Admissions Advisor.

If you are granted admission to the program and do not have an undergraduate degree in accounting, you may be required to complete additional foundational coursework, which may include AC114 Accounting I, AC116 Accounting II, and AC239 Managerial Accounting, pending review of the situation by the Dean. Candidates to the program must pass their prerequisite courses with a “B” or better to be admitted to the program.
If you possess a bachelor's degree unrelated to business, management, accounting, or finance, you may be admitted with approval from the Dean of the School of Business and Information Technology. The Dean conducts evaluations on a case-by-case basis. The Dean will also identify additional required foundational coursework which must be completed prior to acceptance into the program.

If you are an international applicant, you must submit, prior to enrollment, an official college transcript evaluated for equivalency to a United States college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator. If you are granted admission to the program and do not have an undergraduate degree in accounting, you may be required to complete additional foundational coursework, which may include AC114 Accounting I, AC116 Accounting II, and AC239 Managerial Accounting, pending review of the situation by the Dean. Candidates to the program must pass their prerequisite courses with a "B" or better to be admitted to the program. If you possess a bachelor's degree unrelated to business, management, accounting, or finance, you must submit an additional course-by-course equivalency evaluation to determine whether you have already completed coursework equivalent to AC114 Accounting I and/or AC116 Accounting II. You are responsible for any costs incurred as a result of this service.

**Progression Requirements**

1. You may not use transfer credit to replace AC599 Graduate Capstone in Accounting. This course must be completed at Kaplan University.
2. As a newly enrolled student, you may request to test out of GB512 Business Communications by passing a course assessment with a predetermined score. To register for a course assessment, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (p. 28) section for additional information.

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

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

Upon graduation, you may be eligible to take the Uniform Certified Public Accountant (CPA), Certified Internal Auditor, and Certified Management Accountant certification exams. To sit for the CPA Exam in most states, there is an educational requirement of 150 semester hours or 225 quarter credit hours. You may need to take additional courses at the undergraduate or graduate level to meet individual state requirements.

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC501</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>AC502</td>
<td>Regulation</td>
<td>4</td>
</tr>
<tr>
<td>AC503</td>
<td>Advanced Auditing</td>
<td></td>
</tr>
<tr>
<td>AC504</td>
<td>Ethical Issues in Business and Accounting</td>
<td></td>
</tr>
<tr>
<td>AC505</td>
<td>Advanced Managerial/Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>AC507</td>
<td>Corporate Tax Decisions and Strategies</td>
<td></td>
</tr>
<tr>
<td>GB512</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td></td>
</tr>
<tr>
<td>AC599</td>
<td>Graduate Capstone in Accounting</td>
<td></td>
</tr>
</tbody>
</table>

**Total Core Requirements**: 36 credits

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC550</td>
<td>Accounting Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>AC555</td>
<td>Fraud Examination</td>
<td>4</td>
</tr>
<tr>
<td>AC557</td>
<td>Internal Control Assessment and Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Open Elective Requirements**: 16 credits

**TOTAL CREDITS**: 52 credits

### Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

#### Audit

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC550</td>
<td>Accounting Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>AC555</td>
<td>Fraud Examination</td>
<td>4</td>
</tr>
<tr>
<td>AC557</td>
<td>Internal Control Assessment and Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 12 credits

#### Finance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC551</td>
<td>Accounting Research</td>
<td>4</td>
</tr>
<tr>
<td>AC554</td>
<td>Enterprise Risk Analysis and Planning</td>
<td>4</td>
</tr>
<tr>
<td>AC558</td>
<td>International Accounting Standards and Global Financial Reporting</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 12 credits

#### Government

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC550</td>
<td>Accounting Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>AC556</td>
<td>Government and Not-For-Profit Accounting</td>
<td>4</td>
</tr>
<tr>
<td>AC557</td>
<td>Internal Control Assessment and Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 12 credits

#### Tax

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC559</td>
<td>International Tax Planning and Issues</td>
<td>4</td>
</tr>
<tr>
<td>AC560</td>
<td>Tax Research and the IRS</td>
<td>4</td>
</tr>
<tr>
<td>AC561</td>
<td>Taxation of Estates and Trusts</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 12 credits
Master of Science in Cybersecurity Management

Description and Outcomes
The Master of Science in Cybersecurity Management will prepare graduates for leadership roles directing and protecting critical information infrastructures. You will learn to develop, implement, evaluate, and update the cybersecurity policies and practices that allow an organization to effectively respond to the dynamic cybersecurity landscape. Graduates will be adept in the management of information continuity, asset classification and control, compliance management, and the secure administration of IT infrastructure, as well as incident response.

Program Length
The Master of Science in Cybersecurity Management program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes
2. Industry Research: Demonstrate the maturity to develop research topics based on cybersecurity underlying principles learned throughout the MSCM program.
3. Decision Analysis: Analyze data using statistical principles for the purpose of developing or/and supporting a hypothesis.
4. Critical and Analytical Thinking: Apply appropriate theories, including Request for Comments (RFCs), within cybersecurity science and technology to evaluate and mitigate risk in contexts of uncertainty.

Professional Competencies
In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Accelerated Master of Science in Cybersecurity Management Option
If you are a graduate of the University's Bachelor of Science in Information Technology or Bachelor of Science in Cybersecurity, are granted admission to the Master of Science in Cybersecurity Management, and meet the requirements for the accelerated Master of Science in Cybersecurity Management option, you may have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated Master of Science in Cybersecurity Management option, you must meet the following criteria:

1. Complete your undergraduate coursework in the information technology or cybersecurity program with a minimum cumulative GPA of 3.2.
2. Complete the following courses and obtain a grade of “B” or better in each course (waiver of graduate courses noted above varies based on completion of specific courses listed below):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td>6</td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT460</td>
<td>Systems Analysis and Design</td>
<td>6</td>
</tr>
<tr>
<td>IT484</td>
<td>Cybersecurity Policies</td>
<td>6</td>
</tr>
</tbody>
</table>

Progression Requirements
1. Students entering the Master of Science in Cybersecurity Management program should already possess an in-depth knowledge of computer systems and networking technology, good mathematical and communication skills, and familiarity with Internet and wireless applications. Required information technology (IT) skillsets should be equivalent to a Bachelor of Science in Information Technology (BSIT) or similar degree, or an appropriate combination of IT professional certifications and experience.
2. You are required to take and pass IT513 Writing and Critical Thinking for the IT Professional in your first term.
3. You may apply to use transfer credit to replace or substitute for up to 50 percent of the program by submitting a waiver form to the Dean of the School of Business and Information Technology. A waiver will be granted conditionally, based upon an evaluation of common learning outcomes.
4. You may enroll in no more than one course per term for your first three terms. After completing your third term, you may enroll in two courses per term if your cumulative GPA is 3.5 or higher. Exceptions to this policy require the approval of the Dean of the School of Business and Information Technology or a designee.
5. If, for any reason, you are required to complete additional capstone hours during your program, you may complete them during the normal course of study or you may contact your Education Advisor to secure an extension. IT596 IT Graduate Capstone Extension Course is taken after IT595 Master’s Capstone in Cybersecurity
Management and is for the specific purpose of providing a means for capstone project or thesis completion. Approval of the Dean or the Department Chair is required for enrollment in IT596 IT Graduate Capstone Extension Course. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT513</td>
<td>Writing and Critical Thinking for the IT Professional</td>
<td>4</td>
</tr>
<tr>
<td>IT527</td>
<td>Foundations in Data Analytics</td>
<td>4</td>
</tr>
<tr>
<td>IT528</td>
<td>Quantitative Risk Analysis</td>
<td>4</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT537</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td>IT540</td>
<td>Management of Information Security</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT544</td>
<td>Platforms, Applications, and Data Security</td>
<td>4</td>
</tr>
<tr>
<td>IT545</td>
<td>Wireless, Mobile, and Cloud Security</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
<tr>
<td>IT590</td>
<td>Legal and Ethical Issues in IT</td>
<td>4</td>
</tr>
<tr>
<td>IT591</td>
<td>IT Security Auditing and Assessments</td>
<td>4</td>
</tr>
<tr>
<td>IT592</td>
<td>Financial Investment of Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td>IT595</td>
<td>Master’s Capstone in Cybersecurity Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>60</td>
</tr>
</tbody>
</table>
Master of Science in Finance

Description and Outcomes

The Master of Science in Finance program focuses on helping you gain advanced technical knowledge and skills in a range of financial areas. Courses help increase your understanding of the factors that influence high-level decision making and provide you with opportunities to develop and implement your critical thinking skills to solve complex financial problems.

The program is designed to prepare you to make quality decisions based on the analysis of financial information. The curriculum encourages you to be a lifelong learner and addresses the evolving professional skills of master's degree students.

The general program is designed to help you develop specific skills in the areas of financial planning, corporate finance, banking, financial markets, and investment management. Completion of this program may be especially beneficial if you who wish to pursue a variety of opportunities in the financial service sector.

Concentrations

You are required to select a concentration in financial analysis or financial planning.

Certified Financial Planner Board of Standards Certification Information

The Master of Science in Finance with a concentration in financial planning is a CFP Board-Registered Program in financial planning education. After successfully completing the Master of Science in Finance program you must register for and complete FP107: Financial Plan Development, provided by Kaplan University's School of Professional and Continuing Education, if you wish to meet all education requirements necessary to sit for the CFP® Certification Examination.

During FP107, you will receive instruction on and review sample financial plans based on various case facts. You will then be required to complete a written financial plan, which you will present orally via a video recording.

For detailed information related to obtaining CFP® certification, you may access the CFP Board website located at: http://www.cfp.net/.

Program Length

The Master of Science in Finance program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Decision Analysis: Use financial and other information to make and justify business decisions.
2. Risk Management and Investment Analysis: Identify financial risk and create a plan to minimize exposure.
3. Leadership: Apply financial theory to facilitate overall guidance of an organization and improve day-to-day processes including the interpretation of financial data.
4. Ethical Practices: Comply with laws, regulations, and financial principles while developing and living by a personal code of ethics.
5. Communication: Compose and report clear and accurate financial information to stakeholders.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Master of Science in Finance program is noted below.

Admission Requirements

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

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree in finance from an accredited institution or a minimum of 30 semester or 45 quarter credit hours in undergraduate coursework across the Common Professional Components (CPC) to align with Accreditation Council for Business Schools and Programs (ACBSP) accreditation standards. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

ACBSP’s CPC include areas such as marketing, management, finance, economics, law, ethics, accounting, globalization, policy, IT, and statistics. If you have completed the required hours and satisfy the other program entry requirements, no additional coursework is needed to enter the master’s degree program. If you do not meet this requirement, you will be required to take a Peregrine entrance exam free of charge to assess your knowledge in the CPC areas. If you do not meet the minimum scoring requirement of 50% on the exam, you will be required to take a leveling course, comprised of up to six modules, before being enrolled in the program. The required module(s) will be determined by the Peregrine score in each CPC area. You are responsible for the fee for each Peregrine module required.

For example, if you do not meet the undergraduate coursework requirements, and do not receive a passing score on the exam in the IT and finance areas, you would be required to take both module 2 and module 6 (bolded below) of the leveling course:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing/Management</td>
<td>Finance/Economics</td>
<td>Law/Ethics</td>
<td>Accounting</td>
<td>Globalization/Policy</td>
<td>IT/Statistics</td>
</tr>
</tbody>
</table>

Instructions for completing the Peregrine entrance exam or modules will be provided by your Admissions Advisor.
If you are granted admission to the program and you do not have an undergraduate degree in finance, you may be required to complete additional foundational coursework, which may include MT217 Finance, MT480 Corporate Finance, and MT482 Financial Statement Analysis, pending review of the situation by the Dean. Candidates to the program must pass their prerequisite courses with a "B" or better to be admitted to the program.

If you possess a bachelor's degree unrelated to business, management, accounting, or finance, you may be admitted with approval from the Dean of the School of Business and Information Technology. The Dean conducts evaluations on a case-by-case basis. The Dean will also identify additional required foundational coursework which must be completed prior to acceptance into the program.

If you are an international applicant, you must submit, prior to enrollment, an official college transcript evaluated for equivalency to a United States college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator. If you possess a bachelor's degree unrelated to business, management, accounting, or finance, you must submit an additional course-by-course equivalency evaluation to determine whether you have already completed coursework equivalent to MT217 Finance, MT480 Corporate Finance, and MT482 Financial Statement Analysis. You are responsible for any costs incurred as a result of this service.

Progression Requirements

1. You may not use transfer credit to replace GF599 Graduate Capstone in Finance. This course must be completed at Kaplan University.
2. As a newly enrolled student, you may request to test out of GB512 Business Communications by passing a course assessment with a predetermined score. To register for a course assessment, you must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (p. 28) section for additional information.

Certification, State Board, and National Board Exams

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

Upon completion of the financial analysis concentration, you may be eligible to take the Certified Financial Analyst (CFA) certification exam.

If you complete the financial planning concentration and the FP107 course, you may be eligible to take the Certified Financial Planner™ (CFP®) Certification Examination. Certified Financial Planner Board of Standards, Inc., has the CFP®, Certified Financial Planner™, and federally registered CFP (with flame design) in the U.S., which are awarded to individuals who successfully complete initial and ongoing certification requirements. Kaplan University does not certify individuals to use the CFP®, Certified Financial Planner™, or federally registered CFP (with flame design) marks. CFP® certification is granted solely by Certified Financial Planner Board of Standards, Inc., to individuals who, in addition to completing an educational requirement, have met its ethics, experience, and examination requirements.

## Degree Plan

### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>GB512</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>GF500</td>
<td>Financial Institutions and Markets</td>
<td>4</td>
</tr>
<tr>
<td>GF510</td>
<td>Risk Analysis and Management</td>
<td>4</td>
</tr>
<tr>
<td>GF520</td>
<td>Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>GF530</td>
<td>Financial Statement Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GF540</td>
<td>Investment and Securities Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GF550</td>
<td>Retirement Planning</td>
<td>4</td>
</tr>
<tr>
<td>GF560</td>
<td>Fixed-Income and Futures Investing</td>
<td>4</td>
</tr>
<tr>
<td>GF570</td>
<td>Portfolio Management</td>
<td>4</td>
</tr>
<tr>
<td>GF599</td>
<td>Graduate Capstone in Finance</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Courses (see below)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>56</td>
</tr>
</tbody>
</table>

### Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

#### Financial Analysis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB540</td>
<td>Economics for Global Decision Makers</td>
<td>4</td>
</tr>
<tr>
<td>GF580</td>
<td>Ethics for Financial Professionals</td>
<td>4</td>
</tr>
<tr>
<td>GF581</td>
<td>Financial Strategies for a Global Environment</td>
<td>4</td>
</tr>
<tr>
<td>GF582</td>
<td>Statistical Methods for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

#### Financial Planning

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GF590</td>
<td>Personal Financial Planning</td>
<td>4</td>
</tr>
<tr>
<td>GF591</td>
<td>Individual Insurance Planning</td>
<td>4</td>
</tr>
<tr>
<td>GF592</td>
<td>Income Tax Planning and Strategies</td>
<td>4</td>
</tr>
<tr>
<td>GF593</td>
<td>Estate Planning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
Master of Science in Information Technology

Description and Outcomes

If you have a bachelor's degree in information technology, computer science, information systems, management of information systems, or a similar field of study, the Master of Science in Information Technology could help you take the next step in your career.

Concentrations

The program provides you with the option of selecting a concentration, in addition to the core curriculum requirements. The concentrations include business intelligence and analytics, information security and assurance, and project management.

Program Length

The Master of Science in Information Technology program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Information Technology Leadership: Lead teams and organizations in managing information systems and their business outcomes.
2. Systems Analysis and Design: Develop efficient, effective, and secure systems solutions.
4. Project Management: Manage scope, schedule, and resources to deliver quality information systems projects.
5. Ethical Practices: Evaluate information systems' legal, ethical, social, and global implications to ground decisions and optimize social outcomes.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Accelerated Master of Science in Information Technology Option

If you are a graduate of the University's Bachelor of Science in Information Technology or Bachelor of Science in Cybersecurity, are granted admission to the Master of Science in Information Technology, and meet the requirements for the accelerated Master of Science in Information Technology option, you may have the following courses waived:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT510</td>
<td>System Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IT526</td>
<td>SQL Query Design</td>
<td>4</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to qualify for the accelerated Master of Science in Information Technology option, you must meet the following criteria:

1. Complete your undergraduate coursework in the information technology or cybersecurity program with a minimum cumulative GPA of 3.2.
2. Complete the following courses and obtain a grade of "B" or better in each course (waiver of graduate courses noted above varies based on completion of specific courses listed below):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT234</td>
<td>Database Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT262</td>
<td>Certified Ethical Hacking I</td>
<td>5</td>
</tr>
<tr>
<td>IT278</td>
<td>Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT283</td>
<td>Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT286</td>
<td>Network Security Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT301</td>
<td>Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT316</td>
<td>Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT350</td>
<td>Advanced Database Concepts</td>
<td>6</td>
</tr>
<tr>
<td>IT375</td>
<td>Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT395</td>
<td>Certified Ethical Hacking II</td>
<td>6</td>
</tr>
<tr>
<td>IT401</td>
<td>Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>IT411</td>
<td>Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT412</td>
<td>Information Systems Security</td>
<td>6</td>
</tr>
<tr>
<td>IT460</td>
<td>Systems Analysis and Design</td>
<td>6</td>
</tr>
<tr>
<td>IT484</td>
<td>Cybersecurity Policies</td>
<td>6</td>
</tr>
</tbody>
</table>

Progression Requirements

1. You are required to take and pass IT513 Writing and Critical Thinking for the IT Professional in your first term.
2. If you do not possess a bachelor's degree in information technology or a comparable field of study, you must take IT503 Principles of Information Technology immediately following IT513 Writing and Critical Thinking for the IT Professional in place of an IT elective.
3. You may apply to use transfer credit to replace or substitute for up to 50 percent of the program by submitting a waiver form to the Dean of the School of Business and Information Technology. A waiver will be granted conditionally, based upon an evaluation of common learning outcomes.
4. You may enroll in no more than one course per term for your first three terms. After completing your third term, you may enroll in two courses per term if your cumulative GPA is 3.5 or higher. Exceptions to this policy require the approval of the Dean of the School of Business and Information Technology or a designee.
5. If, for any reason, you are required to complete additional capstone hours during your program, you may complete them during the normal course of study or you may contact your Education Advisor to secure an extension. IT596 IT Graduate Capstone Extension Course is
taken after IT599 Master’s Capstone in Information Technology and is for the specific purpose of providing a means for capstone project or thesis completion. Approval of the Dean or the Department Chair is required for enrollment in IT596 IT Graduate Capstone Extension Course. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT503</td>
<td>Principles of Information Technology</td>
<td></td>
</tr>
</tbody>
</table>

Total Prerequisite Requirements: 0

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT504</td>
<td>Managing Information Technology in a Business Environment</td>
<td>4</td>
</tr>
<tr>
<td>IT510</td>
<td>System Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IT513</td>
<td>Writing and Critical Thinking for the IT Professional</td>
<td>4</td>
</tr>
<tr>
<td>IT525</td>
<td>Database Design and Data Modeling</td>
<td>4</td>
</tr>
<tr>
<td>IT526</td>
<td>SQL Query Design</td>
<td>4</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT540</td>
<td>Management of Information Security</td>
<td>4</td>
</tr>
<tr>
<td>IT590</td>
<td>Legal and Ethical Issues in IT</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT597</td>
<td>Master’s-Level Information Technology Internship I</td>
<td></td>
</tr>
<tr>
<td>&amp; IT598</td>
<td>and Master’s-Level Information Technology Internship II</td>
<td></td>
</tr>
</tbody>
</table>

IT599 Master’s Capstone in Information Technology

Total Core Requirements: 40

Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Electives (see below)</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total Open Elective Requirements: 20

Total Credits: 60

1 Prerequisite only required for students who enter the Master of Science in Information Technology without a bachelor’s degree in information technology.

Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

Students in this program are not required to select a concentration area.

Business Intelligence and Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT521</td>
<td>Decision Support Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT522</td>
<td>Knowledge-Based Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT523</td>
<td>Data Warehousing Design and Development</td>
<td>4</td>
</tr>
<tr>
<td>IT527</td>
<td>Foundations in Data Analytics</td>
<td>4</td>
</tr>
</tbody>
</table>

Information Security and Assurance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT550</td>
<td>Computer Forensics and Investigations</td>
<td>4</td>
</tr>
<tr>
<td>IT Electives</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 20

Project Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM591</td>
<td>Strategic Project Selection and Initiation</td>
<td>4</td>
</tr>
<tr>
<td>GM592</td>
<td>Project Planning and the Project Plan</td>
<td>4</td>
</tr>
<tr>
<td>GM593</td>
<td>Project Execution With Monitoring and Control</td>
<td>4</td>
</tr>
<tr>
<td>GM594</td>
<td>Project Close-Out, Ethics, and Professional Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>IT Elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 20
**Master of Science in Management and Leadership**

**Description and Outcomes**

The Master of Science in Management and Leadership program focuses on helping you build specialized leadership skills in a particular discipline and is designed to prepare you to pursue managerial and executive positions in a wide range of industries. From the start of the program, courses help you develop leadership knowledge and abilities that you can apply immediately to your work life and to help advance your career. Through relevant instruction and hands-on application, you may acquire skills and understanding in decision making and day-to-day managerial functions. The curriculum encourages you to identify real-life professional challenges by building a resume of case studies and projects, hypothesizing and testing solutions, and measuring results. You will examine current concepts and effective management and organizational strategies that impact today’s global marketplace.

Completion of this program may be especially beneficial if you are interested in pursuing high-level managerial opportunities in various fields such as health care administration, change leadership, project management, and government.

**Concentrations**

You can choose from six concentrations that are designed to help develop specific proficiencies: health care management, human resources, information technology, leadership, organizational design and development, and project management.

**Society for Human Resources Management Acknowledgement**

The Society for Human Resource Management (SHRM) has acknowledged that the Master of Science in Management and Leadership with a concentration in human resources fully aligns with SHRM’s HR Curriculum Guidebook and Templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines—created in 2006 and revalidated in 2010 and 2013—are part of SHRM’s academic initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

**Program Length**

The Master of Science in Management and Leadership program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

**Program Outcomes**

1. Develop a personal leadership and management style for diverse situations.
2. Assess the impact of theory on the practice of management.
3. Apply management best practices to effect innovative change.
4. Evaluate the ethical and social implications of business decisions in a global context.
5. Evaluate organizational decisions.

**Professional Competencies**

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program.

You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

**Program Availability**

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

**Policies**

**Admissions Requirements**

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree in business from an accredited institution or a minimum of 30 semester or 45 quarter credit hours in undergraduate coursework across the Common Professional Components (CPC) to align with Accreditation Council for Business Schools and Programs (ACSBSP) accreditation standards. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

ACSBSP’s CPC include areas such as marketing, management, finance, economics, law, ethics, accounting, globalization, policy, IT, and statistics. If you have completed the required hours and satisfy the other program entry requirements, no additional coursework is needed to enter the master’s degree program. If you do not meet this requirement, you will be required to take a Peregrine entrance exam free of charge to assess your knowledge in the CPC areas. If you do not meet the minimum scoring requirement of 50% on the exam, you will be required to take a leveling course, comprised of up to six modules, before being enrolled in the program. The required module(s) will be determined by the Peregrine score in each CPC area. You are responsible for the fee for each Peregrine module required.

For example, if you do not meet the undergraduate coursework requirements, and do not receive a passing score on the exam in the IT and finance areas, you would be required to take both module 2 and module 6 (bolded below) of the leveling course:

<table>
<thead>
<tr>
<th>Module</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing/Management</td>
</tr>
<tr>
<td>2</td>
<td>Finance/Economics</td>
</tr>
<tr>
<td>3</td>
<td>Law/Ethics</td>
</tr>
<tr>
<td>4</td>
<td>Accounting</td>
</tr>
<tr>
<td>5</td>
<td>Globalization/Policy</td>
</tr>
<tr>
<td>6</td>
<td>IT/Statistics</td>
</tr>
</tbody>
</table>

Instructions for completing the Peregrine entrance exam or modules will be provided by your Admissions Advisor.

**Progression Requirements**

1. You may not use transfer credit to replace GM502 Leadership Theory and Practice I, GM503 Leadership Theory and Practice II, or GM599 Applied Research Project. These courses must be completed at Kaplan University. No transfer credit may be used for any course in the project management specialization.

2. As a newly enrolled student, you may request to test out of GB512 Business Communications by passing a course assessment with a predetermined score. To register for a course assessment, you
must contact your Education Advisor at least 1 week prior to the start of the first term. Refer to the Types of Credit (p. 28) section for additional information.

3. If you would like to substitute a course for one of the required core courses, you must submit a Program Option Request Form with documentation supporting the request to the Dean of the School of Business and Information Technology. The decision to approve a core course substitution request rests with the Dean or a designee and is based on an evaluation of your exposure to equivalent subject matter. Regardless of the Dean’s decision, you will still have to complete the amount of credit hours required for the program.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB512</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>GB520</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>GM500</td>
<td>Management Theories and Practices I</td>
<td>4</td>
</tr>
<tr>
<td>GM501</td>
<td>Management Theories and Practices II</td>
<td>4</td>
</tr>
<tr>
<td>GM502</td>
<td>Leadership Theory and Practice I</td>
<td>4</td>
</tr>
<tr>
<td>GM503</td>
<td>Leadership Theory and Practice II</td>
<td>4</td>
</tr>
<tr>
<td>GM504</td>
<td>Organizational Excellence and Change</td>
<td>4</td>
</tr>
<tr>
<td>GM505</td>
<td>Action Research and Consulting Skills</td>
<td>4</td>
</tr>
<tr>
<td>GM506</td>
<td>Strategic Financial Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GM599</td>
<td>Applied Research Project</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>40</td>
</tr>
</tbody>
</table>

Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concentration Courses (see below)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>16</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 56

Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

Health Care Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA540</td>
<td>Health Care Operations and Quality Assessment</td>
<td>4</td>
</tr>
<tr>
<td>HA545</td>
<td>Health Policy</td>
<td>4</td>
</tr>
<tr>
<td>HA575</td>
<td>Health Care Marketing</td>
<td>4</td>
</tr>
<tr>
<td>PU660</td>
<td>International Epidemiology and Global Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>16</td>
</tr>
</tbody>
</table>

Courses in this concentration are offered through the School of Health Sciences and require students to change to the 10-week calendar track upon completion of all courses in the Master of Science in Management and Leadership program.

Human Resources

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB541</td>
<td>Employment Law</td>
<td>4</td>
</tr>
<tr>
<td>GB542</td>
<td>Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>GB543</td>
<td>Strategic Reward Systems</td>
<td>4</td>
</tr>
<tr>
<td>GB546</td>
<td>Recruitment and Selection</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>16</td>
</tr>
</tbody>
</table>

This program is fully aligned with the HR Curriculum Guidebook and Templates of the Society for Human Resource Management.

Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT503</td>
<td>Principles of Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>IT504</td>
<td>Managing Information Technology in a Business Environment</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT510</td>
<td>System Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IT521</td>
<td>Decision Support Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT525</td>
<td>Database Design and Data Modeling</td>
<td>4</td>
</tr>
<tr>
<td>IT526</td>
<td>SQL Query Design</td>
<td>4</td>
</tr>
<tr>
<td>IT527</td>
<td>Foundations in Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>IT528</td>
<td>Quantitative Risk Analysis</td>
<td>1</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT540</td>
<td>Management of Information Security</td>
<td>1</td>
</tr>
<tr>
<td>IT590</td>
<td>Legal and Ethical Issues in IT</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT511</td>
<td>Information Systems Project Management</td>
<td>4</td>
</tr>
<tr>
<td>IT521</td>
<td>Decision Support Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT522</td>
<td>Knowledge-Based Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT525</td>
<td>Database Design and Data Modeling</td>
<td>4</td>
</tr>
<tr>
<td>IT526</td>
<td>SQL Query Design</td>
<td>4</td>
</tr>
<tr>
<td>IT527</td>
<td>Foundations in Data Analytics</td>
<td>1</td>
</tr>
<tr>
<td>IT528</td>
<td>Quantitative Risk Analysis</td>
<td>1</td>
</tr>
<tr>
<td>IT530</td>
<td>Computer Networks</td>
<td>4</td>
</tr>
<tr>
<td>IT590</td>
<td>Legal and Ethical Issues in IT</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 16

Organizational Design and Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB542</td>
<td>Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>GB600</td>
<td>Leadership Strategies for a Changing World</td>
<td>4</td>
</tr>
<tr>
<td>GM541</td>
<td>Foundations of Organization Development</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 16
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM543</td>
<td>Organization Diagnosis and Design</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Project Management</strong></td>
<td></td>
</tr>
<tr>
<td>GM591</td>
<td>Strategic Project Selection and Initiation</td>
<td>4</td>
</tr>
<tr>
<td>GM592</td>
<td>Project Planning and the Project Plan</td>
<td>4</td>
</tr>
<tr>
<td>GM593</td>
<td>Project Execution With Monitoring and Control</td>
<td>4</td>
</tr>
<tr>
<td>GM594</td>
<td>Project Close-Out, Ethics, and Professional Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
Graduate Certificate in Accounting
Description and Outcomes

The objective of the Graduate Certificate in Accounting program is to prepare you with the critical knowledge and skills to pursue mid-level accounting positions. The certificate program is designed to provide knowledge of key accounting areas including accounting and financial reporting systems, business law, auditing techniques, and cost accounting.

This certificate program could also help you prepare for the Uniform Certified Public Accountant (CPA) Examination. Refer to the Certification, State Board, and National Board Exams (p. 289) section for important program disclosure information.

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

Program Length

The Graduate Certificate in Accounting program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Prepare financial statements for a business entity, demonstrating an understanding of generally accepted accounting principles (GAAP) and fundamental accounting theory and practice.
2. Evaluate common legal issues in a business setting, demonstrating a knowledge and understanding of business law theory and practice.
3. Assess the audit process from the planning stage through the completion of the audit, demonstrating an understanding of current audit standards and acceptable practices.
4. Evaluate cost accounting methods commonly used to measure and project business performance.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree in accounting from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements

If you are enrolled in a School of Business and Information Technology certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Uniform Certified Public Accountant (CPA) Examination. To sit for the CPA Exam in most states, there is an educational requirement of 150 semester hours or 225 quarter credit hours. You may need to take additional courses at the undergraduate or graduate level to meet individual state requirements.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC501</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>AC502</td>
<td>Regulation</td>
<td>4</td>
</tr>
<tr>
<td>AC503</td>
<td>Advanced Auditing</td>
<td>4</td>
</tr>
<tr>
<td>AC505</td>
<td>Advanced Managerial/Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Graduate Certificate in Human Resources

Description and Outcomes

The objective of the Graduate Certificate in Human Resources program is to prepare you with the critical knowledge and skills to pursue midlevel positions in human resources. The certificate program is designed to provide knowledge of key human resource areas including employment and labor law, employee training and development programs, reward systems, employee recruitment and selection, and assessment models. This certificate program could also help you prepare for the Senior Professional in Human Resources (SPHR) certification exam. Refer to the Certification, State Board, and National Board Exams (p. 290) section for important program disclosure information.

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

Program Length

The Graduate Certificate in Human Resources program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Assess how current theories impact real-world situations in the field of human resources.
2. Analyze currently accepted practices in human resources to create and develop professional strategies and applications.
3. Evaluate the legal and ethical implications of decision-making within the field of human resources.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

If you are enrolled in a School of Business and Information Technology certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Senior Professional in Human Resources (SPHR) certification exam.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB541</td>
<td>Employment Law</td>
<td>4</td>
</tr>
<tr>
<td>GB542</td>
<td>Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>GB545</td>
<td>Strategic Reward Systems</td>
<td>4</td>
</tr>
<tr>
<td>GB546</td>
<td>Recruitment and Selection</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>16</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 16
Graduate Certificate in Information Security

Description and Outcomes

The objective of the Graduate Certificate in Information Security program is to prepare you with the critical knowledge and technical skills to pursue career advancement in the information security field. The certificate program is designed to provide knowledge of key information technology areas including network security tools, computer security, penetration testing, ethical hacking, and cryptography. You will explore various types of software, such as network security tools, hacking tools, and cryptographic tools, and study to gain proficiency in these programs.

This certificate program could also help you prepare for the Certified Ethical Hacking certification exam. Refer to the Certification, State Board, and National Board Exams (p. 291) section for important program disclosure information.

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

Program Length

The Graduate Certificate in Information Security program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Theory and Principles: Evaluate the theory, principles, and practices of information systems.
2. Decision Analysis: Assess and analyze data to arrive at logical decisions for solving complex problems.
3. System Analysis and Design: Apply appropriate technologies in the analysis and design of information systems.
4. Ethical Practices: Assess ethical, legal, and social issues within the information technology field.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree in information technology from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements

If you enroll in a School of Business and Information Technology certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Certified Ethical Hacking certification exam.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT540</td>
<td>Management of Information Security</td>
<td>4</td>
</tr>
<tr>
<td>IT541</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>IT542</td>
<td>Ethical Hacking and Network Defense</td>
<td>4</td>
</tr>
<tr>
<td>IT543</td>
<td>Cryptography Concepts and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Certificate in Project Management

Description and Outcomes

The objective of the Graduate Certificate in Project Management program is to prepare you with the critical knowledge and skills to pursue a mid-level position in project management. The certificate program is designed to provide knowledge of key project management areas including project initiation, project planning and execution, project cost and scheduling, and project risk, quality, and assessment.

This certificate program could also help you prepare for the Project Management Professional (PMP) certification exam. Refer to the Certification, State Board, and National Board Exams (p. 292) section for important program disclosure information.

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

Program Length

The Graduate Certificate in Project Management program consists of a minimum of 16 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Project Selection and Initiation: Perform processes to define and obtain the authorization for a new project.
2. Project Planning: Conduct processes necessary to establish the scope of a project, refine the project objectives, and define the courses of action required to attain the objectives of the project.
3. Project Execution and Control: Conduct the required processes to complete the work defined in the project management plan to project specification while tracking, reviewing, and regulating the progress and performance of the project.
4. Project Close: Perform the necessary processes to finalize all administrative and contractual activities across process groups to finalize the project.
5. Ethics and Professional Responsibility: Demonstrate the importance of making wise decisions, particularly when faced with difficult situations where asked to compromise integrity or values.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

If you are enrolled in a School of Business and Information Technology certificate program, you will have all course-level prerequisites waived.

Certification, State Board, and National Board Exams

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

Upon completion of the certificate program, you may be eligible to take the Project Management Professional (PMP) certification exam.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM591</td>
<td>Strategic Project Selection and Initiation</td>
<td>4</td>
</tr>
<tr>
<td>GM592</td>
<td>Project Planning and the Project Plan</td>
<td>4</td>
</tr>
<tr>
<td>GM593</td>
<td>Project Execution With Monitoring and Control</td>
<td>4</td>
</tr>
<tr>
<td>GM594</td>
<td>Project Close-Out, Ethics, and Professional</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
School of Education in the College of Social and Behavioral Sciences

Mission Statement
The School of Education at Kaplan University is committed to developing leaders in education through its focus on constant learning and reflection, ongoing improvement of professional practice, and making meaningful contributions to the lives of learners. Critical thinking, clear communication, and informed decision making are the cornerstones of our flexible, adaptive approach to education.

General Policies
Progression Requirements
International Applicants
If you completed your university education abroad, you must have earned an equivalent, recognized baccalaureate degree. International transcripts submitted to the School of Education must be evaluated by one of the approved agencies listed by the National Association of Credential Evaluation Services on the following website: www.naces.org/members.htm (http://www.naces.org/members.htm). Official evaluated transcripts must be received by Kaplan University before you can enroll in a program.

Criminal Background Check Policy
Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19).

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

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

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

Benefits for Tennessee K–12 teachers enrolled in the Master of Science in Education or the Master of Science in Education's educational leadership concentration include:
• Salary increase and/or licensure renewal
• Career advancement, i.e., those completing the educational leadership emphasis area may gain the necessary leadership knowledge and skills to be eligible for a department chair or other nonlicensure administrative role

Benefits for career changers enrolled in the Master of Arts in Teaching's noncertification track include:
• Increased confidence in the classroom while working with adolescents in current role
• Greater preparation for state pedagogy exams and state-approved certification programs
• Salary increase

Benefits of the Master of Science in Instructional Design and Technology include:
• Entry into a career as an instructional designer or instructional technologist
• Ability to fine-tune skills related to design, development, and evaluation of instructional programs, materials, and media

1 Check with your school district and/or the Tennessee Department of Education prior to enrollment.

Programs
Master of Arts in Teaching
The Master of Arts in Teaching program is designed to help you become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires you to gain knowledge and experience in relation to one or more of the program competencies.

View Program Detail (p. 295)

Master of Science in Education
If you are a current or former prekindergarten through 12th grade teacher, the Master of Science in Education program and its curriculum could provide you with the knowledge and practical experience that meet nationally recognized standards for such a degree. This is an advanced teacher preparation program in which all coursework contains job-embedded assignments and, therefore, requires you to teach a consistent group of learners. Courses teach you to consider how to most effectively promote student learning and development and school achievement, and demonstrate your understanding of the program’s four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships.

View Program Detail (p. 298)
Master of Science in Instructional Design and Technology

The Master of Science in Instructional Design and Technology focuses on design, development, and evaluation of educational and informational programs and instructional materials. The specialization options allow you to focus your studies on learning environments appropriate to K–12 contexts, higher education, or corporate, nonprofit, government, and military education and training environments.

View Program Detail (p. 300)

Master of Science in Educational Psychology

The Master of Science in Educational Psychology program is designed to prepare you to pursue professions in educational, instructional, and governmental institutions. You will focus on developing the knowledge and skills to guide improvement of educational programs and practices.

View Program Detail (p. 302)

Master of Science in Higher Education

The Master of Science in Higher Education program is designed to prepare you to pursue higher education professions or enhance your current higher education career. Courses help you develop knowledge and skills and build a solid basis for professional practice.

View Program Detail (p. 303)
Master of Arts in Teaching
Description and Outcomes
The Master of Arts in Teaching program is designed to help you become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires you to gain knowledge and experience in relation to one or more of the program competencies.

Note: the Master of Arts in Teaching is not available in all states. Refer to the State Approvals (p. 7) section for details.

Tracks of Study
You will have the opportunity to pursue either an Iowa certification or noncertification track of study.

The Iowa certification track is designed for professionals either living in the state of Iowa or in close enough proximity to be able to conduct weekly field experiences at an Iowa school. If you are interested in becoming a certified teacher in grades 5 through 12, this program may be for you. You will have the option of completing student teaching as the program’s culminating teaching experience. Refer to the Progression Requirements (p. 296) section for details. Upon successful completion of all program, graduation, and student teaching requirements, you will be recommended for Iowa licensure.

The noncertification track is designed for professionals from all 50 states, except Iowa, and abroad who desire a fundamental understanding of secondary teaching practices. This track does not include field experiences or student teaching and, therefore, will not lead to a teaching license. This track is also not an advanced teacher preparation track; therefore, if any of the following apply to you, you will not be eligible to enroll:

• If you have ever held a prekindergarten through 12th grade teaching license; or
• If you are currently or have ever been the Teacher of Record/Classroom Teacher

If you would like to become a certified teacher on your own, you should:

• Consider one of our state-approved teacher certification programs.
• Ask your Advisor about our partnership with American Board.
• Use our certification map to find one of your state’s alternative certification programs: https://www.kaplanuniversity.edu/degree-programs/education/teacher-certification-requirements/. You must check your state’s undergraduate transcript requirements to ensure eligibility, as many alternative certification programs require transcripts from regionally accredited institutions only.

Kaplan University cannot recommend candidates outside of specific approved states for licensure.

Refer to the Certification, State Board, and National Board Exams (p. 297) section for important program disclosure information.

Program Length
The Iowa certification track consists of a minimum of 54 quarter credit hours; the noncertification track consists of a minimum of 45 quarter credit hours. Upon successful completion of the program, you will be awarded a master of arts degree.

Program Outcomes
1. Graduates will explain how students learn and develop, and support student academic growth through developmentally appropriate learning experiences.
2. Graduates will plan and provide equitable learning opportunities for all students and create instructional opportunities to meet the needs of diverse students.
3. Graduates will plan instruction based upon knowledge of subject matter, students, curriculum goals, research-based strategies, and the school/community context.
4. Graduates will select and implement effective communication techniques and instructional technology to enrich student learning and academic performance.
5. Graduates will integrate understandings of individual and group motivation and behavior to establish and manage a positive learning environment that supports inquiry and active engagement in learning.
6. Graduates will select and implement appropriate formal and informal assessment strategies to evaluate and ensure students’ continuous academic, social, and physical development including the facilitation of transition for students with exceptional learning needs.
7. Graduates will pursue and integrate new personal and professional knowledge, contribute to the knowledge base of the profession, and display ethical and professional behavior.
8. Graduates will develop a habit of reflection through which they continually evaluate the effects of their choices and actions on students, parents/caregivers, and other professionals in the learning community.
9. Graduates will foster positive relationships with colleagues, school administrators, other professionals, parents/caregivers, and community agencies to support student learning.

Professional Competencies
In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you enroll in one of the following Master of Arts in Teaching programs, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education. You must submit an official copy to the Registrar’s Office by the last day of the first term.

• Master of Arts in Teaching Iowa certification track
• Master of Arts in Teaching Classroom Pathways Bundle (South Carolina only)
To enroll in the Master of Arts in Teaching’s noncertification track, you:

- Must not hold or ever have held a prekindergarten through 12th grade teaching license; or
- Cannot be a current or former Teacher of Record/Classroom Teacher.

**Iowa Certification Track**

1. You must submit official undergraduate degree transcripts from a regionally accredited college or university.
3. You must meet content area requirements specified by the Iowa Board of Educational Examiners, including the completion of the minimum amount of semester hours in your chosen content area, e.g., Biology 5–12 and Business 5–12. Prior to enrollment, you must obtain a transcript analysis from Kaplan University that shows you have met the minimum content hours in the teaching endorsement area. Admission to the program will be approved by the Dean of the School of Education.
4. You must provide proof of passing a background check.
5. You must provide proof of completion of a minimum of 10 hours of clinical experience in an Iowa secondary school, verified on the Preprofessional Clinical Experience form.
6. Prior to enrollment, you must submit official passing scores on required Core Academic Skills for Educators and Praxis II tests via the Educational Testing Service (ETS). Kaplan University’s ETS recipient code for Praxis test results is 5340. Score reports should be sent directly to the University by ETS.

**Praxis Core Academic Skills for Educators**

You will be required to pass the following basic skills exams:

- Core Academic Skills for Educators—Reading (#5712)
- Core Academic Skills for Educators—Writing (#5722)
- Core Academic Skills for Educators—Mathematics (#5732)

If you have taken the Graduate Record Examination (GRE) revised General Test within the past 5 years, you may be exempt from submitting passing Praxis Core Academic Skills for Educators scores. Minimum scores on each section are as follows: 146 (Verbal), 144 (Quantitative), and 3.0 (Analytical Writing). The Dean reviews qualified scores on a case-by-case basis.

**Praxis II**

The state of Iowa requires that you pass two Praxis II exams: a content exam (Subject Assessment) specific to your approved endorsement area and a pedagogy exam (Principles of Learning and Teaching—Grades 7-12).

**Subject Assessments Exam** You must pass the Praxis II: Subject Assessment exam for your area of endorsement and submit scores to Kaplan University prior to admission.

**Principles of Learning and Teaching (PLT) Exam** You must pass the appropriate PLT exam and submit scores to Kaplan University prior to being recommended for licensure.

Details on minimum scores and required exams can be found at the Educational Testing Service’s website: http://www.ets.org/praxis/ia/requirements/. Kaplan University’s ETS recipient code for both exams is 5340.

**Master of Arts in Teaching Classroom Pathways Bundle**

The Master of Arts in Teaching Classroom Pathways Bundle is an enrollment package that combines Kaplan University’s Master of Arts in Teaching, non certification track, with the American Board for Certification of Teacher Excellence (American Board) Plus+ Program. American Board’s Plus+ Program is a state-approved route to teacher certification in several states. The Dean will provide a current list of states. Prior to enrolling, you must confirm your eligibility for a state alternative certification program. You are also encouraged to confirm costs, deadlines, and continuing requirements with American Board.

**Progression Requirements**

1. The grade of "C" is the minimum acceptable score for courses in the Master of Arts in Teaching program. If you earn a grade of “F” in a course, you must immediately retake the course. You may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.
2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.
3. You can enroll in no more than one course per term without written permission from the Dean of the School of Education.
4. You may not transfer credits to the Master of Science in Education program, except for ED503 Educational Psychology. Other exceptions may be approved by the Dean of the School of Education on an individual basis.
5. Courses can be transferred between the Master of Arts in Teaching program’s Iowa certification and noncertification tracks upon approval by the Dean of the School of Education.

**Iowa Certification Track**

1. You must meet content area requirements specified by the Iowa Board of Educational Examiners, including the completion of the minimum amount of semester hours in your chosen content area, e.g., Biology 5–12 and Business 5–12. Prior to enrollment, you must obtain a transcript analysis from Kaplan University that shows you have met the minimum content hours in the teaching endorsement area. Admission to the program will be approved by the Dean of the School of Education.
2. You must provide proof of passing a background check.
3. You must provide proof of completion of a minimum of 10 hours of clinical experience in an Iowa secondary school, verified on the Preprofessional Clinical Experience form.
4. Prior to enrollment, you must submit official passing scores on required Core Academic Skills for Educators and Praxis II tests via the Educational Testing Service (ETS). Kaplan University’s ETS recipient code for Praxis test results is 5340. Score reports should be sent directly to the University by ETS.

**Praxis Core Academic Skills for Educators**

You will be required to pass the following basic skills exams:

- Core Academic Skills for Educators—Reading (#5712)
- Core Academic Skills for Educators—Writing (#5722)
- Core Academic Skills for Educators—Mathematics (#5732)

If you have taken the Graduate Record Examination (GRE) revised General Test within the past 5 years, you may be exempt from submitting passing Praxis Core Academic Skills for Educators scores. Minimum scores on each section are as follows: 146 (Verbal), 144 (Quantitative), and 3.0 (Analytical Writing). The Dean reviews qualified scores on a case-by-case basis.
(Analytical Writing). The Dean reviews qualified scores on a case-by-case basis.

**Graduation Requirements**

You must meet the following graduation requirements in addition to Kaplan University’s general requirements (p. 271):

You must successfully complete the E-Portfolio prior to graduation. In addition, if you are enrolled in the Iowa certification track, you must successfully complete the student teaching requirements and may need to complete additional requirements mandated by the state of Iowa to be recommended for Iowa certification.

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

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

Upon successful completion of the Iowa certification track, you will be recommended to the Iowa Board of Educational Examiners for Iowa licensure. Kaplan University cannot recommend candidates who complete the noncertification track for licensure.

Some states require teacher education programs to be accredited by the National Council for the Accreditation of Teacher Education (NCATE) or Council for the Accreditation of Educator Preparation (CAEP). Kaplan University’s Master of Arts in Teaching program is not NCATE or CAEP-accredited, nor is it state approved for teacher certification or endorsements of any kind. Accordingly, you should determine whether graduation from a NCATE or CAEP-accredited program is required in the state in which you intend to seek licensure.

The Master of Arts in Teaching program and curriculum are designed to provide you with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing requirements vary and may change from time to time. Thus, the University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. If you are enrolled in the noncertification track and are interested in state certification, you are encouraged to independently research the licensing requirements in any state in which you intend to seek licensure.

**Degree Plan**

**Program Requirements**

**Iowa Certification Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED503</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED511</td>
<td>Teaching Methods Through Differentiated Instruction</td>
<td>4</td>
</tr>
</tbody>
</table>

**Noncertification Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED513</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>ED521</td>
<td>Reading in the Content Areas</td>
<td>4</td>
</tr>
<tr>
<td>ED523</td>
<td>Research on Effective Teaching</td>
<td>4</td>
</tr>
<tr>
<td>ED531</td>
<td>Secondary Student Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED533</td>
<td>Perspectives on Diversity</td>
<td>4</td>
</tr>
<tr>
<td>ED543</td>
<td>Education and Psychology of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ED553</td>
<td>History and Philosophy of Education</td>
<td>4</td>
</tr>
<tr>
<td>ED581</td>
<td>Secondary Classroom Management</td>
<td>4</td>
</tr>
<tr>
<td>ED596</td>
<td>Student Teaching/Internship I</td>
<td>5</td>
</tr>
<tr>
<td>ED597</td>
<td>Student Teaching/Internship II</td>
<td>5</td>
</tr>
</tbody>
</table>

Methods Course (select one of the following):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED561</td>
<td>Methods of Teaching Secondary Science</td>
<td></td>
</tr>
<tr>
<td>ED559</td>
<td>Teaching Methods in Secondary Business</td>
<td></td>
</tr>
</tbody>
</table>

Total Core Requirements 54

**TOTAL CREDITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED503</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED511</td>
<td>Teaching Methods Through Differentiated Instruction</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED513</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>ED521</td>
<td>Reading in the Content Areas</td>
<td>4</td>
</tr>
<tr>
<td>ED523</td>
<td>Research on Effective Teaching</td>
<td>4</td>
</tr>
<tr>
<td>ED531</td>
<td>Secondary Student Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED533</td>
<td>Perspectives on Diversity</td>
<td>4</td>
</tr>
<tr>
<td>ED543</td>
<td>Education and Psychology of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ED553</td>
<td>History and Philosophy of Education</td>
<td>4</td>
</tr>
<tr>
<td>ED581</td>
<td>Secondary Classroom Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Core Requirements 45

**TOTAL CREDITS**

45
Master of Science in Education

Description and Outcomes

If you are a current or former prekindergarten through 12th grade teacher, the Master of Science in Education program and its curriculum could provide you with the knowledge and practical experience that meet nationally recognized standards for such a degree. This is an advanced teacher preparation program in which all coursework contains job-embedded assignments and, therefore, requires you to teach a consistent group of learners. Your Admissions Advisor can assist you with finding a consistent group of learners. If you do not have a consistent group of learners to apply theory to practice, you will not be eligible to enroll. Courses teach you to consider how to most effectively promote student learning and development and school achievement, and demonstrate your understanding of the program’s four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships. The program is also designed to help you become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Refer to the Certification, State Board, and National Board Exams (p. 299) section for important program disclosure information.

Note: the Master of Science in Education is not available in all states. Refer to the State Approvals (p. 7) section for details.

Concentrations

You will focus on a concentration in educational leadership as part of the leadership track or choose from two standard concentrations: teaching literacy and language or teaching students with special needs.

Program Length

The Master of Science in Education program consists of a minimum of 46 or 54 quarter credit hours, depending on your choice of concentration. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

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

Educational Leadership Outcomes

1. Evaluate school contexts with attention to relevant theory, philosophy, sociocultural perspectives, legal, and research-based best practices.
2. Design safe, efficient, and effective operating plans for school budget, operations, curriculum, and staff management.
3. Demonstrate an adaptability of strategic approach to leadership that respects cultural diversity and is informed by the needs of the school community.
4. Adhere to ethical standards in all school leadership activities.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admission Requirements

To enroll in the Master of Science in Education program, you:

1. Must submit an unofficial transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education. You must submit an official copy to the Registrar’s Office by the last day of the first term.
2. Must be a current or former prekindergarten through 12th grade teacher.
3. For verification purposes, you must submit one of the following items:
   a. A copy of your prekindergarten through 12th grade teaching license (current or expired)
   b. A copy of your teaching contract showing evidence of employment as a prekindergarten through 12th grade Teacher of Record/Classroom Teacher
   c. On school letterhead, a letter from the principal at the school of your employ that clearly designates you as the Teacher of Record/Classroom Teacher

Progression Requirements

1. The grade of “C” is the minimum acceptable grade for courses in the Master of Science in Education program. If you earn a grade of “F” in a course, you are required to immediately retake the course. You may only take a course twice and must earn the required grade of “C” or higher. Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.
2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.
3. You can enroll in no more than one course per term without written permission from the Dean of the School of Education.
4. You may not use transfer credit to replace ED512 Action Research or ED572 Advanced Action Research without written permission from the Dean of the School of Education. You must complete these courses at Kaplan University.
5. If you received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment, you may receive transfer credit for the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED502</td>
<td>Transforming Teaching Practice</td>
<td>4</td>
</tr>
<tr>
<td>ED532</td>
<td>Curriculum Design</td>
<td>5</td>
</tr>
</tbody>
</table>
To receive credit, by the end of the first term you must submit an official transcript from the American Council on Education (ACE) for review and verification by the Prior Learning Assessment Center. The ACE transcript displaying two courses, NBCT-0001 and NBCT-0002, with credit recommendations of 3 and 6 semester hours, respectively, can be obtained by visiting http://www.acenet.edu/transcripts. Transcripts received by the Prior Learning Assessment Center after the end of the first term may be denied eligibility for an official transfer credit evaluation.

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

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

Individual state and school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether programs meet the specific requirements for any individual state or school system for certification or pay increase purposes. You are encouraged to independently research the requirements in any state or school system in which you intend to seek certification or a pay increase.

**Degree Plan**

**Program Requirements**

**Standard Concentration Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED502</td>
<td>Transforming Teaching Practice</td>
<td>4</td>
</tr>
<tr>
<td>ED512</td>
<td>Action Research I</td>
<td>5</td>
</tr>
<tr>
<td>ED522</td>
<td>Classroom Management</td>
<td>5</td>
</tr>
<tr>
<td>ED532</td>
<td>Curriculum Design</td>
<td>5</td>
</tr>
<tr>
<td>ED552</td>
<td>Educational Leadership</td>
<td>5</td>
</tr>
<tr>
<td>ED562</td>
<td>Student Assessment</td>
<td>5</td>
</tr>
<tr>
<td>ED572</td>
<td>Advanced Action Research</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT504</td>
<td>Reading Diagnosis and Remediation</td>
<td>4</td>
</tr>
<tr>
<td>LT516</td>
<td>Reading and Writing Across the Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>LT520</td>
<td>Approaches to Literacy</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Teaching Literacy and Language**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN501</td>
<td>Teaching Exceptional Students in Inclusive Settings</td>
<td>4</td>
</tr>
<tr>
<td>SN502</td>
<td>Teaching Students With Learning Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>SN503</td>
<td>Teaching Students With Behavioral Disorders</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Teaching Students with Special Needs**

**Program Requirements**

**Educational Leader Concentration Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED502</td>
<td>Transforming Teaching Practice</td>
<td>4</td>
</tr>
<tr>
<td>ED503</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED512</td>
<td>Action Research I</td>
<td>5</td>
</tr>
<tr>
<td>ED522</td>
<td>Classroom Management</td>
<td>5</td>
</tr>
<tr>
<td>ED532</td>
<td>Curriculum Design</td>
<td>5</td>
</tr>
<tr>
<td>ED533</td>
<td>Perspectives on Diversity</td>
<td>4</td>
</tr>
<tr>
<td>ED552</td>
<td>Educational Leadership</td>
<td>5</td>
</tr>
<tr>
<td>ED562</td>
<td>Student Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

**Open Elective Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER502</td>
<td>The Principalship</td>
<td>5</td>
</tr>
<tr>
<td>ER504</td>
<td>Management of Resources</td>
<td>4</td>
</tr>
<tr>
<td>ER506</td>
<td>Legal Issues in Education</td>
<td>4</td>
</tr>
<tr>
<td>ER508</td>
<td>Supervision and Instructional Leadership</td>
<td>4</td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

**Concentration Requirements**

Concentration courses are completed within the open electives requirement of the degree plan.
Master of Science in Instructional Design and Technology

Description and Outcomes

The Master of Science in Instructional Design and Technology program is designed to provide the knowledge, skills, and practical experience to help you meet nationally recognized standards for excellence. The Master of Science in Instructional Design and Technology focuses on design, development, and evaluation of educational and informational programs and instructional materials. The specialization options allow you to focus your studies on learning environments appropriate to K–12 or adult contexts. The program incorporates active, applied learning experiences that help you master the technical, pedagogical, and project and program management skills to successfully develop and implement engaging learning experiences.

The Master of Science in Instructional Design and Technology program is designed to help you develop proficiency in four program outcomes that are based on nationally recognized competencies, standards, and performance statements. In addition, the program is designed to prepare you to serve in a variety of career capacities, such as an instructional designer, curriculum developer or coordinator, trainer, learning and development specialist or manager, project manager, or instructional technology specialist, in educational institutions or corporate, nonprofit, government, or military organizations. The program could also help you develop practical competencies in instructional technology design and tools, pedagogy, and management that could apply to a wide variety of careers, beyond those listed here.

Note: the Master of Science in Instructional Design and Technology is not available in all states. Refer to State Approvals (p. 7) section for details.

Concentrations

In addition to the core curriculum courses, you will choose one of two concentrations: K–12 or adults. The adults concentration is appropriate for those interested in opportunities in corporate, military, or nonprofit environments. Both of the concentrations are designed to expose you to the unique characteristics of each of these different contexts. Effective March 22, 2017, the K-12 concentration is not accepting enrollments.

Program Length

The Master of Science in Instructional Design and Technology program consists of 50 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Design, develop, and implement instructional materials and solutions that both integrate learning technology and align with learning outcomes.
2. Analyze learning contexts to develop appropriate, workable instructional solutions.
3. Plan, manage, lead, and evaluate instructional design and technology projects and programs.
4. Apply current research and theory to the practice of instructional design and learning technology integration.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program.

You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

You can enroll in no more than one course per term without written permission from the Dean of the School of Education.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX500</td>
<td>Foundations of Instructional Technology</td>
<td>5</td>
</tr>
<tr>
<td>IX510</td>
<td>Instructional Design</td>
<td>5</td>
</tr>
<tr>
<td>IX520</td>
<td>Needs Assessment and Evaluation in Education and Training</td>
<td>5</td>
</tr>
<tr>
<td>IX540</td>
<td>Research Methods for Education and Instructional Technology</td>
<td>5</td>
</tr>
<tr>
<td>IX550</td>
<td>Project Management and Implementation in Education and Training</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements: 25

Open Elective Requirements

Concentration Courses (see below) 25

Total Open Elective Requirements 25

TOTAL CREDITS 50

Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

K–12

(Not Available for Enrollment Effective 3/22/17)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED503</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ET503</td>
<td>Using Technology - Applications in the Content Areas</td>
<td>4</td>
</tr>
<tr>
<td>IX560</td>
<td>Instructional Technologies Infrastructure</td>
<td>6</td>
</tr>
<tr>
<td>IX562</td>
<td>Technology Enhanced Learning Environments - K-12</td>
<td>6</td>
</tr>
<tr>
<td>IX570</td>
<td>Design of Online Instruction in K-12 Environments</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 25

Adults

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE521</td>
<td>Teaching Adult Learners</td>
<td>5</td>
</tr>
<tr>
<td>IX535</td>
<td>Developing Instructional Materials</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>IX536</td>
<td>Design and Development Tools</td>
<td>5</td>
</tr>
<tr>
<td>IX542</td>
<td>Multimedia Development and Implementation</td>
<td>5</td>
</tr>
<tr>
<td>IX565</td>
<td>Design of Learning Environments</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 25
Master of Science in Educational Psychology

Description and Outcomes

The Master of Science in Educational Psychology program is designed to prepare you to pursue professions in educational, instructional, and governmental institutions. You will focus on developing the knowledge and skills to guide improvement of educational programs and practices.

Many educational, instructional, and governmental institutions are becoming increasingly dependent on educational psychologists who are equipped with the knowledge and expertise to develop, implement, and evaluate instructional programs. In order to keep programs competitive, maintain educational quality, and improve learning, these organizations may also seek professionals trained in new and improved instructional techniques, technologies, educational trends, and learning behaviors. The Master of Science in Educational Psychology is not focused on the clinical practice of school psychologists and does not lead to licensure or certification. The goal of the program is to help you develop competencies to evaluate and recommend improvements in educational programs, student learning, and instruction. If you are interested in pursuing a career as a psychometrician, program evaluator, or school consultant, this degree could be an asset.

Note: the Master of Science in Educational Psychology is not available in all states. Refer to the State Approvals (p. 7) section for details.

Program Length

The Master of Science in Educational Psychology program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Select research design and methodologies that effectively address needs, processes, and outcomes in program evaluation.
2. Apply knowledge and skills to the creation of educational and psychological interventions that promote academic performance and social-emotional behavior.
3. Integrate reasonable adaptations to educational policies, practices, and accommodations to create equivalent learning environments and experiences for diverse populations.
4. Design effective educational programs and interventions by integrating learning theory and psychological principles.
5. Demonstrate basic knowledge of the interaction between educational technology and academic outcomes.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Certification, State Board, and National Board Exams

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

The Master of Science in Educational Psychology is not focused on the clinical practice of school psychologists and does not lead to licensure or certification.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED503</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED533</td>
<td>Perspectives on Diversity</td>
<td>4</td>
</tr>
<tr>
<td>HE559</td>
<td>Quantitative Methods and Instruments for Assessment</td>
<td>5</td>
</tr>
<tr>
<td>IX540</td>
<td>Research Methods for Education and Instructional Technology</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS515</td>
<td>Learning and Behavior</td>
<td>5</td>
</tr>
<tr>
<td>PS520</td>
<td>Neuropsychology</td>
<td>5</td>
</tr>
<tr>
<td>PS530</td>
<td>Cognitive Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>38</td>
</tr>
</tbody>
</table>

Open Elective Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Courses (see below)</td>
<td>14</td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>52</td>
</tr>
</tbody>
</table>

Students enrolled in the Master of Science in Educational Psychology must change to the 10-week calendar track upon completion of all 6-week track education coursework.

Concentration Requirements

Concentration courses are completed within the open electives requirement of the degree plan.

Master of Science in Educational Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED553</td>
<td>History and Philosophy of Education</td>
<td>4</td>
</tr>
<tr>
<td>ED555</td>
<td>Learning Theories</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>14</td>
</tr>
</tbody>
</table>
Master of Science in Higher Education

Description and Outcomes

The Master of Science in Higher Education program is designed to prepare you to pursue higher education professions or enhance your current higher education career. Courses help you develop knowledge and skills and build a solid basis for professional practice. The program is designed to help you pursue positions in a wide range of postsecondary educational settings including universities, 4-year colleges, community colleges, private colleges and universities, and various credit and noncredit technical colleges and schools.

Concentrations

To help further your career goals, you can customize your degree by selecting one of three concentrations: college administration and leadership, college teaching, or student affairs.

The student affairs concentration offers you the opportunity to gain hands-on experience through a 120-hour internship experience. This concentration addresses specific standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

Program Length

The Master of Science in Higher Education program consists of a minimum of 50 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Research Methods and Evaluation: Apply research methodology in designing and evaluating research studies in higher education.
2. Organizational Behavior and Governance: Apply theories and principles of organizational behavior, governance, and leadership to operations within the profession of higher education.
3. Assessment: Integrate assessment theory and methods along with specific higher education programs.
4. Ethics, Law, and Regulatory Compliance: Apply appropriate policies and practices using a range of ethical values, legal principles, and regulatory standards to the practices of the higher education community.
5. Professional Practice: Contribute to the profession by making reasoned decisions informed by historical underpinnings and relevant theory in the performance of service and engaging in applied scholarship.
6. Finance: Make reasoned financial decisions that maximize efficiency and efficacy of a broad range of resources available within higher education.
7. Diversity/Multiculturalism: Assess cultural, individual, and role differences of various constituent and stakeholder groups that constitute the entire higher education community.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Upon enrollment in the program, you must declare your choice of concentration. During the course of the program, you may change concentrations; however, previously completed courses may not transfer to the new course of study.

Progression Requirements

1. You can enroll in no more than one course per term without written permission from the Dean of the School of Education.
2. If you are enrolled in the student affairs concentration, you must have an approved criminal background check from the Kaplan University approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information.

You are required to complete a 120-hour internship experience at one site as part of the student affairs concentration. This concentration meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

Prior to beginning your internship experience, you are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the Clinical Placement Team to determine your exact responsibilities and process for site selection.

Certification, State Board, and National Board Exams

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

Most institutions require individuals teaching at the collegiate level to have the minimum of either a master’s degree in their teaching field or a master’s degree in college teaching and 18 semester hours (27 quarter credit hours) of graduate coursework in their teaching field. Please note that college teaching requirements vary by institution and program. You
are responsible for verifying the requirements to teach in any program or institution of interest.

**Alabama Students**

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

Website: www.alsde.edu (https://www.alsde.edu)

**Kentucky Students**

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board’s website at www.epsb.ky.gov/certification/outofstate.asp (http://www.epsb.ky.gov/certification/outofstate.asp).

**Tennessee Students**

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

Benefits for Tennessee K–12 teachers enrolled in the Master of Science in Education the Master of Science in Education’s educational leadership emphasis area include:

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

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

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

Benefits of the Master of Science in Instructional Design and Technology include:

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

---

### Degree Plan

#### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE510</td>
<td>Foundations of Higher Education</td>
<td>5</td>
</tr>
<tr>
<td>HE520</td>
<td>Higher Education Laws and Regulations</td>
<td>5</td>
</tr>
<tr>
<td>HE530</td>
<td>Higher Education Organization and Governance</td>
<td>5</td>
</tr>
<tr>
<td>HE540</td>
<td>Multiculturalism and Diversity in Higher Education</td>
<td>5</td>
</tr>
<tr>
<td>HE550</td>
<td>Higher Education Finance</td>
<td>5</td>
</tr>
<tr>
<td>IX540</td>
<td>Research Methods for Education and Instructional Technology</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements: 30 Credits

#### Concentration Requirements

Concentration Courses (see below): 20 Credits

Total Concentration Requirements: 20 Credits

**TOTAL CREDITS: 50**

### Concentration Requirements

#### College Administration and Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE511</td>
<td>Departmental and Divisional Leadership</td>
<td>5</td>
</tr>
<tr>
<td>HE513</td>
<td>Institutional Research and Strategic Planning</td>
<td>5</td>
</tr>
<tr>
<td>HE515</td>
<td>Educational Program Assessment</td>
<td>5</td>
</tr>
<tr>
<td>HE543</td>
<td>Assessment of Online Learning Programs</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 20

#### Student Affairs

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE551</td>
<td>Student Affairs Foundation and Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>HE553</td>
<td>Current Issues in Student Affairs in Higher Education</td>
<td>5</td>
</tr>
<tr>
<td>HE555</td>
<td>Student Affairs Administration in Ground and Virtual Environments</td>
<td>5</td>
</tr>
<tr>
<td>HE594</td>
<td>Student Affairs Internship</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 20

#### College Teaching

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE521</td>
<td>Teaching Adult Learners</td>
<td>5</td>
</tr>
<tr>
<td>HE523</td>
<td>Curriculum Design and Implementation</td>
<td>5</td>
</tr>
<tr>
<td>HE525</td>
<td>Student Learning Assessment Methods</td>
<td>5</td>
</tr>
<tr>
<td>HE545</td>
<td>Teaching and Learning Online</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 20

---

1 Check with your school district and/or the Tennessee Department of Education prior to enrollment.
School of Health Sciences

Mission Statement

The School of Health Sciences is committed to preparing our students to become contributing members of the rapidly evolving health professions and the communities they serve. The knowledge, skills, and abilities gained through the health sciences programs prepare students to become effective and professional communicators, analytical problem solvers, and to embrace the challenges of a diverse community. The curriculum combines these skills with industry-specific standards that enable graduates to excel in this honorable field of service.

General Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

International Students

If you are an international student, you cannot enroll in a School of Health Sciences program that requires a clinical placement without prior approval of the Dean. In addition, you must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information. A second background check will be required prior to fieldwork. You are responsible for the cost of the background check.

Accelerated Master’s Degree Options

If you are a graduate of a School of Health Sciences bachelor’s degree program, are granted admission to a School of Health Sciences master’s degree program, and meet the requirements for the associated accelerated option, you may transfer in up to five graduate-level courses completed as part of the undergraduate program and will matriculate into a shortened version of the master's degree program.

Progression Requirements

Online Programs With a Required Clinical, Externship, or Practicum Experience

1. In the event that the University is unable to schedule you into the required externship, practicum, or clinical experience, there may be a delay between the time you end classes and begin the externship, practicum, or clinical experience. In this case, the Dean of the School of Health Sciences may grant an administrative leave of absence.

2. At the discretion of the University, externship, practicum, or clinical sites may be secured outside of your immediate residential area. You will be responsible for costs associated with transportation to the externship, practicum, or clinical site.

3. In the event that you have not met preclinical placement requirements, a one-term clinical leave of absence may be granted. The School of Health Sciences Clinical Placement Team must approve the request for a clinical leave of absence.

4. If you fail to meet the requirements of an arranged clinical placement after two attempts, you will be withdrawn from your academic program at the end of the current term.

Oregon Health Professions Requirements

Effective July 1, 2014, students completing certain types of clinical training in the state of Oregon are required to complete a standardized set of administrative requirements prior to beginning the clinical experience. These requirements include, but are not limited to, immunizations, screenings, and trainings listed by the Oregon Health Authority. Students are responsible for the costs associated with completion of these requirements. Additional information can be found on the Oregon Health Authority website. Health sciences students should work with the Health Sciences Clinical Placement Team to determine what requirements will need to be completed. Nursing students should work with the Practicum Manager to determine what requirements will need to be completed.

Programs

Master of Health Care Administration

The Master of Health Care Administration program could prepare you to pursue a variety of career opportunities within the health care industry. Core curriculum topics include: health care administration; organizational development; leadership; health care finance and economics, law, and statistics; human resources; health care operations and quality assessment; health policy, ethics, and marketing; health information management; and community health assessment.

View Program Details (p. 307)

Master of Health Informatics

In this program, you will study how to use health informatics to support data-driven improvements in clinical, financial, and public health outcomes. The program includes graduate-level courses on health informatics, health information systems, public policy, laws and legal issues, clinical taxonomies, data analysis, analytics and optimization, project management, organizational development, leadership, innovation, and research.

View Program Details (p. 308)

Master of Health Information Management

In this program, you will study how to manage health information to support data-driven improvements in clinical, financial, and public health outcomes. The program includes graduate-level courses on senior-level health information management; global health information systems design, selection, implementation, support, and maintenance; epidemiology; quality indicators; systems testing and evaluation; privacy; and decision support and outcome analysis.

View Program Details (p. 309)

Master of Public Health

The Master of Public Health curriculum is designed to provide you with core knowledge and skills in the foundational areas of public health. The program focuses on the public health core knowledge areas and practical skills to prepare you to enter the public health field.

View Program Details (p. 310)

Master of Science in Health Education

The Master of Science in Health Education program helps prepare you to pursue a variety of career opportunities within the health education and promotion industry. You will study concepts, values, research methods,
and applications that could help you prepare for leadership positions in health education organizations at the local, state, regional, and national levels.

View Program Details (p. 312)
Master of Health Care Administration

Description and Outcomes

The Master of Health Care Administration program could prepare you to pursue a variety of career opportunities within the health care industry. The program’s curriculum is designed to satisfy your intellectual curiosity by building on your current knowledge and skills. In addition, you will study overall concepts, values, research methods, and applications that could assist you as you prepare for leadership positions in health care administration within local, state, or federal government or in private industry. Core curriculum topics include: health care administration; organizational development; leadership; health care finance and economics, law, and statistics; human resources; health care operations and quality assessment; health policy, ethics, and marketing; health information management; and community health assessment.

Courses teach you to apply principles of health care administration in order to develop administrative, ethical, and professional skills that may enable you to pursue leadership positions in the expanding field of health care administration. If you already hold a leadership position, you may use this degree to refine, apply, and improve managerial and leadership skills.

The Master of Health Care Administration program also assesses your acquisition of competencies at the conclusion of the program via the submission of a comprehensive project. The program is designed to help you better prepare to meet the dynamic challenges of the field today and in the future.

Program Length

The Master of Health Care Administration program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Health Care Administration degree.

Program Outcomes

1. Health Care Theory: Compare theoretical health care principles essential to leadership positions in the health care industry.
2. Health Care Management: Design effective strategies based on concepts of leadership and management within health care administration.
3. Health Care Standards: Assess the impact economics, ethics, professional standards, and the law have on health care administration.
4. Health Care Policy: Develop health policies and programs to address health care needs in the industry.
5. Health Care Finance: Analyze statistical and financial methods in order to evaluate health care practices.
6. Health Care Leadership: Assess the value of diverse leadership theory in order to integrate innovative solutions as a health care leader.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

You will be withdrawn from the program if unable to successfully complete HA599 Master's Capstone in Health Care Administration on the second attempt.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA510</td>
<td>Organizational Development for Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HA515</td>
<td>Leadership in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HA520</td>
<td>Health Care Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>HA525</td>
<td>Health Law</td>
<td>4</td>
</tr>
<tr>
<td>HA530</td>
<td>Human Resources for Health Care Managers</td>
<td>4</td>
</tr>
<tr>
<td>HA535</td>
<td>Health Care Statistics</td>
<td>4</td>
</tr>
<tr>
<td>HA540</td>
<td>Health Care Operations and Quality Assessment</td>
<td>4</td>
</tr>
<tr>
<td>HA545</td>
<td>Health Policy</td>
<td>4</td>
</tr>
<tr>
<td>HA560</td>
<td>Community Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>HA565</td>
<td>Health Information Management and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>HA570</td>
<td>Health Care Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HA575</td>
<td>Health Care Marketing</td>
<td>4</td>
</tr>
<tr>
<td>HA599</td>
<td>Master's Capstone in Health Care Administration</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>52</td>
</tr>
</tbody>
</table>
Master of Health Informatics

Description and Outcomes

The Master of Health Informatics program is designed to prepare you for a career in health informatics. Based on various global health information management markets, the program incorporates an interprofessional approach to the curriculum through collaborative work.

You will study how to use health informatics to support data-driven improvements in clinical, financial, and public health outcomes. The program includes graduate-level courses on health informatics, health information systems, public policy, laws and legal issues, clinical taxonomies, data analysis, analytics and optimization, project management, organizational development, leadership, innovation, and research.

Program Length

The Master of Health Informatics program consists of a minimum of 48 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Health Informatics degree.

Program Outcomes

1. Health Informatics Management: Design effective business strategies based on concepts of leadership and management within health informatics.
2. Health Informatics Standards: Assess the impact of economics, ethics, professional standards, and the law on health informatics.
3. Health Informatics Policy: Develop health policies and procedures to address health informatics needs in the industry.
4. Health Informatics Finance: Evaluate health information systems based upon statistical and financial models.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 305) and the Policy Information (p. 271) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA515</td>
<td>Leadership in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HA535</td>
<td>Health Care Statistics</td>
<td>4</td>
</tr>
<tr>
<td>HI501</td>
<td>Health Informatics</td>
<td>4</td>
</tr>
<tr>
<td>HI510</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>HI560</td>
<td>Clinical Terminologies and Medical Vocabularies</td>
<td>4</td>
</tr>
<tr>
<td>HI540</td>
<td>Project Management of Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>HI570</td>
<td>Health Care Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>HI580</td>
<td>Legal and Ethical Issues in Health Information</td>
<td>4</td>
</tr>
<tr>
<td>HI550</td>
<td>Information Systems and Technology Management</td>
<td>4</td>
</tr>
<tr>
<td>PU535</td>
<td>Public Health Biology</td>
<td>4</td>
</tr>
<tr>
<td>PU650</td>
<td>Infectious Disease Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>HI595</td>
<td>Master’s Capstone in Health Informatics</td>
<td>4</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
Master of Health Information Management

Description and Outcomes

The Master of Health Information Management is designed to prepare you for a career in senior-level health information management. Based on various global health information management markets, the program incorporates an interprofessional approach to the curriculum through collaborative work.

You will study how to manage health information to support data-driven improvements in clinical, financial, and public health outcomes. The program includes graduate-level courses on senior-level health information management, global health information systems design, selection, implementation, support, and maintenance, epidemiology, quality indicators, systems testing and evaluation, privacy, and decision support and outcome analysis.

Program Length

The Master of Health Information Management program consists of a minimum of 48 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Health Information Management degree.

Program Outcomes

1. Health Information Management: Design effective business strategies based on concepts of leadership and management within health information.
2. Health Information Standards: Assess the impact of economics, ethics, professional standards, and the law on health information.
3. Health Information Policy: Develop health policies and procedures to address health information needs in the industry.
4. Health Information Finance: Evaluate health information systems based upon statistical and financial models.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 305) and the Policy Information (p. 271) section for general Kaplan University policies.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA515</td>
<td>Leadership in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HA520</td>
<td>Health Care Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>HA530</td>
<td>Human Resources for Health Care Managers</td>
<td>4</td>
</tr>
<tr>
<td>HA535</td>
<td>Health Care Statistics</td>
<td>4</td>
</tr>
<tr>
<td>HI510</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>HI530</td>
<td>Clinical Terminologies and Medical Vocabularies</td>
<td>4</td>
</tr>
<tr>
<td>HI540</td>
<td>Project Management of Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>HI550</td>
<td>Organizational Development and Management for Health Information</td>
<td>4</td>
</tr>
<tr>
<td>HI560</td>
<td>Health Care Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>HI570</td>
<td>Legal and Ethical Issues in Health Information</td>
<td>4</td>
</tr>
<tr>
<td>HI599</td>
<td>Master’s Capstone in Health Information Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Core Requirements 44

Open Elective Requirements

Open Elective 4

Total Open Elective Requirements 4

TOTAL CREDITS 48
Master of Public Health

Description and Outcomes

Public health professionals are concerned with the health of a population—populations as large as several countries (i.e., international) and as small as a local neighborhood. Public health efforts involve improving population health by implementing health education programs, researching disease or injury as it relates to groups and/or geography, and promoting healthy lifestyles. Professionals in the public health field also develop health policy and legislation, manage health services and facilities, and serve as a consultant on health initiatives. The Master of Public Health program could prepare you to pursue a variety of career opportunities in the public health field and private industries.

The Master of Public Health curriculum is designed to provide you with core knowledge and skills in the foundational areas of public health. The program focuses on the public health core knowledge areas and practical skills to prepare you to enter the public health field. In addition, you will study concepts, values, research methods, and applications that could assist you as you prepare for a leadership or administrative career in public health within local, state, or federal governments as well as private industries. Core curriculum topics include: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. Courses teach you to apply principles of public health to real-world situations and develop administrative, ethical, and professional skills. These skills may help you pursue leadership positions in the expanding field of population health.

You will have the opportunity to select elective courses in a variety of special topics, and may choose courses that closely align to your interests within the field of public health.

In addition, you will solidify your skills through the completion of a capstone project. The project entails analyzing, evaluating, and synthesizing public health constructs within a real-world issue or scenario, without the use of human research participants. As the final course in the program, the capstone experience allows you to demonstrate readiness to enter the public health workforce.

Fieldwork Experience

You could build practical experience and strengthen your resume through fieldwork opportunities that provide onsite training. You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the Clinical Placement Team to determine your exact responsibilities and process for site selection.

Program Length

The Master of Public Health program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Public Health degree.

Program Outcomes

1. Demonstrate an evidence-based approach to public health practice.
2. Leverage fundamental epidemiological concepts in addressing population health problems.
3. Appraise current and relevant health issues and policy.
4. Implement leadership, administrative, and communication skills through planning, organization, administration, and evaluation of public health programs and processes.
5. Evaluate concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

You must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information.

Progression Requirements

1. You must complete an additional background check prior to beginning the externship experience. In addition, externship sites may require you to provide immunization and health records. Kaplan University does not require submission of immunization and health records; however, if an externship site requires such records, you are responsible for providing the required documentation to your chosen site.
2. If you are a graduate of a medical, osteopathic, naturopathic, or chiropractic program from an accredited university and hold the MD, DO, ND, or DC degree, you may receive a block transfer of 28 quarter credits into the Master of Public Health program. The block transfer will fulfill the 16 quarter credit major electives category and the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA535</td>
<td>Health Care Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PU520</td>
<td>Principles of Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>PU535</td>
<td>Public Health Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

To receive credit, by the end of the first term an official transcript must be received from your doctoral degree-granting institution. Transcripts received after the end of the first term may be denied eligibility for an official transfer credit evaluation.

3. You may not use transfer credits to replace PU550 Public Health Leadership and Administration. This course must be completed at Kaplan University.
## Degree Plan

### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HA535</td>
<td>Health Care Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PU500</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>PU505</td>
<td>Health Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PU520</td>
<td>Principles of Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>PU530</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>PU535</td>
<td>Public Health Biology</td>
<td>4</td>
</tr>
<tr>
<td>PU550</td>
<td>Public Health Leadership and Administration</td>
<td>4</td>
</tr>
<tr>
<td>PU680</td>
<td>Practical Skills in Public Health I</td>
<td>4</td>
</tr>
<tr>
<td>PU690</td>
<td>Practical Skills in Public Health II</td>
<td>4</td>
</tr>
<tr>
<td>PU699</td>
<td>Master of Public Health Capstone</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>40</td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Electives</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>56</td>
<td></td>
</tr>
</tbody>
</table>
Master of Science in Health Education

Description and Outcomes

The Master of Science in Health Education program helps prepare you to pursue a variety of career opportunities within the health education and promotion industry. The curriculum is designed to provide you with content knowledge and skills in the broad areas of public health education and community health. Additionally, you will study concepts, values, research methods, and applications that could help you prepare for leadership positions within health services organizations.

The curriculum has been designed to train you to meet the demands of the health education and public health workforce. You will receive training in the seven areas of responsibility for health education specialists—as identified by the National Commission for Health Education Credentialing, Inc. (NCHEC). Through successful completion of the program, you will learn how to plan, develop, implement, evaluate, and lead health programs to improve the lives of a community, advocate for change within society or an organization, and communicate health marketing efforts to engage underserved populations. Since the discipline of health education/promotion is a narrow field of study within public health, you will also study the foundational knowledge areas of public health, in addition to the health education specialty. The fundamental knowledge areas of public health include health data statistical analysis, epidemiology (i.e., study of diseases within populations), environmental health (i.e., biological, physical, and chemical factors affecting community health), health services administration, and the social/behavioral sciences (i.e., study of human behaviors related to public health). Through successful completion of the program, you will learn how to leverage a health system or organization to accomplish program goals through critical thinking and creative problem solving.

The program’s pedagogical approach considers all degree candidates as future leaders within an organization and the health industry. The curriculum uses multiple approaches to teach the skills used by health professionals, with an emphasis on standard deliverables required by most health organizations. The curriculum ensures that graduates are prepared for the various positions within a career’s trajectory.

Fieldwork Experience

You could build practical experience and strengthen your resume through fieldwork opportunities that provide onsite training. You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the Clinical Placement Team to determine your exact responsibilities and process for site selection.

Program Length

The Master of Science in Health Education program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Knowledge Base: Exhibit a sound foundational knowledge of the major concepts, theoretical perspectives, and historical trends in health education and health promotion.
2. Application: Employ the concepts, principles, and methods of health education in designing and analyzing health education programs.
4. Global Awareness: Communicate an understanding of multicultural literacy in the fields of health education and wellness promotion.
5. Ethics and Professionalism: Support the professional standards outlined in the Health Education Code of Ethics through leadership and community stewardship.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

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

You are required to have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19).

Programs Requirements

You must complete an additional background check prior to beginning the externship experience. In addition, externship sites may require you to provide immunization and health records. Kaplan University does not require submission of immunization and health records; however, if an externship site requires such records, you are responsible for providing the required documentation to your chosen site.

You may not use transfer credits to replace PU550 Public Health Leadership and Administration. This course must be completed at Kaplan University.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA530</td>
<td>Human Resources for Health Care Managers</td>
<td>4</td>
</tr>
<tr>
<td>HA535</td>
<td>Health Care Statistics</td>
<td>4</td>
</tr>
<tr>
<td>HA560</td>
<td>Community Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>HD625</td>
<td>Health Education Design, Implementation, and Administration</td>
<td>4</td>
</tr>
<tr>
<td>PU500</td>
<td>Foundations in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>PU505</td>
<td>Health Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PU520</td>
<td>Principles of Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>PU530</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PU550</td>
<td>Public Health Leadership and Administration</td>
<td>4</td>
</tr>
<tr>
<td>PU610</td>
<td>Public Health Program Development</td>
<td>4</td>
</tr>
<tr>
<td>PU630</td>
<td>Health Education and Communication</td>
<td>4</td>
</tr>
<tr>
<td>PU680</td>
<td>Practical Skills in Public Health I</td>
<td>4</td>
</tr>
<tr>
<td>PU690</td>
<td>Practical Skills in Public Health II</td>
<td>4</td>
</tr>
<tr>
<td>HD599</td>
<td>Master's Capstone in Health Education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td><strong>56</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 56
School of Nursing

Mission Statement
The Kaplan University School of Nursing mission is to prepare and develop a diverse population of undergraduate and graduate nursing students to launch, enhance, and change health care careers that contribute to the art and science of nursing. Our faculty are practitioners and scholars who provide a state-of-the-art education within an innovative and accessible learning environment. Our programs build student knowledge and confidence to transform health care. Graduates are prepared to effectively address health care priorities in local, national, and global settings with enriched professional attributes in evidence-based practice and scholarship, critical thinking, leadership, interprofessional communication, and lifelong learning.

General Policies
Policy information specific to the School of Nursing's graduate programs is noted below.

Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University's general requirements. Refer to the program-specific policy pages for additional admissions requirements.

If applying for admission, you must:

1. Have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19).

The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse. If you reside in Iowa, you must authorize the University to obtain this information.

2. Submit documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a license comparable to a U.S. registered nurse license from the nation, province, or region where you are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. The University will verify the authenticity of all submitted foreign nursing licenses.

Requirements for Graduates of Foreign Nursing Programs
If you graduated from a foreign nursing program, you must submit an official course-by-course evaluation of your nursing program to a foreign credential evaluation service. The foreign credential evaluation must be received by the Prior Learning Assessment Center prior to enrollment. The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at http://www.naces.org/members.htm or by another service approved by Kaplan University.

Progression Requirements
1. To begin the clinical or practicum placement process, you must complete an orientation to the clinical process. In addition, you are required to submit an application no less than 3 months prior to beginning a 500-600-level clinical or practicum course. All required documentation must be submitted, reviewed, and approved by the School of Nursing to obtain approval to register for a practicum or clinical course. Incomplete or incorrect documentation will delay registration. A list of required documents may be obtained from the School of Nursing.

Your final grade for any practicum, clinical, or practice experience course (500-800 level) is determined by successful completion of both the didactic and experiential components of the course. Failure of either the didactic or experiential component will result in failure of the entire course.

2. The grade of “C” is the minimum acceptable grade for graduate courses and the grade of “B” is the minimum acceptable grade for graduate nurse practitioner clinical courses. You may only take a course twice; failure to achieve the required grade will result in dismissal from Kaplan University with the second attempt.

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

State laws may permit the use of marijuana for medicinal or recreational use; however, federal laws prohibit the use, possession, and/or cultivation of marijuana at educational institutions that are recipients of federal funds. You will be required to undergo drug testing according to the Kaplan University School of Nursing Drug Screening Policy. Any student testing positive for marijuana or derivatives will not be allowed continued enrollment in the nursing program.

Graduation Requirements
In addition to Kaplan University’s general requirements (p. 271), you must successfully complete the clinical, practicum, or practice experience requirements for your selected program. You will be graded for both the didactic and the experiential components of this course. Failure of either the didactic or the experiential components will result in failure of the course.

Programs

Doctor of Nursing Practice
The Doctor of Nursing Practice is designed to prepare nursing leaders to practice at the highest level of professional nursing practice.

View Program Details (p. 316)

Master of Science in Nursing
The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare you to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master’s degree program is to provide graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

View Program Details (p. 320)
**Master of Science in Nursing—DNP Path**

Enrollment in this degree plan is limited to those who apply to the Doctor of Nursing Practice program and possess a bachelor’s degree with an upper-level major in nursing as their highest nursing degree. Successful completion of the Master of Science in Nursing—DNP Path is required to move on to the Doctor of Nursing Practice.

View Program Details (p. 326)

**Adult-Gerontology Primary Care Nurse Practitioner Certificate**

If you are a registered nurse interested in expanding your knowledge as it relates to the role of the adult-gerontology nurse practitioner, consider the Adult-Gerontology Primary Care Nurse Practitioner Certificate program. This certificate program is designed to educate you on the topics of how to promote and provide primary care as a member of an interdisciplinary team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities.

View Program Details (p. 330)

**Executive Leader Graduate Certificate**

If you are a registered nurse interested in expanding your knowledge of nursing administration to better meet the challenges within the health care environment, the Executive Leader Graduate Certificate program could help you pursue your professional goals. This certificate program allows you to build on your master’s degree in nursing by completing six courses focused on nursing administration, including practicum and capstone courses.

View Program Details (p. 333)

**Family Nurse Practitioner, Primary Care Certificate**

If you are a registered nurse interested in expanding your knowledge as it relates to the role of the family nurse practitioner, consider the Family Nurse Practitioner, Primary Care Certificate program. This certificate program is designed to educate you on the topics of how to best deliver care as a member of an interdisciplinary team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities.

View Program Details (p. 334)

**Nurse Educator Graduate Certificate**

If you are a registered nurse interested in expanding your knowledge of nursing education, consider the Nurse Educator Graduate Certificate program. This certificate program allows you to build on your master’s degree in nursing by completing nine courses focused on nursing education, including practicum and capstone courses.

View Program Details (p. 336)
Doctor of Nursing Practice

Description and Outcomes

The Doctor of Nursing Practice (DNP) is a practice-focused terminal nursing degree and is an alternative to research-focused doctoral programs. DNP graduates are prepared to take leadership roles in a variety of settings with a focus on improving health care systems and patient outcomes. In our rapidly evolving and complex health care environment, the demand for nurses with DNP preparation has never been greater.

Our Program

We accept applicants with a CCNE-, ACEN-, or CNEA- accredited Master of Science in Nursing with an advanced nursing practice specialty as defined by the American Association of Colleges of Nursing. Direct care advanced practice registered nurse (APRN) specialties are nurse practitioner, clinical nurse specialist, nurse anesthetist, and nurse midwife. Indirect care advanced practice specialties are roles such as nursing administration, informatics, health policy, and population health. Applicants with other Master of Science in Nursing degrees are reviewed on a case-by-case basis.

Kaplan University is deeply committed to supporting our students and recognizes that nurses are exceptionally busy with multiple demands. The DNP program at Kaplan University is delivered online and you complete practice experiences and a DNP project at a health care setting of your choice. You will have a DNP Faculty Mentor who provides guidance, mentorship, and support throughout the program and during the DNP practice experience and project.

Our DNP program is based on the AACN’s Essentials of Doctoral Education for Advanced Nursing Practice (2004). It is designed to prepare nurses to practice at the highest level of nursing, analyze data and scientific research to improve nursing practice, provide organizational and system leadership to continuously improve quality of health care and foster interprofessional collaboration, and evaluate ethical, legal, and social factors in shaping and developing health policies.

Refer to the Certification, State Board, and National Board Exams (p. 318) section for important program disclosure information.

Note: the Doctor of Nursing Practice program is not available in all states. Refer to the State Approvals (p. 7) section for details.

Practice Experiences

The practice experience will occur in a facility site you select in consultation with your DNP Faculty Mentor. One thousand (1,000) postbaccalaureate practice hours are required for DNP degree completion.

Degree Plans

If you successfully completed the Master of Science in Nursing—DNP Path at Kaplan University, you will complete the standard DNP degree plan. You may also be eligible for this degree plan if you previously completed a CCNE-, ACEN-, or CNEA-accredited Master of Science in Nursing at another institution. The standard degree plan consists of a minimum of 48 quarter credit hours, depending on your prior degree.

Effective May 18, 2016, the Post-Master of Science in Nursing degree plans are not available. You may pursue a post-master’s certificate before applying to the Doctor of Nursing Practice standard degree plan.

Please see requirements for the Executive Leader Graduate Certificate, Nurse Educator Graduate Certificate, Adult-Gerontology Primary Care Nurse Practitioner Certificate, or Family Nurse Practitioner, Primary Care Certificate.

Program Length

The Doctor of Nursing Practice program consists of a minimum of 48 quarter credit hours, depending on your prior degree. Upon successful completion of the program, you will be awarded a doctorate degree.

Program Outcomes

Upon graduation, Kaplan University DNP-prepared nurses will be prepared to:

1. Scientific Underpinnings for Practice: Integrate nursing science with other disciplines and use science-based theories and concepts to develop and evaluate new practice approaches to improve health care delivery.

2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking: Develop and evaluate health care delivery approaches to meet current and future health needs, ensure accountability and patient safety, and evaluate effective strategies for managing ethical dilemmas.

3. Clinical Scholarship and Analytical Methods for Evidence-Based Practice: Utilize analytical methods to critically appraise existing literature, design and implement studies, apply relevant findings to practice, use technology to improve research methods, and disseminate findings from evidence-based practice and research to improve health care outcomes.

4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care: Leverage information technology to evaluate programs and improve outcomes of care.

5. Health Care Policy for Advocacy in Health Care: Model leadership in the critical evaluation of health care policy, development of policy at all levels, and advocacy for justice and ethics in all health care arenas.

6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes: Apply the methods of effective team leadership, be prepared to play a central role in establishing interprofessional teams, participate in the work of the team, and assume team leadership when appropriate.

7. Clinical Prevention and Population Health for Improving the Nation’s Health: Engage in leadership to integrate and institutionalize evidence-based clinical prevention and population health services for individuals, aggregates, and populations.

8. Advanced Nursing Practice: Demonstrate refined levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating health care.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.
Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Policy information specific to the Doctor of Nursing Practice program is noted below.

Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you are an international applicant, you are not eligible to enroll in this program due to practice experience requirements.

Upon acceptance to the Doctor of Nursing Practice program, you will be placed in a degree plan relevant to your prior learning.

If you previously withdrew or were dismissed from the Doctor of Nursing Practice program, you must wait a minimum of 6 months from the official date of withdrawal to reapply for admission. Contact the Office of Returning Students for more information. Acceptance of returning students is at the discretion of the School of Nursing.

Requirements for Graduates of a Bachelor’s Degree Program
If a bachelor’s degree with an upper-level major in nursing is the highest nursing degree you have attained, you will enroll in the Master of Science in Nursing—DNP Path program and earn a master’s degree before continuing on to the Doctor of Nursing Practice program. Refer to the Admissions Requirements (p. 326) for the Master of Science in Nursing—DNP Path for additional information.

Requirements for Graduates of a Master’s Degree Program
If a master’s degree with an upper-level major in nursing is the highest nursing degree you have attained, you will enroll in the Master of Science in Nursing—DNP Path program and earn a master’s degree before continuing on to the Doctor of Nursing Practice program. Refer to the Admissions Requirements (p. 326) for the Master of Science in Nursing—DNP Path for additional information.

Progression Requirements
1. If you are unable to complete your DNP scholarly project within the normal course of study, you may contact your DNP Faculty Mentor to secure an extension. The purpose of the extension is to provide you with additional time to complete the DNP project. Approval of the Dean’s designee is required. If granted, you will enroll in DN820A DNP Extension Course. DN820A DNP Extension Course is taken after DN823 DNP Project Dissemination and is for the specific purpose of providing a means for the project completion. The University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

2. Failure to successfully complete a practice experience portion of a course will result in failure of the entire course.

3. You must complete your practice experiences as assigned in the curriculum and in settings that have been approved by your DNP Faculty Mentor. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the practice experience.

4. Some facilities may require additional documentation, as necessary, to comply with specific federal, state, and/or the facility’s own requirements for nursing student candidates. If your practice site needs additional documentation, such as a criminal background check or affiliation agreement, your DNP Faculty Mentor will assist you in obtaining documentation in collaboration with the Clinical Placement Team. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical or practicum course.

5. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the practice experience setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

6. You must successfully complete IRB training, and IRB approval is required for the development of your DNP scholarly project. The DNP Faculty Mentor will assist with IRB matters.

7. You may not receive transfer credit for any 700- or 800-level course.

Graduation Requirements
You must meet Kaplan University’s general requirements (p. 271). Additionally, the Doctor of Nursing Practice (DNP) requires a minimum of 1,000 postbaccalaureate supervised practice hours. The DNP faculty will review prior coursework to determine the appropriate number of hours to complete at the DNP level.

You will be required to complete a minimum of 48 quarter credit hours in the DNP program, which includes over 500 supervised practice hours. Degree plans are outlined with up to 60 quarter credit hours required at the 700-800 level, which accounts for 12 quarter credit hours of DNP
practice experience that you may be required to complete in order to satisfy the 1,000-hour postbaccalaureate minimum. Part or all of the independent study requirements for practice hours can be waived from your degree, at the discretion of your Academic Department Chair or Dean, depending on the number of practice hours you are required to complete. Waivers will be submitted through your Education Advisor.

Certification, State Board, and National Board Exams
It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

If you intend to pursue certification as an advanced practice registered nurse, you must verify the requirements for certification and licensing with your state board of nursing.

Upon completion of the program, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Organization of Nurse Executives Certified in Executive Nursing Practice certification.

Degree Plan
Program Requirements

Standard DNP

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN703</td>
<td>Scientific Foundations for Practice Doctorate</td>
<td>5</td>
</tr>
<tr>
<td>DN713</td>
<td>Epidemiology and Social Determinants of Population Health</td>
<td>5</td>
</tr>
<tr>
<td>DN723</td>
<td>DNP Project - Analytic Methods and Project Proposal</td>
<td>5</td>
</tr>
<tr>
<td>DN733</td>
<td>Ethics, Policy, and Advocacy for Population Health</td>
<td>5</td>
</tr>
<tr>
<td>DN743</td>
<td>Clinical Decision Making for Practice Doctorate</td>
<td>5</td>
</tr>
<tr>
<td>DN753</td>
<td>Transforming the Health Care Organization</td>
<td>5</td>
</tr>
<tr>
<td>DN803</td>
<td>DNP Project Development - Data-Driven Decision Making</td>
<td>6</td>
</tr>
<tr>
<td>DN813</td>
<td>DNP Project Implementation and Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>DN823</td>
<td>DNP Project Dissemination</td>
<td>6</td>
</tr>
</tbody>
</table>

Independent Study Courses (if required) | 0-12

Total Core Requirements | 48-60

TOTAL CREDITS | 48-60

Post-Master of Science in Nursing
(Not Available for Enrollment Effective May 18, 2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN813</td>
<td>DNP Project Implementation and Evaluation</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Core Requirements | 48

Specialized Pathway Requirements

Population Focus Area or Concentration Courses (see below) | 33-60

Total Specialized Pathway Requirements | 33-60

TOTAL CREDITS | 81-108

Concentration Requirements

Adult-Gerontology Primary Care Nurse Practitioner Population Focus Area
(Not Available for Enrollment Effective May 18, 2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN566</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN572</td>
<td>AGNP I - Primary Care of the Adolescent and Adult</td>
<td>5</td>
</tr>
<tr>
<td>MN573</td>
<td>AGNP I Clinical - Adolescent and Adult Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women's Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN584</td>
<td>AGNP II - Primary Care of the Frail Elderly</td>
<td>5</td>
</tr>
<tr>
<td>MN585</td>
<td>AGNP II Clinical - Frail Elderly Focus</td>
<td>5</td>
</tr>
</tbody>
</table>

1 The actual number of credits required for graduation may range from 48 to 60 credits depending on the number of supervised practice hours you bring into the program at the time of enrollment. Independent study options are available for those students who need additional coursework to achieve a minimum of 1,000 hours of postbaccalaureate practice as part of a supervised academic program prior to graduation. Please reference the graduation requirements for the Doctor of Nursing Practice.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN566</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN568</td>
<td>FNP I - Primary Care Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN569</td>
<td>FNP I Clinical - Life Span Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women's Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN580</td>
<td>FNP II - Primary Care of Children and Adolescents Health</td>
<td>5</td>
</tr>
<tr>
<td>MN581</td>
<td>FNP II Clinical - Children and Adolescent Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN605</td>
<td>Transition to Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN610</td>
<td>NP III Clinical - Primary Care Focus</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Specialized Pathway Requirements</strong></td>
<td><strong>60</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Family Nurse Practitioner, Primary Care Population Focus Area
(Not Available for Enrollment Effective May 18, 2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN512</td>
<td>Leadership, Organizational Theory, and Behavior</td>
<td>5</td>
</tr>
<tr>
<td>MN513</td>
<td>Health Care Finance, Strategic Planning, and Budgeting</td>
<td>5</td>
</tr>
<tr>
<td>MN514</td>
<td>Human Resources Management</td>
<td>5</td>
</tr>
<tr>
<td>MN515</td>
<td>Innovation in Health Care Information Technology - Administrative and Advanced Practice Priorities</td>
<td>5</td>
</tr>
<tr>
<td>MN520</td>
<td>Executive Leader Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MN600</td>
<td>Evidence-Based Practice Project</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Independent Study Courses (if required)</td>
<td>3-12</td>
</tr>
<tr>
<td></td>
<td><strong>Total Specialized Pathway Requirements</strong></td>
<td><strong>33-42</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>33-42</strong></td>
</tr>
</tbody>
</table>

The actual number of credits required for graduation may range from 78 to 90 credits depending on the number of supervised practice hours you bring into the program at the time of enrollment. Independent study options are available for those students who need additional coursework to achieve a minimum of 1,000 hours of postbaccalaureate practice as part of a supervised academic program prior to graduation. Please reference the graduation requirements for the Doctor of Nursing practice.
Master of Science in Nursing
Description and Outcomes

The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare you to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master’s degree program is to provide graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

The program of study includes completion of the core curriculum, concentration or population focus area courses, and an evidence-based project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention, and biostatistics.

Concentrations and Population Focus Areas

You will choose from concentrations and population focus areas designed to provide further knowledge in your chosen specialty and your specific advanced role: nurse educator, executive leader, informatics, family nurse practitioner, primary care, adult-gerontology primary care nurse practitioner, or adult-gerontology acute care nurse practitioner. Refer to the Certification, State Board, and National Board Exams (p. 323) section for important program disclosure information.

The nurse educator concentration prepares nurses to address health care problems in a variety of settings. Learn to effectively teach patients and their families, provide staff development programs, evaluate the effectiveness of educational programs, and instruct undergraduate nursing students through the application of advanced nursing knowledge, learning theories, and curricular development and instructional design techniques. The nurse educator concentration contributes to the preparation for the National League for Nursing’s Certified Nurse Educator (CNE) examination and/or the American Nurses Credentialing Center’s (ANCC) Nursing Professional Development board certification examination.

The executive leader concentration is designed to prepare you to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. Upon graduation, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

The informatics concentration is designed to prepare you to meet the clinical, educational, research, and administrative challenges associated with working in a technology-rich environment. This concentration focuses on content and the representation of data and information, and incorporates computer, information literacy, and management competencies. Upon graduation, you may be prepared to use technology and information systems to advance evidence-based research and to pursue informatics leadership roles in health care, industry, and education settings. In addition, you may be eligible to sit for the American Nurses Credentialing Center’s Informatics Nursing certification examination. Effective June 7, 2017, the informatics concentration is not accepting enrollments.

The family and adult-gerontology primary care nurse practitioner population focus areas are designed to educate you on the topics of how to best provide primary care as a member of an interprofessional team and improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice.

The adult-gerontology acute care nurse practitioner population focus area is designed to prepare registered nurses as practitioners for professional practice in the medical, surgical, and critical care management of acutely ill adult patient populations. Graduates may expect to practice in acute and complex care settings in roles such as a hospitalist in a medical-surgical unit or an intensivist in a general or specialty critical care unit. Adult-gerontology acute care nurse practitioners function within the interprofessional acute care team providing direct care management including diagnosis and treatment planning.

Note: the Master of Science in Nursing program’s adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, and family nurse practitioner, primary care population focus areas are not available in all states. Refer to the State Approvals (p. 7) section for details.

Practicum and Clinical Practice Experiences

If you choose the executive leader, nurse educator, or informatics concentration, you will complete a clinical or practicum experience designed to provide the opportunity for application of theoretical knowledge while working with a mentor. The practicum experience occurs in a facility you select in consultation with the Clinical Placement Team.

If you choose the adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, or family nurse practitioner, primary care population focus area, you will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site you select in consultation with the faculty and the Clinical Placement Team. Additionally, the adult-gerontology acute care nurse practitioner population focus area requires an in-person skills intensive.

Refer to the Progression Requirements (p. 322) section for further details.

Program Length

The Master of Science in Nursing program consists of a minimum of 60 to 90 quarter credit hours, depending on your specialty. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Background for Practice from Sciences and Humanities: Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Organizational and Systems Leadership: Demonstrate ethical and critical decision-making leadership skills that result in effective working relationships and a systems perspective.


4. Translating and Integrating Scholarship into Practice: Apply research outcomes within the practice setting, resolve practice problems, work as a change agent, and disseminate results.

5. Informatics and Health Care Technologies: Utilize patient-care and communication technologies to deliver and coordinate quality care.

6. Health Policy and Advocacy: Employ policy that supports advocacy strategies to influence health and health care.

7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes: Collaborate with interprofessional teams to improve patient and population health outcomes.

8. Clinical Prevention and Population Health for Improving Health: Support broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

9. Master’s-Level Nursing Practice: Integrate advanced levels of understanding of nursing and relevant sciences to influence health care outcomes for individuals, populations, or systems.

**Adult-Gerontology Acute Care Nurse Practitioner Outcomes**

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of acute care through management of both health and illness states.

2. Collaborate with the individual and other health care professionals for the purpose of ensuring high-quality, holistic acute care services.

3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.

4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology acute care nurse practitioner role.

5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.

6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client’s cultural and spiritual beliefs.

**Executive Leader Outcomes**


2. Collaborative Practice: Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.

3. Creating and Managing Nursing Care Systems: Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

**Family Nurse Practitioner, Primary Care Outcomes**

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.

2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.

3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.

4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.

5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.

6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client’s cultural and spiritual beliefs.

**Informatics Outcomes**


2. Education: Appraise emerging and converging technologies to enhance nursing and patient education.

3. Research: Evaluate information systems in support of evidence-based practice and clinical applications.

4. Administrative: Critique leadership roles and competencies in the planning, implementation, and evaluation of information systems and patient care technologies.

**Nurse Educator Outcomes**

1. Clinical Expertise: Integrate advanced nursing practice knowledge with educational content, design, and delivery.
2. Instructional Method Design: Design educational programs that facilitate learning for patients, health care professionals, or nursing students.


4. Clinical Expertise: Apply advanced nursing practice knowledge to impact health care outcomes for individuals, populations, or systems.

**Professional Competencies**

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

**Program Availability**

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

**Policies**

Policy information specific to the Master of Science in Nursing program is noted below.

**Admissions Requirements**

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

At this time, you may not enroll in the Master of Science in Nursing if you are a resident of Tennessee.

If applying for admission, you must submit the following:

1. An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor’s degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

2. An unofficial transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. If you have not completed these courses as part of your bachelor’s degree in nursing, you must complete them before enrollment in MN504 Scientific and Analytic Approaches to Advanced Evidence-Based Practice. If you choose to take the required statistics course at the University, you will have all course-level prerequisites waived.

3. An approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information.

**Adult-Gerontology Acute Care Nurse Practitioner Population Focus Area**

If you are an international applicant, you are not eligible to enroll in these focus areas due to clinical requirements.

If applying for admission, you must submit a current, professional resume or curriculum vitae that verifies you have a minimum of one year of recent full-time practice (2,000 hours) as a registered nurse in a critical care setting that the School of Nursing has determined addresses the clinical skills and experience needed to serve as a basis for entering an acute care nurse practitioner program (emergency room does not apply). Acceptance into the program is determined by the School of Nursing’s review of your professional resume or curriculum vitae.

Prior to enrollment, you must provide evidence of current advanced cardiac life support (ACLS) certification. Your ACLS certification must remain current during the course of your enrollment.

**Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner, Primary Care Population Focus Areas**

If you are an international applicant, you are not eligible to enroll in these focus areas due to clinical requirements.

If applying for admission, you must submit a current, professional resume or curriculum vitae that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse within the last 3 years and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing’s review of your professional resume or curriculum vitae.

**Graduates of Kaplan University’s Bachelor of Science in Nursing—RN-to-BSN**

As a graduate of the University’s Bachelor of Science in Nursing—RN-to-BSN program who enters the Master of Science in Nursing program, you may have already satisfied specific core requirements and will complete a condensed program of graduate study.

**Progression Requirements**

1. You can enroll in no more than two courses per term, unless approved by the Dean of the School of Nursing.

2. You may not use transfer credit to replace MN501 Advanced Nursing Roles, unless you are a graduate of Kaplan University’s Bachelor of Science in Nursing—RN-to-BSN program. In addition, you may not use transfer credit to replace any courses in the informatics, executive leader, or nurse educator concentrations unless you have approval from the Dean of the School of Nursing. If none of these exceptions apply, these courses must be completed at the University. If you are enrolled in the adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, or family nurse practitioner, primary care population focus area, you may apply transfer credit toward the following focus area courses only:

```
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
</tbody>
</table>
```

**Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner, Primary Care Population Focus Areas**

1. You will complete clinical courses as part of the requirements for the concentration. You are responsible for locating an appropriate site for the clinical or practicum experience. You must achieve a minimum grade of "S" (satisfactory) for the clinical or practicum
components of courses. Failure to successfully complete this portion of a course will result in failure of the entire course. Required hours for the experience vary across concentrations.

2. You are responsible for meeting all requirements for advanced practice certification and/or licensure in your state. To find your requirements, contact your state’s board of nursing. The National Council of State Boards of Nursing has 60 member boards and contact information for each state can be found at http://www.ncsbn.org/contactbon.htm. While the Kaplan University curriculum meets national certification requirements, some states may have additional licensure standards including, but not limited to, additional clinical or residency hours.

3. You must complete your clinical experience in a setting that has been approved by the Clinical Placement Team. You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the program’s staff to determine your exact responsibilities and process for site selection. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the clinical practice experiences.

In addition, if you are enrolled in the adult-gerontology acute care nurse practitioner population focus area, you must complete an in-person skills intensive during MN651: AGACNP Introduction to Acute Care Management, which takes place at Kaplan University’s Indianapolis location over the course of 2.5 days. For this in-person session, you must travel to Indianapolis and are responsible for all travel expenses.

4. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements. If you are applying to the adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, or family nurse practitioner, primary care population focus area, the background check must not contain information that would prohibit you from being licensed as an advanced practice registered nurse and/or being granted prescriptive authority under your state’s Nurse Practice Act.
   d. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical course.
   e. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the population focus area. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

5. Prior to registering for subsequent clinical courses, all immunizations must be current according to Kaplan University policy. Specific requirements are listed in the NP Clinical Student Handbook.

6. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

The School of Nursing provides guidelines, policies, and documents that are necessary to plan for and support you in meeting the expectations to secure a practicum or clinical experience.

Executive Leader, Nurse Educator, and Informatics Concentrations
You will complete a clinical or practicum course and either MN600 Evidence-Based Practice Project or MN603 Evaluating and Disseminating Principles of Advanced Nursing Practice - Clinical as part of the requirements for the concentration. You are responsible for locating an appropriate site for the clinical or practicum experience. You must achieve a minimum grade of “S” (satisfactory) for the clinical or practicum components of courses. Failure to successfully complete this portion of a course will result in failure of the entire course. Required hours for the experience vary across concentrations.

Certification, State Board, and National Board Exams
It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the adult-gerontology acute care nurse practitioner population focus area, you may be eligible to sit for the American Nurses Credentialing Center’s Adult-Gerontology Acute Care Nurse Practitioner certification or the American Association of Critical-Care Nurses’ Critical-Care Nurse Practitioner certification.

Upon completion of the executive leader concentration, you may be eligible to sit for the Nurse Executive or the Nurse Executive, Advanced, certification examinations depending on your meeting the eligibility requirements of the American Nurses Credentialing Center.

Upon completion of the nurse educator concentration, you may be prepared to sit for the National League for Nursing’s Certified Nurse Educator (CNE) examination.

Upon completion of the informatics concentration, you may be eligible to sit for the American Nurses Credentialing Center’s Informatics Nursing certificate examination.

Upon completion of the adult-gerontology primary care nurse practitioner population focus area, you may be eligible to sit for the American Nurses Credentialing Center’s Adult-Gerontology Primary Care Nurse Practitioner
Master of Science in Nursing

certification or the American Academy of Nurse Practitioners’ Adult Gerontology Primary Care Nurse Practitioner certification.

Upon completion of the family nurse practitioner, primary care population focus area, you may be eligible to sit for the American Nurses Credentialing Center’s Family Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Family Nurse Practitioner certification. These are primary care certifications.

Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in your state. You can obtain additional information from your state’s Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP), or the American Association of Critical-Care Nurses (AACN).

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>MN501</td>
<td>Advanced Nursing Roles</td>
<td>5</td>
</tr>
<tr>
<td>MN502</td>
<td>Theoretical Foundations of Advanced Practice Nursing</td>
<td>5</td>
</tr>
<tr>
<td>MN504</td>
<td>Scientific and Analytic Approaches to Advanced Evidence-Based Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN505</td>
<td>Epidemiology and Health Promotion</td>
<td>5</td>
</tr>
<tr>
<td>MN506</td>
<td>Health Policy, Ethical, and Legal Perspectives of the Health Care System</td>
<td>5</td>
</tr>
<tr>
<td>MN507</td>
<td>Promoting Optimal Models and Systems for Health Care Delivery</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Core Requirements</strong></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population Focus Area or Concentration Courses (see below)</td>
<td>30-60</td>
</tr>
<tr>
<td></td>
<td><strong>Total Open Elective Requirements</strong></td>
<td>30-60</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>60-90</td>
</tr>
</tbody>
</table>

**Specialized Pathway Requirements**

Population focus area and concentration courses are completed within the open electives requirement of the degree plan.

**Adult-Gerontology Acute Care Nurse Practitioner Population Focus Area**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN650</td>
<td>Specialized Pharmacology for the AGACNP Acute Care NP</td>
<td>2</td>
</tr>
<tr>
<td>MN651</td>
<td>AGACNP Introduction to Acute Care Management</td>
<td>4</td>
</tr>
<tr>
<td>MN652</td>
<td>AGACNP Acute Care Diagnosis and Management I</td>
<td>5</td>
</tr>
<tr>
<td>MN653</td>
<td>AGACNP Acute Care Diagnosis and Management Clinical I</td>
<td>5</td>
</tr>
<tr>
<td>MN654</td>
<td>AGACNP Acute Care Diagnosis and Management II</td>
<td>5</td>
</tr>
<tr>
<td>MN655</td>
<td>AGACNP Acute Care Diagnosis and Management Clinical II</td>
<td>5</td>
</tr>
<tr>
<td>MN656</td>
<td>AGACNP Critical Care Management</td>
<td>5</td>
</tr>
<tr>
<td>MN657</td>
<td>AGACNP Critical Care Management Clinical</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>51</td>
</tr>
</tbody>
</table>

**Adult-Gerontology Primary Care Nurse Practitioner Population Focus Area**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN566</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN572</td>
<td>AGNP I - Primary Care of the Adolescent and Adult</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women's Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN584</td>
<td>AGNP II - Primary Care of the Frail Elderly</td>
<td>5</td>
</tr>
<tr>
<td>MN585</td>
<td>AGNP II Clinical - Frail Elderly Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN605</td>
<td>Transition to Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN610</td>
<td>NP III Clinical - Primary Care Focus</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

**Family Nurse Practitioner, Primary Care Population Focus Area**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN566</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN568</td>
<td>FNP I - Primary Care Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN569</td>
<td>FNP I Clinical - Life Span Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women's Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN580</td>
<td>FNP II - Primary Care of Children and Adolescents Health</td>
<td>5</td>
</tr>
<tr>
<td>MN581</td>
<td>FNP II Clinical - Children and Adolescent Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN605</td>
<td>Transition to Practice</td>
<td>5</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MN610</td>
<td>NP III Clinical - Primary Care Focus</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>60</td>
</tr>
</tbody>
</table>

**Executive Leader Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN512</td>
<td>Leadership, Organizational Theory, and Behavior</td>
<td>5</td>
</tr>
<tr>
<td>MN513</td>
<td>Health Care Finance, Strategic Planning, and Budgeting</td>
<td>5</td>
</tr>
<tr>
<td>MN514</td>
<td>Human Resources Management</td>
<td>5</td>
</tr>
<tr>
<td>MN515</td>
<td>Innovation in Health Care Information Technology - Administrative and Advanced Practice Priorities</td>
<td>5</td>
</tr>
<tr>
<td>MN520</td>
<td>Executive Leader Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MN600</td>
<td>Evidence-Based Practice Project</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>30</td>
</tr>
</tbody>
</table>

**Informatics Concentration**

(Not Available for Enrollment Effective 6/7/2017)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN530</td>
<td>Critical Concepts and Competencies for the Informatics Nurse Specialist</td>
<td>5</td>
</tr>
<tr>
<td>MN531</td>
<td>Innovations in Educational and Research Technologies</td>
<td>5</td>
</tr>
<tr>
<td>MN532</td>
<td>Integration of Informatics Into the Health Care Environment</td>
<td>5</td>
</tr>
<tr>
<td>MN533</td>
<td>Health Systems Project Management</td>
<td>5</td>
</tr>
<tr>
<td>MN534</td>
<td>Nurse Informatics Specialist Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MN600</td>
<td>Evidence-Based Practice Project</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>30</td>
</tr>
</tbody>
</table>

**Nurse Educator Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN523</td>
<td>Teaching and Learning Theories and Strategies</td>
<td>5</td>
</tr>
<tr>
<td>MN524</td>
<td>Curriculum Design, Assessment, and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>MN525</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN559</td>
<td>Essentials of Advanced Pathophysiology and Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>MN590</td>
<td>Applying Principles of Advanced Nursing Practice - Clinical</td>
<td>5</td>
</tr>
<tr>
<td>MN603</td>
<td>Evaluating and Disseminating Principles of Advanced Nursing Practice - Clinical</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>30</td>
</tr>
</tbody>
</table>
Master of Science in Nursing—DNP Path

Description and Outcomes

The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare you to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master’s degree program is to provide graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

The program of study includes completion of the core curriculum, concentration or population focus area courses, and an evidence-based project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention, and biostatistics.

Note: the Master of Science in Nursing—DNP Path program is not available in all states. Refer to the State Approvals (p. 7) section for details.

Concentrations and Population Focus Areas

You will choose from three pathways designed to provide further knowledge in your chosen specialty and your specific advanced role: executive leader, family nurse practitioner, primary care, or adult-gerontology primary care nurse practitioner. Refer to the Certification, State Board, and National Board Exams (p. 328) section for important program disclosure information.

The executive leader concentration is designed to prepare you to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. Upon graduation, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

The family and adult-gerontology primary care nurse practitioner population focus areas are designed to educate you on the topics of how to best provide primary care as a member of an interprofessional team and improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice.

Practicum and Clinical Practice Experiences

If you choose the executive leader concentration, you will complete a practicum experience designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site you select in consultation with the faculty and the Clinical Placement Team.

If you choose the adult-gerontology primary care nurse practitioner or family nurse practitioner, primary care population focus area, you will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site you select in consultation with the faculty and the Clinical Placement Team.

Refer to the Progression Requirements (p. 327) section for further details.

Doctor of Nursing Practice

Enrollment in this degree plan is limited to those who apply to the Doctor of Nursing Practice program and possess a bachelor’s degree with an upper-level major in nursing as their highest nursing degree.

Successful completion of the Master of Science in Nursing—DNP Path is required to move on to the Doctor of Nursing Practice.

Program Length

The Master of Science in Nursing—DNP Path program consists of a minimum of 65 or 90 quarter credit hours, depending on your choice of pathway. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Theoretical Foundations: Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Evidence-Based Practice: Critique current scientific research for application of findings to initiate change and to improve practice.
3. Health Promotion, Disease Prevention, and Human Diversity: Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
4. Health Care Policy, Organization, and Finance: Formulate a plan for ongoing contributions to improvement of health care delivery and development of health policy in a cost-effective manner.
5. Ethics: Apply an ethical decision-making process in professional practice and in analysis of systems of health care.
6. Professional Role Development: Exert a professional leadership role that fosters improvement of health care and advocates scholarly activities to advance self and the profession.
7. Informatics and Technology: Employ informatics and technology in various aspects of the advanced nursing leadership role.

Adult-Gerontology Primary Care Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.

8. Provide culturally sensitive care in a holistic manner that is responsive to the client’s cultural and spiritual beliefs.

Executive Leader Outcomes
2. Collaborative Practice: Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.
3. Creating and Managing Nursing Care Systems: Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

Family Nurse Practitioner, Primary Care Outcomes
1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client’s cultural and spiritual beliefs.

Professional Competencies
In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Policy information specific to the Master of Science in Nursing—DNP Path program is noted below.

Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

Acceptance to the program is at the discretion of the School of Nursing. You will earn a Master of Science in Nursing before progressing to the Doctor of Nursing Practice program.

If applying for admission, you must:
1. Complete an informational interview with an Admissions Advisor.
2. Successfully complete an interview with School of Nursing faculty.
3. Submit the following documents at least 4 weeks prior to the desired start date:
   a. An unofficial transcript indicating completion of a bachelor’s degree with an upper-level major in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. If accepted to the program, you must provide the University with an official copy of the transcript prior to the end of the first term. Refer to the First-Term Responsibilities (p. 21) section for additional information.
   b. An unofficial transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. If you have not completed these courses as part of your bachelor’s degree in nursing, you must complete them before enrollment in MN504 Scientific and Analytic Approaches to Advanced Evidence-Based Practice, if admitted to the program.
   c. Have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information.
   d. A current, professional resume or curriculum vitae that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse. If you choose the adult-gerontology primary care nurse practitioner or family nurse practitioner, primary care population focus area, the 1,000 clinical hours must be within the last 3 years and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.
   e. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.
   f. A personal statement of no more than 350 words.

Progression Requirements
1. You must adhere to the progression requirements applicable to your current plan of study.
2. You can enroll in no more than two courses per term, unless approved by the Dean of the School of Nursing.
3. You may not use transfer credit to replace MNS01 Advanced Nursing Roles, unless you are a graduate of Kaplan University’s Bachelor of Science in Nursing—RN-to-BSN program. In addition, you may not use transfer credit to replace any courses in the executive leader concentration unless you have approval from the Dean of the School of Nursing. If none of these exceptions apply, these courses must be completed at the University. If you are enrolled in the adult-gerontology primary care nurse practitioner or family nurse practitioner, primary care population focus area, you may apply transfer credit toward the following focus area courses only:
Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner, Primary Care Population Focus Areas

1. You are responsible for meeting all requirements for advanced practice certification and/or licensure in your state. To find your requirements, contact your state’s board of nursing. The National Council of State Boards of Nursing has 60 member boards and contact information for each state can be found at http://www.ncsbn.org/contactbn.htm. While the Kaplan University curriculum meets national certification requirements, some states may have additional licensure standards including, but not limited to, additional clinical or residency hours.

2. You must complete your clinical experience in a setting that has been approved by the Clinical Placement Team. You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the program’s staff to determine your exact responsibilities and process for site selection. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the clinical practice experiences.

3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements. If you are applying to the family nurse practitioner, primary care or adult-gerontology primary care nurse practitioner population focus area, the background check must not contain information that would prohibit you from being licensed as an advanced practice. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable to register for the clinical course.
   d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the population focus area. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

4. Prior to registering for subsequent clinical courses, all immunizations must be current according to Kaplan University policy. Specific requirements are listed in the NP Clinical Student Handbook.

5. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

The School of Nursing provides all the School of Nursing guidelines, policies, and documents that are necessary to plan for and support you in meeting the expectations to secure a practicum or clinical experience.

Executive Leader Concentration

You will complete a practicum course and MN600 Evidence-Based Practice Project as part of the requirements for the concentration. You are responsible for locating an appropriate site for the practicum experience. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

Certification, State Board, and National Board Exams

It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the executive leader concentration, you may be eligible to sit for the Nurse Executive or the Nurse Executive, Advanced, certification examinations depending on your meeting the eligibility requirements of the American Nurses Credentialing Center.

Upon completion of the adult-gerontology primary care nurse practitioner population focus area, you may be eligible to sit for the American Nurses Credentialing Center’s Adult-Gerontology Primary Care Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Adult-Gerontology Primary Care Nurse Practitioner certification.

Upon completion of the family nurse practitioner, primary care population focus area, you may be eligible to sit for the American Nurses Credentialing Center’s Family Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Family Nurse Practitioner certification. These are primary care certifications.

Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in your state. You can obtain additional information from your state’s Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).
## Degree Plan

### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN501</td>
<td>Advanced Nursing Roles</td>
<td>5</td>
</tr>
<tr>
<td>MN502</td>
<td>Theoretical Foundations of Advanced Practice Nursing</td>
<td>5</td>
</tr>
<tr>
<td>MN504</td>
<td>Scientific and Analytic Approaches to Advanced Evidence-Based Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN505</td>
<td>Epidemiology and Health Promotion</td>
<td>5</td>
</tr>
<tr>
<td>MN506</td>
<td>Health Policy, Ethical, and Legal Perspectives of the Health Care System</td>
<td>5</td>
</tr>
<tr>
<td>MN507</td>
<td>Promoting Optimal Models and Systems for Health Care Delivery</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Core Requirements**: 30

### Open Elective Requirements

Population Focus Area or Concentration Courses (see below) 30-60

**Total Open Elective Requirements**: 30-60

**TOTAL CREDITS**: 60-90

### Specialized Pathway Requirements

Population focus area and concentration courses are completed within the open electives requirement of the degree plan.

#### Adult-Gerontology Primary Care Nurse Practitioner Population Focus Area

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN566</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN572</td>
<td>AGNP I - Primary Care of the Adolescent and Adult</td>
<td>5</td>
</tr>
<tr>
<td>MN573</td>
<td>AGNP I Clinical - Adolescent and Adult Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women's Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN584</td>
<td>AGNP II - Primary Care of the Frail Elderly</td>
<td>5</td>
</tr>
<tr>
<td>MN585</td>
<td>AGNP II Clinical - Frail Elderly Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN605</td>
<td>Transition to Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN610</td>
<td>NP III Clinical - Primary Care Focus</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 60

#### Family Nurse Practitioner, Primary Care Population Focus Area

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
</tbody>
</table>

### Executive Leader Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN512</td>
<td>Leadership, Organizational Theory, and Behavior</td>
<td>5</td>
</tr>
<tr>
<td>MN513</td>
<td>Health Care Finance, Strategic Planning, and Budgeting</td>
<td>5</td>
</tr>
<tr>
<td>MN514</td>
<td>Human Resources Management</td>
<td>5</td>
</tr>
<tr>
<td>MN515</td>
<td>Innovation in Health Care Information Technology - Administrative and Advanced Practice Priorities</td>
<td>5</td>
</tr>
<tr>
<td>MN520</td>
<td>Executive Leader Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MN600</td>
<td>Evidence-Based Practice Project</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 30
Adult-Gerontology Primary Care Nurse Practitioner Certificate

Description and Outcomes

If you are a registered nurse interested in expanding your knowledge as it relates to the role of the adult-gerontology nurse practitioner, consider the Adult-Gerontology Primary Care Nurse Practitioner Certificate program. This certificate program is designed to educate you on the topics of how to promote and provide primary care as a member of an interprofessional team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver preventive care, and to participate in the development of appropriate policy and evidence-based practice.

Note: the Adult-Gerontology Primary Care Nurse Practitioner Certificate program is not available in all states. Refer to the State Approvals (http://catalog.kaplanuniversity.edu/Accreditation_and_Memberships.aspx) section for details.

Clinical Practice Experience

You will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice sessions occur in a facility or clinical site you select in consultation with the faculty and the Clinical Placement Team.

Refer to the State Approvals (http://catalog.kaplanuniversity.edu/Accreditation_and_Memberships.aspx) section for details.

Program Length

The Adult-Gerontology Primary Care Nurse Practitioner Certificate program consists of a minimum of 60 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client’s cultural and spiritual beliefs.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Adult-Gerontology Primary Care Nurse Practitioner Certificate program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

You must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information. The criminal background check must not contain information that would prohibit you from being licensed as an advanced practice registered nurse and/or being granted prescriptive authority under your state’s Nurse Practice Act.

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

If applying for admission, you must submit a current, professional resume or curriculum vitae that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse within the past 3 years and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing’s review of your professional resume or curriculum vitae.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

If your master’s degree nursing focus is in one of the four advanced practice registered nurse roles (nurse midwife, registered nurse anesthetist, clinical nurse specialist, or nurse practitioner), or you have completed a post-master’s certificate in one of the four roles, you must also submit evidence of national certification and/or advanced practice recognition/licensure from your state in the role in order to be considered for admission to the program.

Progression Requirements

1. You are responsible for meeting all requirements for advanced practice certification and/or licensure in your state. To find your requirements, contact your state's board of nursing. The National Council of State Boards of Nursing has 60 member boards and contact information for each state can be found at www.ncsbn.org/contactbon.htm. While the Kaplan University curriculum meets national certification requirements, some states may have additional licensure standards including, but not limited to, additional clinical or residency hours.
2. You must complete your clinical experience in a setting that has been approved by the Clinical Placement Team. You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the program’s staff to determine your exact responsibilities and process for site selection. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the clinical practice experiences.

3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable to register for the clinical course.
   d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

4. Prior to registering for subsequent clinical courses, all immunizations must be current according to Kaplan University policy. Specific requirements are listed in the NP Clinical Student Handbook.

5. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

6. You may apply transfer credit toward the following courses only:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
</tbody>
</table>

Additional transfer credit or credit by credential may be granted at the discretion of the School of Nursing if you have submitted evidence of national certification and/or advanced practice recognition/licensure from your state in an advanced practice registered nurse role.

The School of Nursing provides all the School of Nursing guidelines, policies, and documents that are necessary to plan for and support you in meeting the expectations to secure a practicum or clinical experience.

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

It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner in your state. If eligible, upon completion of the Adult-Gerontology Primary Care Nurse Practitioner Certificate, you may sit for the American Nurses Credentialing Center’s AdultGerontology Primary Care Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Adult-Gerontology Primary Care Nurse Practitioner certification. These are primary care certifications.

Due to the number of different certification organizations and the individual state requirements related to nurse practitioner responsibilities, completion of the Adult-Gerontology Primary Care Nurse Practitioner Certificate program does not imply or guarantee certification or licensure. You are responsible for investigating the qualifications and requirements for certification and/or licensure in your specific location.

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN556</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN572</td>
<td>AGNP I - Primary Care of the Adolescent and Adult</td>
<td>5</td>
</tr>
<tr>
<td>MN573</td>
<td>AGNP I Clinical - Adolescent and Adult Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women's Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN584</td>
<td>AGNP II - Primary Care of the Frail Elderly</td>
<td>5</td>
</tr>
<tr>
<td>MN585</td>
<td>AGNP II Clinical - Frail Elderly Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN605</td>
<td>Transition to Practice</td>
<td>5</td>
</tr>
</tbody>
</table>
### Adult-Gerontology Primary Care Nurse Practitioner Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN610</td>
<td>NP III Clinical - Primary Care Focus</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Core Requirements**  
60 credits

**TOTAL CREDITS**  
60 credits
Executive Leader Graduate Certificate

Description and Outcomes

If you are a registered nurse interested in expanding your knowledge of nursing administration to better meet the challenges within the health care environment, the Executive Leader Graduate Certificate program could help you pursue your professional goals. This certificate program allows you to build on your master’s degree in nursing by completing six courses focused on nursing administration, including practicum and capstone courses.

The Executive Leader Graduate Certificate program is designed to prepare you to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems.

The certificate program’s curriculum is designed to provide specialized knowledge in the area of nursing administration and could help you prepare to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

Qualified credits earned in fulfillment of this certificate program may be eligible for transfer toward future graduate studies.

Note: the Executive Leader Graduate Certificate program is not available in all states. Refer to the State Approvals (p. 7) section for details.

Practicum Experience

Refer to the Progression Requirements (p. 333) section for further details.

Program Length

The Executive Leader Graduate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

1. Encompass concepts of fiscal and human resources in the design of quality care measures.
2. Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Executive Leader Graduate Certificate program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master’s degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

You must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19).

Progression Requirements

You will complete a practicum course and MN600 Evidence-Based Practice Project as part of the requirements for the certificate. You are responsible for locating an appropriate site for the practicum experience. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

Certification, State Board, and National Board Exams

It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the certificate program, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN512</td>
<td>Leadership, Organizational Theory, and Behavior</td>
<td>5</td>
</tr>
<tr>
<td>MN513</td>
<td>Health Care Finance, Strategic Planning, and Budgeting</td>
<td>5</td>
</tr>
<tr>
<td>MN514</td>
<td>Human Resources Management</td>
<td>5</td>
</tr>
<tr>
<td>MN515</td>
<td>Innovation in Health Care Information</td>
<td>5</td>
</tr>
<tr>
<td>MN520</td>
<td>Executive Leader Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MN600</td>
<td>Evidence-Based Practice Project</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Core Requirements</td>
<td>30</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 30
Family Nurse Practitioner, Primary Care Certificate

Description and Outcomes

If you are a registered nurse interested in expanding your knowledge as it relates to the role of the family nurse practitioner, consider the Family Nurse Practitioner, Primary Care Certificate program. This certificate program is designed to educate you on the topics of how to best deliver care as a member of an interprofessional team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver preventive care, and to participate in the development of appropriate policy and evidence-based practice.

Refer to the Certification, State Board, and National Board Exams (p. 335) section for important program disclosure information.

Note: the Family Nurse Practitioner, Primary Care Certificate program is not available in all states. Refer to the State Approvals (p. 7) section for details.

Clinical Practice Experience

You will complete a clinical practice experience designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site you select in consultation with the faculty and the Clinical Placement Team.

Refer to the State Approvals (p. 7) section for details.

Program Length

The Family Nurse Practitioner, Primary Care, Primary Care Certificate program consists of a minimum of 60 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and selfreflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client’s cultural and spiritual beliefs.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Family Nurse Practitioner Certificate program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

If applying for admission, you must submit a current, professional resume or curriculum vitae that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse within the past 3 years and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing’s review of your professional resume or curriculum vitae.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master’s degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

If your master’s degree nursing focus is in one of the four advanced practice registered nurse roles (nurse midwife, registered nurse anesthetist, clinical nurse specialist, or nurse practitioner), or you have completed a post-master’s certificate in one of the four roles, you must also submit evidence of national certification and/or advanced practice recognition/licensure from your state in the role in order to be considered for admission to the program.

You must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19). The criminal background check must not contain information that would prohibit you from being licensed as an advanced practice nurse and/or being granted prescriptive authority under your state’s Nurse Practice Act.

Progression Requirements

1. You are responsible for meeting all requirements for advanced practice certification and/or licensure in your state. To find your requirements, contact your state’s board of nursing. The National Council of State Boards of Nursing has 60 member boards and contact information for each state can be found at www.ncsbn.org/contactbon.htm (http://www.ncsbn.org/contactbon.htm). While the Kaplan University curriculum meets national certification requirements, some states may have additional licensure standards including, but not limited to, additional clinical or residency hours.
2. You must complete your clinical experience in a setting that has been approved by the Clinical Placement Team. You are responsible for
participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the program's staff to determine your exact responsibilities and process for site selection. You are responsible for arranging and paying for your own transportation, housing, and availability to attend the clinical practice experiences.

3. Prior to registering for the first clinical course, you must submit the following:
   a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
   b. Proof of professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
   c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements. Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical course.
   d. In addition, prior to beginning the first clinical practice experience, you will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

4. Prior to registering for subsequent clinical courses, all immunizations must be current according to Kaplan University policy. Specific requirements are listed in the NP Clinical Student Handbook.

5. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

6. You may apply transfer credit toward the following courses only:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
</tbody>
</table>

Additional transfer credit or credit by credential may be granted at the discretion of the School of Nursing if you have submitted evidence of national certification and/or advanced practice recognition/licensure from your state in an advanced practice registered nurse role.

The School of Nursing provides all the School of Nursing guidelines, policies, and documents that are necessary to plan for and support you in meeting the expectations to secure a practicum or clinical experience.

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

It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner in your state. If eligible, upon completion of the Family Nurse Practitioner, Primary Care Certificate, you may sit for the American Nurses Credentialing Center’s Family Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Family Nurse Practitioner certification. These are primary care certifications.

Due to the number of different certification organizations and the individual state requirements related to nurse practitioner responsibilities, completion of the Family Nurse Practitioner, Primary Care Certificate program does not imply or guarantee certification or licensure. You are responsible for investigating the qualifications and requirements for certification and/or licensure in your specific location.

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN551</td>
<td>Advanced Physiology and Pathophysiology Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>MN553</td>
<td>Advanced Pharmacology and Pharmacotherapeutics</td>
<td>5</td>
</tr>
<tr>
<td>MN566</td>
<td>NP I - Introduction to Primary Care for the Nurse Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>MN568</td>
<td>FNP I - Primary Care Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>MN569</td>
<td>FNP I Clinical - Life Span Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN576</td>
<td>NP I - Primary Care of Women's Health</td>
<td>5</td>
</tr>
<tr>
<td>MN577</td>
<td>NP II Clinical - Women’s Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN580</td>
<td>FNP II - Primary Care of Children and Adolescents Health</td>
<td>5</td>
</tr>
<tr>
<td>MN581</td>
<td>FNP II Clinical - Children and Adolescent Health Focus</td>
<td>5</td>
</tr>
<tr>
<td>MN605</td>
<td>Transition to Practice</td>
<td>5</td>
</tr>
<tr>
<td>MN610</td>
<td>NP III Clinical - Primary Care Focus</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Core Requirements** 60

**TOTAL CREDITS** 60
Nurse Educator Graduate Certificate

Description and Outcomes

The Nurse Educator Graduate Certificate prepares nurses to address health care problems in a variety of settings. Learn to effectively teach patients and their families, provide staff development programs, evaluate the effectiveness of educational programs, and instruct undergraduate nursing students through the application of advanced nursing knowledge, learning theories, and curricular development and instructional design techniques. The Nurse Educator Graduate Certificate program contributes to the preparation for the National League for Nursing's Certified Nurse Educator (CNE) examination and/or the American Nurses Credentialing Center's (ANCC) Nursing Professional Development board certification examination. Refer to the Certification, State Board, and National Board Exams (p. 336) section for details. You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Clinical Experience

Refer to the Progression Requirements (p. 336) section for further details.

Program Length

The Nurse Educator Graduate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

Program Outcomes

1. Clinical Expertise: Integrate advanced nursing practice knowledge with educational content, design, and delivery.
2. Instructional Method Design: Design educational programs that facilitate learning for patients, health care professionals, or nursing students.
4. Clinical Expertise: Apply advanced nursing practice knowledge to impact health care outcomes for individuals, populations, or systems.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University's general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

You must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. Please refer to the Additional Requirements for Graduate Programs section under Admissions Requirements (p. 19) for detailed information.

Progression Requirements

You will complete clinical courses as part of the requirements for the certificate. You are responsible for locating an appropriate site for the clinical experience. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of courses. Failure to successfully complete this portion of a course will result in failure of the entire course.

Certification, State Board, and National Board Exams

It is your responsibility to obtain and understand the requirements of certification, state board, or national board licensing exams specific to your location and the certification or licensure you seek to function in your professional role. Such requirements may change during the course of the academic program. Upon completion of the academic program, you receive verification of completing an education program specific to your area. The education programs are designed to prepare you to take various certification and licensing exams specific to your area. The education programs are designed to prepare you to take various certification and licensing exams; however, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the nurse educator specialization, you may be prepared to sit for the National League for Nursing’s Certified Nurse Educator (CNE) examination.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN523</td>
<td>Teaching and Learning Theories and Strategies</td>
<td>5</td>
</tr>
<tr>
<td>MN524</td>
<td>Curriculum Design, Assessment, and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>MN552</td>
<td>Advanced Health Assessment and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>MN559</td>
<td>Essentials of Advanced Pathophysiology and Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>MN590</td>
<td>Applying Principles of Advanced Nursing Practice - Clinical</td>
<td>5</td>
</tr>
<tr>
<td>MN603</td>
<td>Evaluating and Disseminating Principles of Advanced Nursing Practice - Clinical</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements: 30

TOTAL CREDITS: 30
College of Social and Behavioral Sciences

Mission Statement
The College of Social and Behavioral Sciences prepares undergraduate and graduate students to become professionals, leaders, and change agents in their chosen fields and communities. We offer a variety of academic programs that support career paths that make a difference in response to human societal causes, issues, and needs. Program offerings focus on the knowledge required within these fields as well as ethics, decision-making, communication, and critical thinking skills.

General Policies

Criminal Background Check Policy
If you cannot pass a background check, you will likely experience limitations and/or restrictions on employment opportunities. Before you are fully admitted into one of the following programs, you must have an approved criminal background check from the Kaplan University-approved vendor on file prior to the first day of your first term. If an approved criminal background check is not on file with the University prior to the first day of your first term, your enrollment will be cancelled.

- Master of Science in Criminal Justice
- Master of Science in Homeland Security and Emergency Management
- Master of Science in Psychology
- Master of Science in Human Services
- Graduate Certificate in Addictions
- Graduate Certificate in Industrial/Organizational Psychology
- Postgraduate Certificate in Applied Behavior Analysis

Licensing and/or certification requirements may vary from state to state. It is your responsibility to become familiar and comply with the licensing/certification requirements in your respective state. It is your responsibility to inquire about current employment, certification, licensing, registration, and externship requirements prior to enrolling in one of the programs noted above.

Programs

Master of Public Administration
If you are a practicing or aspiring administrator, the Master of Public Administration program could help you develop the skills and techniques to provide leadership in a wide variety of public service fields. The program teaches you to evaluate, implement, and manage policy and to make ethical and effective decisions in the interest of creating public value.

View Program Details (p. 339)

Master of Science in Criminal Justice
The Master of Science in Criminal Justice program is designed to help you satisfy your intellectual curiosity, build knowledge, and prepare to successfully undertake leadership and other professional positions in today’s complex criminal justice environment.

View Program Details (p. 341)

Master of Science in Environmental Policy
(Not Accepting Enrollments, Effective March 22, 2017)
The Master of Science in Environmental Policy program integrates courses from legal studies, social science, public policy, and leadership into a cross-disciplinary program designed to prepare you to pursue a spectrum of environmental careers in the public and private sectors. The program offers you the opportunity to study environmental policy and issues from a perspective that explores the interrelationships of people in their natural world, public and private sector business and industry, economics, policy, and politics.

View Program Details (p. 342)

Master of Science in Homeland Security and Emergency Management
The Master of Science in Homeland Security and Emergency Management program integrates courses from criminal justice, social science, public policy, leadership, and business into a cross-disciplinary program designed to prepare you to pursue a spectrum of careers in the public and private sectors.

View Program Details (p. 344)

Master of Science in Human Services
The Master of Science in Human Services program is designed for professionals who are committed to improving the quality of life for all people in the growing field of human services in the twenty-first century. The curriculum focuses on the delivery of services, accessibility, the design, implementation, and evaluation of interventions, as well as the planning, administration, and coordination of programs.

View Program Details (p. 346)

Master of Science in Legal Studies
The Master of Science in Legal Studies program is designed to provide a solid foundation in legal doctrine and concepts while developing and refining your ability to identify and analyze legal issues. The program highlights the foundations of the American legal system, process and procedure, dispute resolution, legal research and writing, legal reasoning and analysis, ethical decision making, jurisprudence and legal history, and substantive law in selected areas.

View Program Details (p. 348)

Master of Science in Psychology
The Master of Science in Psychology program provides you with a unique opportunity to balance the rich tradition of the past with exciting contemporary applications of psychology. The curriculum focuses on the processes that underlie the individual human experience and behavior, and core knowledge, theories, and research in the discipline.

View Program Details (p. 350)

Graduate Certificate in Addictions
The Graduate Certificate in Addictions program is designed to provide you with the requisite knowledge to pursue employment and career advancement as an addiction professional. Courses focus on chemical and psychological dependency counseling, advanced addictions
counseling, group counseling, psychopharmacology, and co-occurring disorders, with an emphasis on application.

View Program Details (p. 357)

**Graduate Certificate in Industrial/Organizational Psychology**

The Graduate Certificate in Industrial/Organizational Psychology is designed for working professionals who seek to broaden their knowledge and apply the principles of industrial/organizational (I/O) psychology in business and organizational settings. The program offers a rigorous exploration of the theories, methods, and practice of I/O psychology.

View Program Details (p. 359)

**Postgraduate Certificate in Applied Behavior Analysis**

The Postgraduate Certificate in Applied Behavior Analysis program emphasizes the understanding of behavioral concepts and theories as well as their application to special populations. If you are interested in expanding your knowledge of applied behavior analysis in order to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination, consider this certificate program.

View Program Details (p. 360)
Master of Public Administration
Description and Outcomes
If you are a practicing or aspiring administrator, the Master of Public Administration program could help you develop the skills and techniques to provide leadership in a wide variety of public service fields. The program teaches you to evaluate, implement, and manage policy and to make ethical and effective decisions in the interest of creating public value.

The curriculum focuses on a core area of study designed to provide you with the underpinnings of public administration and management and analytical methods to assess administrative policy implementation and effectiveness. The courses cover public administration and management, ethics and leadership, budgeting and the administration of public funds, strategic planning, and human resource management.

Program Length
The Master of Public Administration program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Public Administration.

Program Outcomes
1. Public Value: Apply knowledge of practice in public administration to make effective decisions that create public value in diverse and dynamic situations.
2. Ethical Decision Making: Evaluate the social and ethical implications of decisions made in the public interest.
3. Innovation: Innovate to address issues and opportunities in the public sector.
5. Finance: Apply financial knowledge to make sound and ethical decisions in the public interest.
6. Diversity: Assess cultural, individual, and role differences of constituents and stakeholders.
7. Leadership: Apply principles of leadership to shape change and improve the governance and management of public policy.

Professional Competencies
In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Admissions Requirements
You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, it is highly recommended you complete the following prerequisite courses at the University or an accredited institution:

- American Government
- Statistics
- Public Policy

Accelerated Master of Public Administration Option
Students enrolled in one of the following programs have the option of completing the accelerated Master of Public Administration option while they earn their bachelor’s degree:

- Bachelor of Science in Communication
- Bachelor of Science in Corrections
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Early Childhood Administration
- Bachelor of Science in Early Childhood Development
- Bachelor of Science in Environmental Policy and Management
- Bachelor of Science in Fire and Emergency Management
- Bachelor of Science in Finance
- Bachelor of Science in Human Services in Youth/Family Services and Administration
- Bachelor of Science in Legal Studies
- Bachelor of Science in Legal Support and Services
- Bachelor of Science in Paralegal Studies
- Bachelor of Science in Psychology
- Bachelor of Science in Psychology in Addictions
- Bachelor of Science in Psychology in Applied Behavior Analysis
- Bachelor of Science in Psychology in Industrial/Organizational Psychology

If you are a graduate of one of the above-listed programs, are granted admission to the Master of Public Administration program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP500</td>
<td>Public Administration and Management</td>
<td>5</td>
</tr>
<tr>
<td>PP510</td>
<td>Leadership in the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>PP520</td>
<td>Finance and the Administration of Public Funds</td>
<td>5</td>
</tr>
<tr>
<td>PP530</td>
<td>Human Resource Management in the Public Sector</td>
<td>5</td>
</tr>
</tbody>
</table>

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP500</td>
<td>Public Administration and Management</td>
<td>5</td>
</tr>
<tr>
<td>PP504</td>
<td>Research and Writing in Public Administration</td>
<td>5</td>
</tr>
<tr>
<td>PP510</td>
<td>Leadership in the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>PP520</td>
<td>Finance and the Administration of Public Funds</td>
<td>5</td>
</tr>
<tr>
<td>PP530</td>
<td>Human Resource Management in the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PP600</td>
<td>Administrative Law in Public Administration</td>
<td>5</td>
</tr>
<tr>
<td>PP610</td>
<td>Balancing the Budget - Budgetary Process</td>
<td>5</td>
</tr>
<tr>
<td>PP612</td>
<td>Program Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>PP650</td>
<td>Public Policy Analysis</td>
<td>5</td>
</tr>
<tr>
<td>500/600 Level: Public Administration Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PP698</td>
<td>Master's Capstone in Public Administration</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>
Master of Science in Criminal Justice

Description and Outcomes

The Master of Science in Criminal Justice program is designed to help you satisfy your intellectual curiosity, build knowledge, and prepare to successfully undertake leadership and other professional positions in today's complex criminal justice environment.

The Master of Science in Criminal Justice program provides you with an opportunity to pursue an applied research course of study. At the conclusion of the program, your acquisition of competencies is assessed via your coursework and successful completion of an applied research project. In so doing, the program enables you to become better prepared to meet the dynamic challenges of the field today and in the future.

Program Length

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

Program Outcomes

1. Research Methods: Use current qualitative and quantitative research to evaluate current trends in criminal justice.
2. Organizational Behavior and Management: Apply organizational behavior and management theories to insure the effective and efficient operations of an agency or division.
3. Criminological Theory: Apply criminological theory to create policies and procedures that address specific community problems.
4. Law: Use policies and practices to assist officers and administrators to meet the legal principles and standards applicable to the criminal justice profession.
5. Professionalism: Engage in scholarly discourse with colleagues and practitioners in the field of criminal justice.
6. Ethics: Apply ethical decision-making skills to practices within the field of criminal justice and academic study to demonstrate leadership practices.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

1. If you enroll in the Master of Science in Criminal Justice program you may enroll in no more than one course per term without permission from the Dean of the College of Social and Behavioral Sciences or the Dean's designee.
2. You must follow the below sequence of courses for the first three terms. You may request to test out CJ526 Academic and Professional Communications in Public Safety by completing the course assessment. Refer to the Types of Credit (p. 28) section for additional information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ526</td>
<td>Academic and Professional</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Communications in Public Safety</td>
<td></td>
</tr>
<tr>
<td>CJ501</td>
<td>Criminological Theory</td>
<td>5</td>
</tr>
<tr>
<td>CJ503</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
</tbody>
</table>

3. You may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean of the College of Social and Behavioral Sciences. A waiver is issued based upon an evaluation of common learning outcomes. The following courses must be completed at Kaplan University.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ525</td>
<td>Applied Research in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ598</td>
<td>Applied Research Project</td>
<td>5</td>
</tr>
</tbody>
</table>

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>CJ501</td>
<td>Criminological Theory</td>
<td>5</td>
</tr>
<tr>
<td>CJ503</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
<tr>
<td>CJ505</td>
<td>Critical Issues in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ525</td>
<td>Applied Research in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ526</td>
<td>Academic and Professional</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Communications in Public Safety</td>
<td></td>
</tr>
<tr>
<td>CJ598</td>
<td>Applied Research Project</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Core Requirements 30

Major Requirements

Major Electives 1 20
Total Major Requirements 20

Open Elective Requirements

Open Electives 5
Total Open Elective Requirements 5

TOTAL CREDITS 55

1 Students may not use more than 10 quarter credit hours of independent study to satisfy elective requirements.
Master of Science in Environmental Policy

(Currently Not Accepting Enrollments)

Description and Outcomes

Effective March 22, 2017 this program will no longer be accepting enrollments or reentries. An alternative program may be available/recommended. Check with an Admissions Advisor.

The Master of Science in Environmental Policy program integrates courses from legal studies, social science, public policy, and leadership into a cross-disciplinary program designed to prepare you to pursue a spectrum of environmental careers in the public and private sectors.

The program offers you the opportunity to study environmental policy and issues from a perspective that explores the interrelationships of people in their natural world, public and private sector business and industry, economics, policy, and politics. The program is designed to prepare you to be an environmental custodian and to responsibly manage the increasingly complex issues of the environment.

You will examine how societal institutions, governmental agencies, lawmakers, businesses, and other organizations respond to and devise solutions to local, regional, national, and global issues regarding environmental and sustainable practices. You will have the opportunity to study topics such as: environmental management and policymaking, the impact of industrialization on the environment, economics and resource availability, regulation and law, ethics, environmental entrepreneurship, sustainability planning, economics of environmental management and sustainability, and the politics of the environment.

The curriculum is designed to be hands on, project oriented, and problem based to provide you with the opportunity to holistically explore the real challenges and issues from a variety of perspectives and propose unique solutions. The goal of the program is to connect theory with practice, collaborate and conduct investigations with professionals from a broad cross-section of disciplines, and develop collaborative skills to solve real-world problems.

Tracks of Study

The Master of Science in Environmental Policy program offers two capstone options as the program’s culminating experience: an applied research project or a comprehensive exam. The applied research track helps you develop a better understanding of applied research methods and their application to environmental policy through two applied research courses: LS504 Applied Research in Legal Studies and EM698 Applied Research. At the conclusion of the comprehensive exam track, you must successfully complete a written examination covering the core curriculum courses.

Program Length

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

Program Availability

This program is subject to minimum enrollments. If minimum enrollments are not met, you will be asked to enroll in a subsequent term.

Program Outcomes

2. Environmental Management and Sustainability: Develop and evaluate global and local environmental strategies and policies.
3. Environmental Policy and Law: Evaluate environmental law and policies and the direct and indirect costs of environmental regulation, problems, corrective actions, and cost of nonaction.
4. Environmental Leadership and Global Citizenship: Develop management strategies that incorporate environmental compliance standards and achieve organizational missions with consideration of global citizenship and social responsibility.
5. Environmental Interconnectedness: Analyze complex and multidimensional environmental changes to propose solutions.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to school-specific policies (p. 337) and the Policy Information (p. 271) section for general Kaplan University policies.

Degree Plan

Program Requirements

Applied Research Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EM500</td>
<td>Environmental Foundations and Principles</td>
<td>5</td>
</tr>
<tr>
<td>EM520</td>
<td>Environmental Law and Policy</td>
<td>5</td>
</tr>
<tr>
<td>EM530</td>
<td>Environmental Risk Assessment II</td>
<td>5</td>
</tr>
<tr>
<td>EM650</td>
<td>Environmental Policy Analysis</td>
<td>5</td>
</tr>
<tr>
<td>LS504</td>
<td>Applied Research in Legal Studies</td>
<td>5</td>
</tr>
<tr>
<td>LS526</td>
<td>Academic and Professional Writing for Graduate Students</td>
<td>5</td>
</tr>
<tr>
<td>PP510</td>
<td>Leadership in the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>EM698</td>
<td>Applied Research</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Open Elective Requirements

Select three General Electives of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM610</td>
<td>Sustainability - Policy and Practice</td>
</tr>
<tr>
<td>EM620</td>
<td>Environmental Project Management</td>
</tr>
<tr>
<td>PP630</td>
<td>Public and Private Partnerships</td>
</tr>
<tr>
<td>PP640</td>
<td>Political and Economic Forces</td>
</tr>
<tr>
<td>SC540</td>
<td>Biology of Pollution</td>
</tr>
</tbody>
</table>
## Total Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 55

1. Students who choose PP630 Public and Private Partnerships or PP640 Political and Economic Forces who do not possess prior learning credit comparable to PP500 Public Administration and Management must take the course in place of an elective.

### Comprehensive Exam Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EM500</td>
<td>Environmental Foundations and Principles</td>
<td>5</td>
</tr>
<tr>
<td>EM520</td>
<td>Environmental Law and Policy</td>
<td>5</td>
</tr>
<tr>
<td>EM530</td>
<td>Environmental Risk Assessment II</td>
<td>5</td>
</tr>
<tr>
<td>EM650</td>
<td>Environmental Policy Analysis</td>
<td>5</td>
</tr>
<tr>
<td>LS526</td>
<td>Academic and Professional Writing for Graduate Students</td>
<td>5</td>
</tr>
<tr>
<td>PP510</td>
<td>Leadership in the Public Sector</td>
<td>5</td>
</tr>
<tr>
<td>EM602</td>
<td>Comprehensive Exam Capstone</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

Total Core Requirements: 35

### Open Elective Requirements

Select four General Electives of the following: 20

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM610</td>
<td>Sustainability - Policy and Practice</td>
<td></td>
</tr>
<tr>
<td>EM620</td>
<td>Environmental Project Management</td>
<td></td>
</tr>
<tr>
<td>PP630</td>
<td>Public and Private Partnerships</td>
<td></td>
</tr>
<tr>
<td>PP640</td>
<td>Political and Economic Forces</td>
<td></td>
</tr>
<tr>
<td>SC540</td>
<td>Biology of Pollution</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Total Open Elective Requirements: 20

TOTAL CREDITS: 55

1. Students who choose PP630 Public and Private Partnerships or PP640 Political and Economic Forces who do not possess prior learning credit comparable to PP500 Public Administration and Management must take the course in place of an elective.
Master of Science in Homeland Security and Emergency Management

Description and Outcomes

The Master of Science in Homeland Security and Emergency Management program integrates courses from criminal justice, social science, public policy, leadership, and business into a cross-disciplinary program designed to prepare you to pursue a spectrum of careers in the public and private sectors.

The program offers you the opportunity to study homeland security and emergency management policy and issues from a perspective that explores the interrelationships of public and private sector businesses and industries, economics, policy, politics, culture, ideology, psychology, and human dynamics. The program is designed to equip you with the skills and competencies relevant to leaders in the public and private sectors to meet the needs of the highly demanding, dynamic, and complex fields of homeland security and emergency management.

You will examine how societal institutions, governmental agencies, lawmakers, businesses, and other organizations plan and determine viable and sustainable solutions to local, regional, national, and global issues of security and emergency management. You will have the opportunity to study topics such as: technology, economics and resource availability, regulation and law, ethics, entrepreneurship, the politics of security, the dynamics of emergency management, security and policy making, homeland defense, and interagency cooperation.

The curriculum is designed to be hands on, project oriented, and problem based to provide you with the opportunity to explore the real challenges and issues holistically from a variety of perspectives and propose unique solutions. The goal of the program is to connect theory with practice, collaborate and conduct research with professionals from a broad cross-section of disciplines, and develop collaborative skills to solve real-world problems.

Program Length

The Master of Science in Homeland Security and Emergency Management program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Public Value: Apply knowledge of practice in homeland security and emergency management to make effective decisions that create public value in diverse and dynamic situations.
2. Ethical Decision Making: Evaluate the social and ethical implications of decisions made to protect people and property.
3. Innovation: Innovate to address complex and multidimensional homeland security and emergency management global challenges to propose solutions.
4. Knowledge Base: Evaluate and apply theoretical foundations, current knowledge, and legal doctrine in homeland security and emergency management.
5. Diversity: Assess cultural, individual, and role differences of constituents and stakeholders.
6. Leadership: Apply principles of leadership to shape change and improve homeland security and emergency management policy and practices.
7. Research Methods: Critically evaluate current qualitative and quantitative research on current knowledge and developing trends in the profession.
8. Organizational Behavior and Management: Apply organizational behavior and management theories to day-to-day operations within the profession.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

If you enroll in the Master of Science in Homeland Security and Emergency Management, you may enroll in no more than one course per term without permission from the Dean of the College of Social and Behavioral Sciences or the Dean’s designee.

You must follow the below sequence of courses for the first two terms. You may request to test out of CJS526 Academic and Professional Communications in Public Safety by completing the course assessment prior to the first term of study. Refer to the Types of Credit (p. 28) section for additional information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS526</td>
<td>Academic and Professional Communications in Public Safety</td>
<td>5</td>
</tr>
<tr>
<td>HM500</td>
<td>Crisis and Emergency Management Fundamentals</td>
<td>5</td>
</tr>
</tbody>
</table>

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS509</td>
<td>Comparative Criminal Justice Systems</td>
<td>5</td>
</tr>
<tr>
<td>CJS13</td>
<td>Critical Issues in Terrorism</td>
<td>5</td>
</tr>
<tr>
<td>CJS25</td>
<td>Applied Research in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJS526</td>
<td>Academic and Professional Communications in Public Safety</td>
<td>5</td>
</tr>
<tr>
<td>HM500</td>
<td>Crisis and Emergency Management Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>HM502</td>
<td>Risk, Vulnerability, and Capability Assessment Methods</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HM503</td>
<td>Planning and Operations in Crisis and Emergency Management</td>
<td>5</td>
</tr>
<tr>
<td>HM510</td>
<td>Mitigation and Preparedness Issues for Emergency Management</td>
<td>5</td>
</tr>
<tr>
<td>HM540</td>
<td>Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HM598</td>
<td>Applied Research Project Capstone</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Program Requirements</strong></td>
<td><strong>55</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>
Master of Science in Human Services

Description and Outcomes

The Master of Science in Human Services program is designed for professionals who are committed to improving the quality of life for all people in the growing field of human services in the twenty-first century. The curriculum prepares human services professionals for leadership positions and to become advocates for change. The curriculum focuses on the delivery of services, accessibility, the design, implementation, and evaluation of interventions, as well as the planning, administration, and coordination of programs.

This program adheres to the curriculum standards of the Council of Standards in Human Service Education; however, it is not accredited by this agency.

Refer to the Certification, State Board, and National Board Exams (p. 347) section for important program disclosure information.

Concentrations

You will select one of two concentrations: family and community services or organizational and social services. You will complete both core courses and concentration courses, which will provide a comprehensive education in theory and practice. You will work on developing critical thinking and problem-solving skills that will assist you in meeting your personal and professional goals in the chosen specialization area.

The family and community services concentration addresses the complexities of the roles involved in developing and administering services for children and families. Emphasis on human development, resilience, family theories, and advocacy will be the foundation of this program.

The organizational and social services concentration is designed to prepare you with the knowledge and skills to work with diverse funding sources, influence policy, supervise staff, and to develop and administer programs and interventions that address the needs within communities.

In any of the concentrations, you may elect to complete an internship, while they earn their bachelor’s degree. Students enrolled in one of the following programs have the option of the First-Term Responsibilities (p. 21) section for additional information. An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the University’s general requirements (p. 19).

If applying for admission, you must submit the following:

An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. The unofficial and official transcripts must indicate a cumulative GPA of 2.5 or above from all previous coursework. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Accelerated Master of Science in Human Services Option

Students enrolled in one of the following programs have the option of completing the accelerated Master of Science in Human Services option while they earn their bachelor’s degree:

• Bachelor of Science in Communication
• Bachelor of Science in Corrections
• Bachelor of Science in Criminal Justice
• Bachelor of Science in Early Childhood Administration
• Bachelor of Science in Early Childhood Development
• Bachelor of Science in Environmental Policy and Management
• Bachelor of Science in Fire and Emergency Management
• Bachelor of Science in Fire Science
• Bachelor of Science in Human Services
• Bachelor of Science in Human Services in Youth/Family Services and Administration
• Bachelor of Science in Legal Studies
• Bachelor of Science in Legal Support and Services
• Bachelor of Science in Paralegal Studies
• Bachelor of Science in Psychology
• Bachelor of Science in Psychology in Addictions

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Master of Science in Human Services program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

1. Knowledge Base: Examine broad organizational roles and functions, and various methods of advocacy.
2. Historical Impact: Explore the history of the human services profession, and the impact of past and present policies and legislation.
3. Theory: Apply appropriate strategies using a theoretical and philosophical framework built on values of the human services profession.
4. Research: Assess information related to service delivery, including data analysis, and the interpretation and evaluation of findings.
5. Values, Ethical Practices, and Self-Care: Evaluate personal expectations, values, ethics, and self-care strategies as they relate to professional practice.
6. Critical Thinking: Analyze scope of populations served and appropriate methods of service delivery based on individual needs.
7. Application: Apply skills, strategies, and knowledge related to design, implementation, and evaluation of human services programs.
• Bachelor of Science in Psychology in Applied Behavior Analysis
• Bachelor of Science in Psychology in Industrial/Organizational Psychology

If you are a graduate of one of the above-listed programs, are granted admission to the Master of Science in Human Services program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN501</td>
<td>Human Development and Human Behavior in Context</td>
<td>5</td>
</tr>
<tr>
<td>HN502</td>
<td>History, Multiculturalism, and Diversity in Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN510</td>
<td>Professional Ethics and Personal Values</td>
<td>5</td>
</tr>
</tbody>
</table>

**Progression Requirements**

1. The grade of "C" is the minimum acceptable grade for courses in the Master of Science in Human Services program. If you earn a grade of "F" in a course, you must immediately retake the course. You may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.

2. You may not use transfer credit to replace the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN501</td>
<td>Human Development and Human Behavior in Context</td>
<td>5</td>
</tr>
<tr>
<td>HN502</td>
<td>History, Multiculturalism, and Diversity in Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN599</td>
<td>Master's Capstone in Human Services</td>
<td>5</td>
</tr>
</tbody>
</table>

You must complete these courses at the University.

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

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

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

The program is designed to prepare you academically to pursue a variety of careers in the field or in related fields and to pursue advanced education. The coursework in this program fulfills the requirements to sit for the exam to become a Human Services—Board Certified Practitioner (HS-BCP™). Please note that you must meet post-degree experience requirements in order to earn the HS-BCP credential.

The Center for Credentialing & Education can be contacted at:

3 Terrace Way
Greensboro, NC 27403-3660
Tel: 336.482.2856

**Degree Plan**

**Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN501</td>
<td>Human Development and Human Behavior in Context</td>
<td>5</td>
</tr>
<tr>
<td>HN502</td>
<td>History, Multiculturalism, and Diversity in Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN505</td>
<td>Skills and Practice in Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HN510</td>
<td>Professional Ethics and Personal Values</td>
<td>5</td>
</tr>
<tr>
<td>HN598</td>
<td>Master's Internship in Human Services</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN520</td>
<td>Family Resilience Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>HN521</td>
<td>Developing and Delivering Family Services</td>
<td>5</td>
</tr>
<tr>
<td>HN522</td>
<td>Advocacy for Children and Families</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

15

**Concentration Requirements**

Concentration courses are completed within the open electives requirement of the degree plan.

**Family and Community Services**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN520</td>
<td>Family Resilience Across the Life Span</td>
<td>5</td>
</tr>
<tr>
<td>HN521</td>
<td>Developing and Delivering Family Services</td>
<td>5</td>
</tr>
<tr>
<td>HN522</td>
<td>Advocacy for Children and Families</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

15

**Organizational and Social Services**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN530</td>
<td>Research, Grant Writing, and Funding</td>
<td>5</td>
</tr>
<tr>
<td>HN531</td>
<td>Program Development and Administration</td>
<td>5</td>
</tr>
<tr>
<td>HN532</td>
<td>Organizational Nonprofit Management</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

15
Master of Science in Legal Studies

Description and Outcomes

The Master of Science in Legal Studies program is designed to provide a solid foundation in legal doctrine and concepts while developing and refining your ability to identify and analyze legal issues. The program highlights the foundations of the American legal system, process and procedure, dispute resolution, legal research and writing, legal reasoning and analysis, ethical decision making, jurisprudence and legal history, and substantive law in selected areas. If you are not interested in practicing law, but want to develop a better understanding of the law as it affects your career or other areas of interest, this may be the program for you. The program in legal studies does not prepare you for the practice of law, and you are not eligible to sit for any state’s bar examination based solely on your completion of this program.

Upon graduation, you could pursue career opportunities in law and law-related fields, government, or business, or may use the background knowledge gained through this degree to prepare for further graduate study.

Tracks of Study

The Master of Science in Legal Studies program offers two capstone options as the program’s culminating experience: an applied research project or a comprehensive exam. The applied research track could help you develop a better understanding of applied research methods and their application to legal studies through two applied research courses: LS504 Applied Research in Legal Studies and LS698 Applied Research. At the conclusion of the comprehensive exam track, you must successfully complete a written examination covering the core curriculum courses.

Program Length

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

Program Outcomes

1. Legal Principles: Apply legal principles and concepts to the analysis of complex social, political, and economic issues.
2. Ethics: Reflect on the ethical and moral implications of the law and legal processes.
3. Leadership: Apply principles of leadership to shape change and improve the application and direction of the law and the legal system in relation to institutions or society.
4. Reflective Practice: Utilize the skills of a reflective practitioner to analyze and solve problems within a professional context.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Master of Science in Legal Studies program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Accelerated Master of Science in Legal Studies Option

Students enrolled in one of the following programs have the option of completing the accelerated Master of Science in Legal Studies option while they earn their bachelor’s degree:

- Bachelor of Science in Communication
- Bachelor of Science in Corrections
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Early Childhood Administration
- Bachelor of Science in Early Childhood Development
- Bachelor of Science in Environmental Policy and Management
- Bachelor of Science in Fire and Emergency Management
- Bachelor of Science in Fire Science
- Bachelor of Science in Human Services
- Bachelor of Science in Human Services in Youth/Family Services and Administration
- Bachelor of Science in Legal Studies
- Bachelor of Science in Legal Support and Services
- Bachelor of Science in Paralegal Studies
- Bachelor of Science in Psychology
- Bachelor of Science in Psychology in Addictions
- Bachelor of Science in Psychology in Applied Behavior Analysis
- Bachelor of Science in Psychology in Industrial/Organizational Psychology

If you are a graduate of one of the above-listed programs, are granted admission to the Master of Science in Legal Studies program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master’s degree program:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS500</td>
<td>Legal Methods and Process</td>
<td>5</td>
</tr>
<tr>
<td>LS501</td>
<td>Ethics and the Professional</td>
<td>5</td>
</tr>
<tr>
<td>LS502</td>
<td>Legal Research, Analysis, and Writing</td>
<td>5</td>
</tr>
<tr>
<td>LS503</td>
<td>Jurisprudence and Legal History</td>
<td>5</td>
</tr>
</tbody>
</table>

Progression Requirements

Comprehensive Exam Track

You must successfully complete LS602 Comprehensive Exam Capstone, a written course covering the core curriculum and concentration courses. You will have the opportunity to take the comprehensive examination course one time after successful completion of all academic program requirements.

The comprehensive examination course consists of four comprehensive questions to which you write four research papers. Each paper will be evaluated by three terminally degreed legal studies instructors. A passing score must be earned from two out of three faculty members on all
four questions. Should you not earn a passing score on any part of the
four papers, you will receive grading feedback and be allowed to revise
and resubmit the paper(s) one time during the term. If you fail any of
the four revised papers, you will fail the comprehensive examination
course and you will be academically dismissed from the program. If you
experience extenuating circumstances, you may appeal to the Dean (or
designee) to retake the course. Students who are approved to retake the
comprehensive examination will only be allowed to retake the course one
time.

Degree Plan
Program Requirements

Applied Research Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS500</td>
<td>Legal Methods and Process</td>
<td>5</td>
</tr>
<tr>
<td>LS501</td>
<td>Ethics and the Professional</td>
<td>5</td>
</tr>
<tr>
<td>LS502</td>
<td>Legal Research, Analysis, and Writing</td>
<td>5</td>
</tr>
<tr>
<td>LS503</td>
<td>Jurisprudence and Legal History</td>
<td>5</td>
</tr>
<tr>
<td>LS504</td>
<td>Applied Research in Legal Studies</td>
<td>5</td>
</tr>
<tr>
<td>LS526</td>
<td>Academic and Professional Writing for Graduate Students</td>
<td>5</td>
</tr>
<tr>
<td>LS698</td>
<td>Applied Research ¹</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one core elective of the following: 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS506</td>
<td>Understanding Civil Responsibility</td>
</tr>
<tr>
<td>LS507</td>
<td>Understanding Criminal Responsibility</td>
</tr>
<tr>
<td>LS508</td>
<td>Family and the Legal System</td>
</tr>
<tr>
<td>LS509</td>
<td>Contracts as Private Law</td>
</tr>
</tbody>
</table>

Total Core Requirements 40

Open Elective Requirements

<table>
<thead>
<tr>
<th>500/600 Level</th>
<th>Legal Studies Electives</th>
<th>15</th>
</tr>
</thead>
</table>

Total Open Elective Requirements 15

TOTAL CREDITS 55

¹ LS698 Applied Research combines research and writing skills with application in a professional setting. This is a capstone course.

Comprehensive Exam Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS500</td>
<td>Legal Methods and Process</td>
<td>5</td>
</tr>
<tr>
<td>LS501</td>
<td>Ethics and the Professional</td>
<td>5</td>
</tr>
<tr>
<td>LS502</td>
<td>Legal Research, Analysis, and Writing</td>
<td>5</td>
</tr>
<tr>
<td>LS503</td>
<td>Jurisprudence and Legal History</td>
<td>5</td>
</tr>
<tr>
<td>LS526</td>
<td>Academic and Professional Writing for Graduate Students</td>
<td>5</td>
</tr>
<tr>
<td>LS602</td>
<td>Comprehensive Exam Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one core elective of the following: 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS506</td>
<td>Understanding Civil Responsibility</td>
</tr>
<tr>
<td>LS507</td>
<td>Understanding Criminal Responsibility</td>
</tr>
<tr>
<td>LS508</td>
<td>Family and the Legal System</td>
</tr>
<tr>
<td>LS509</td>
<td>Contracts as Private Law</td>
</tr>
</tbody>
</table>

Total Core Requirements 35

Open Elective Requirements
Master of Science in Psychology

Description and Outcomes

The Master of Science in Psychology program provides you with a unique opportunity to balance the rich tradition of the past with exciting contemporary applications of psychology. The curriculum focuses on the processes that underlie the individual human experience and behavior, and core knowledge, theories, and research in the discipline.

Refer to the Certification, State Board, and National Board Exams (p. 352) section for important program disclosure information.

Concentrations

You will select one of four areas of concentration: general psychology, addictions, applied behavior analysis, or industrial/organizational psychology. You will complete both master’s-level core courses and concentration courses, which provide a comprehensive education in psychological theory and practice, and work on developing critical thinking and problem-solving skills to assist you in meeting your personal and professional goals in the chosen concentration area.

The general psychology concentration is designed to expose you to a generalist approach to the broad field of psychology. This concentration addresses current broad paradigms such as behavioral approaches, neuropsychological perspectives and technologies, issues in psychopathology, and current and historical information in the area of cognitive psychology. In addition, you will gain knowledge in the use of qualitative analysis, thereby building on your knowledge base of the basic "tools" involved in the scientific approach to understanding psychology.

The addictions concentration provides you with the opportunity to study the principles of addictions counseling, group counseling, psychopharmacology, and co-occurring disorders. Theories are taught with an emphasis on application so that you understand how to use your knowledge to help clients toward recovery.

The applied behavior analysis concentration provides an opportunity to gain knowledge of special populations such as the developmentally disabled, the autistic, and individuals with traumatic brain injury. Courses in this concentration emphasize an understanding and application of the behavioral concepts and theories, as well as the development of both assessment and intervention skills.

The industrial/organizational psychology concentration is designed for working professionals who seek to broaden their knowledge and apply the principles of industrial/organizational (I/O) psychology in business and organizational settings. The program offers a rigorous exploration of the theories, methods, and practice of industrial/organizational psychology. Specifically, you will explore workplace motivation and attitudes, employee training, evaluation and leadership, organizational behavior, and human resource management.

Tracks of Study

In any of the concentrations, you may elect to complete a thesis as the program’s culminating experience or choose the comprehensive exam option. The thesis track contains two thesis development courses and extends the program by at least one term. A thesis is not required; however, you should consult with an Education Advisor to determine how the thesis option fits with your career goals.

Program Length

The Master of Science in Psychology program consists of a minimum of 60, 65, 70, or 75 quarter credit hours, depending on your track of study. Upon successful completion of the program, you will be awarded a master of science degree.

Program Outcomes

1. Disciplinary Knowledge and Skills: Understand how contemporary theories relate to real-world situations in various psychology professions in the selected area of concentration.
2. Critical Thinking and Problem Solving: Critically evaluate and apply psychological theories, as well as theories from the selected area of concentration, and concepts to various client-based situations within the field of psychology.
3. Research and Application: Apply theoretical and conceptual foundations of psychology as they relate to the selected area of concentration to arrive at evidence-based professional practice strategies.
4. Professionalism and Ethics: Apply ethical, legal, individual, and sociocultural standards and guidelines set forth within the selected area of concentration and field of psychology.

Professional Competencies

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (p. 272) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Policy information specific to the Master of Science in Psychology program is noted below.

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

If applying for admission, you must submit the following:

1. An essay that details career goals and associated reasons for enrolling in the program.
2. An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. The unofficial and official transcripts must indicate a cumulative GPA of 2.5 or above from all previous coursework. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Accelerated Master of Science in Psychology Option

Students enrolled in one of the following programs have the option of completing the accelerated Master of Science in Psychology option while they earn their bachelor’s degree:

• Bachelor of Science in Communication
• Bachelor of Science in Corrections
• Bachelor of Science in Criminal Justice
• Bachelor of Science in Early Childhood Administration
• Bachelor of Science in Early Childhood Development
• Bachelor of Science in Environmental Policy and Management
• Bachelor of Science in Fire and Emergency Management
• Bachelor of Science in Fire Science
• Bachelor of Science in Human Services
• Bachelor of Science in Human Services in Youth/Family Services and Administration
• Bachelor of Science in Legal Studies
• Bachelor of Science in Legal Support and Services
• Bachelor of Science in Paralegal Studies
• Bachelor of Science in Psychology
• Bachelor of Science in Psychology in Addictions
• Bachelor of Science in Psychology in Applied Behavior Analysis
• Bachelor of Science in Psychology in Industrial/Organizational Psychology

If you are a graduate of one of the above-listed programs, are granted admission to the Master of Science in Psychology program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master’s degree program:

**Applied Behavior Analysis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
</tbody>
</table>

**General Psychology and Industrial/Organizational Psychology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
</tbody>
</table>

**Addictions**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS508</td>
<td>Ethics for Addictions Professionals</td>
<td>5</td>
</tr>
</tbody>
</table>

**Applied Behavior Analysis, Addictions, and Industrial/Organizational Psychology Application Requirements**

Prior to enrolling in the Master of Science in Psychology program with an applied behavior analysis, addictions, or industrial/organizational psychology concentration requiring a practicum or field placement rotation, you must provide notice of intent to enroll in practicum/field placement courses 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Behavioral and Social Sciences Clinical Placement Department using the appropriate application form. Applications that are not complete will not be accepted.

**Progression Requirements**

1. The grade of “C” is the minimum acceptable grade for courses in the Master of Science in Psychology program. If you earn a grade of “F” in a course, you must immediately retake the course. You may only take a course twice and must earn the required grade of “C” or higher. Failure to earn the required grade will result in dismissal from Kaplan University after the second attempt.
2. You can enroll in no more than three courses per term.
3. You may not use transfer credit to replace the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS535</td>
<td>Addictions Practicum I</td>
<td>5</td>
</tr>
<tr>
<td>PS545</td>
<td>Industrial/Organizational Field Placement</td>
<td>5</td>
</tr>
<tr>
<td>PS555</td>
<td>Applied Behavior Analysis Practicum</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td>PS601</td>
<td>Master’s Research and Thesis I</td>
<td>5</td>
</tr>
<tr>
<td>PS602</td>
<td>Master’s Research and Thesis II</td>
<td>5</td>
</tr>
</tbody>
</table>

You must complete these courses at the University. If you are a graduate of the University’s Bachelor of Science in Psychology program, you may substitute transfer credit to replace PS501 Foundations of Professional Psychology.

4. You must declare your choice of thesis or comprehensive exam track by the end of the second term.

**Comprehensive Exam Track**

You must successfully complete PS600 Comprehensive Exam, a written course covering the core curriculum and concentration courses. You will have the opportunity to take the comprehensive examination course one time after successful completion of all academic program requirements.

The comprehensive examination course consists of three questions and shall be evaluated by three terminally degreed psychology instructors. A passing score must be earned from two out of three faculty members on all three questions. Should you not earn a passing score on any part of the three papers, you will receive grading feedback and be allowed to revise and resubmit the paper(s) one time during the term. If you fail any of the three revised papers, you will fail the comprehensive examination course and you will be academically dismissed from the program. If you experience extenuating circumstances, you may appeal to the Dean (or designee) to retake the course. Students who are approved to retake the comprehensive examination will only be allowed to retake the course one time.

**Thesis Track**

You will be required to develop and submit, in writing, a formal proposal for research in psychology to your chosen thesis committee, which is made up of a chairperson and two additional members, all of whom must be terminally degreed psychology faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the University’s psychology program or from an outside, regionally accredited institution of higher learning with the approval of the Chair of the Master of Science in Psychology program.
Subsequent to the proposal, you will submit the final draft of your research project to the thesis committee for review and orally present your results during a scheduled thesis defense hearing. The research report shall be prepared according to the University's guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

You will take PS601 Master's Research and Thesis I and PS602 Master's Research and Thesis II, 10-week courses designed to allow you to begin the first steps of your thesis design and complete your thesis. Should you feel you are unable to complete the prescribed requirements for either course in 10 weeks, you must contact your Education Advisor in order to gain an extension in the course. An extension is granted by enrolling in PS601A Master's Research and Thesis I or PS602A Master's Research and Thesis II, and enrollment in these courses will only be granted at the discretion of the Dean of the College of Social and Behavioral Sciences and the Chair of your thesis committee.

If an extension is granted, the University will not charge tuition for PS601A Master's Research and Thesis I or PS602A Master's Research and Thesis II, but you will be required to pay the normal technology fee.

If you are unable to complete PS601 Master's Research and Thesis I or PS602 Master's Research and Thesis II, you will be permitted to enter the comprehensive exam track.

**Practicum or Field Placement Requirements**

If you are enrolling in a program that requires completion of a practicum or field placement, you are responsible for locating a site in which to complete those hours. You are also required to complete a practicum or field placement orientation. You must complete all prepracticum or prefield placement requirements and have permission of the Clinical Placement Team in order to enroll in a course that includes completion of practicum or field placement hours. A list of requirements is available from the Clinical Placement Team.

**Addictions Concentration**

If you are enrolled in the addictions concentration, you will take PS535 Addictions Practicum I and PS536 Addictions Practicum II. If you feel you are unable to complete the prescribed requirements in 10 weeks, you must contact the Clinical Placement Team in order to receive an extension in the course. If an extension is granted, you will enroll in PS535 Addictions Practicum Field Placement Extension which will allow you 10 extra weeks to complete the requirements of PS535 Addictions Practicum I. Enrollment in this course will only be granted at the discretion of the College of Social and Behavioral Sciences.

If you feel you are unable to complete the PS536 Addictions Practicum II prescribed requirements in 10 weeks, you must contact the Clinical Placement Team in order to gain an extension in the course. If an extension is granted, you will enroll in PS559 Practicum Field Placement Extension, which will allow you 10 extra weeks to complete the requirements of PS536 Addictions Practicum II. Enrollment in this course will only be granted at the discretion of the College of Social and Behavioral Sciences.

**Applied Behavior Analysis Concentration**

If you feel you are unable to complete the PS555 Applied Behavior Analysis Practicum prescribed requirements in 10 weeks, you must contact the Clinical Placement Team in order to gain an extension in the course. If an extension is granted, you will enroll in PS559 Practicum Field Placement Extension which will allow you 10 extra weeks to complete the requirements of PS555 Applied Behavior Analysis Practicum. Enrollment in this course will only be granted at the discretion of the College of Social and Behavioral Sciences.

**Industrial/Organizational Psychology Concentration**

If you feel you are unable to complete the PS545 Industrial/Organizational Practicum Field Placement prescribed requirements in 10 weeks, you must contact the Clinical Placement Team in order to gain an extension in the course. If an extension is granted, you will enroll in PS559 Practicum Field Placement Extension, which will allow you 10 extra weeks to complete the requirements of PS545 Industrial/Organizational Field Placement. Enrollment in this course will only be granted at the discretion of the College of Social and Behavioral Sciences.

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

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

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

**Applied Behavior Analysis Concentration**

The Behavior Analyst Certification Board® (BACB®) has verified the Kaplan University course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination.

Applicants will have to meet additional requirements to qualify.

The BACB can be contacted at:

Behavior Analyst Certification Board
8051 Shaffer Parkway
Littleton, CO 80127
Tel: 720.438.4321

**Addictions Concentration**

The online Master of Science in Psychology with a concentration in addictions is accredited by the National Addiction Studies Accreditation Commission (NASAC). The NASAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.562.0211
Website: http://nasacaccreditation.org

The NAADAC (Association for Addiction Professionals) has designated Kaplan University as an Approved Education Provider for meeting nationally approved standards of education for the alcoholism and drug abuse counseling field. Students who complete the Master of Science in Psychology with a concentration in addictions program will meet the coursework requirements to take the National Certification
Commission for Addiction Professionals’ Master Addictions Counselor (MAC) certification examination.

Note that additional requirements must also be completed to take the MAC examination, including degree, field experience, and licensure requirements. Refer to http://www.naadac.org/ncc-ap for full eligibility requirements.

The NAADAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.741.7686
Website: http://naadac.org

Degree Plan
Thesis Track Requirements
Concentration courses are completed within the open electives requirement of the degree plan.

Addictions

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS508</td>
<td>Ethics for Addictions Professionals</td>
<td>5</td>
</tr>
<tr>
<td>PS601</td>
<td>Master’s Research and Thesis I</td>
<td>5</td>
</tr>
<tr>
<td>PS602</td>
<td>Master’s Research and Thesis II</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Open Elective Requirements
Concentration Courses                                | 35      |
Total Open Elective Requirements                      | 35      |

Concentration Requirements: Addictions

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS511</td>
<td>Chemical and Psychological Dependency Counseling</td>
<td></td>
</tr>
<tr>
<td>PS516</td>
<td>Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>PS521</td>
<td>Group Counseling</td>
<td></td>
</tr>
<tr>
<td>PS526</td>
<td>Advanced Addictions Counseling</td>
<td></td>
</tr>
<tr>
<td>PS531</td>
<td>Co-Occurring Disorders and Treatments</td>
<td></td>
</tr>
<tr>
<td>PS535</td>
<td>Addictions Practicum I</td>
<td></td>
</tr>
<tr>
<td>PS536</td>
<td>Addictions Practicum II</td>
<td></td>
</tr>
<tr>
<td>Total CREDITS</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

Applied Behavior Analysis - Practicum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS601</td>
<td>Master’s Research and Thesis I</td>
<td>5</td>
</tr>
<tr>
<td>PS602</td>
<td>Master’s Research and Thesis II</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Open Elective Requirements
Concentration Courses                                | 30      |
Total Open Elective Requirements                      | 30      |

Concentration Requirements: Applied Behavior Analysis - Practicum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS512</td>
<td>Research Design in Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS517</td>
<td>Advanced Principles of Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS522</td>
<td>Behavioral Measures and Interpretation of Data</td>
<td></td>
</tr>
<tr>
<td>PS527</td>
<td>Implementing Behavioral Change</td>
<td></td>
</tr>
<tr>
<td>PS532</td>
<td>Clinical Applications of Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS555</td>
<td>Applied Behavior Analysis Practicum</td>
<td></td>
</tr>
<tr>
<td>Total CREDITS</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

General Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>or PS507</td>
<td>Ethics for Behavior Analysts</td>
<td></td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS601</td>
<td>Master's Research and Thesis I</td>
<td>5</td>
</tr>
<tr>
<td>PS602</td>
<td>Master's Research and Thesis II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Open Elective Requirements</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Concentration Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirements: General Psychology</td>
<td></td>
</tr>
<tr>
<td>PS510</td>
<td>Qualitative Analysis</td>
<td></td>
</tr>
<tr>
<td>PS515</td>
<td>Learning and Behavior</td>
<td></td>
</tr>
<tr>
<td>PS520</td>
<td>Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PS525</td>
<td>Foundations of Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PS530</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>65</td>
</tr>
</tbody>
</table>

**Industrial/Organizational Psychology - Nonpracticum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>or PS507</td>
<td>Ethics for Behavior Analysts</td>
<td></td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS601</td>
<td>Master's Research and Thesis I</td>
<td>5</td>
</tr>
<tr>
<td>PS602</td>
<td>Master's Research and Thesis II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Open Elective Requirements</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Concentration Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirements: Industrial/Organizational Psychology - Nonpracticum</td>
<td></td>
</tr>
<tr>
<td>PS540</td>
<td>Industrial/Organizational Theory and Development</td>
<td></td>
</tr>
<tr>
<td>PS541</td>
<td>Organizational Management and Behavior</td>
<td></td>
</tr>
<tr>
<td>PS542</td>
<td>Workplace Motivation and Attitudes</td>
<td></td>
</tr>
<tr>
<td>PS543</td>
<td>Organizational Leadership - Management, Training, and Evaluation</td>
<td></td>
</tr>
<tr>
<td>PS544</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>65</td>
</tr>
</tbody>
</table>

**Comprehensive Exam Track**

**Addictions**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS508</td>
<td>Ethics for Addictions Professionals</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Open Elective Requirements</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Concentration Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Concentration Requirements: Addictions</td>
<td></td>
</tr>
<tr>
<td>PS511</td>
<td>Chemical and Psychological Dependency Counseling</td>
<td></td>
</tr>
<tr>
<td>PS516</td>
<td>Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>PS521</td>
<td>Group Counseling</td>
<td></td>
</tr>
<tr>
<td>PS526</td>
<td>Advanced Addictions Counseling</td>
<td></td>
</tr>
<tr>
<td>PS531</td>
<td>Co-Occurring Disorders and Treatments</td>
<td></td>
</tr>
<tr>
<td>PS535</td>
<td>Addictions Practicum I</td>
<td></td>
</tr>
<tr>
<td>PS536</td>
<td>Addictions Practicum II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS541</td>
<td>Organizational Management and Behavior</td>
<td></td>
</tr>
<tr>
<td>PS542</td>
<td>Workplace Motivation and Attitudes</td>
<td></td>
</tr>
<tr>
<td>PS543</td>
<td>Organizational Leadership - Management, Training, and Evaluation</td>
<td></td>
</tr>
<tr>
<td>PS544</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>65</td>
</tr>
</tbody>
</table>
### Applied Behavior Analysis - Nonpracticum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Requirements: Applied Behavior Analysis - Nonpracticum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS512</td>
<td>Research Design in Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS517</td>
<td>Advanced Principles of Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS522</td>
<td>Behavioral Measures and Interpretation of Data</td>
<td></td>
</tr>
<tr>
<td>PS527</td>
<td>Implementing Behavioral Change</td>
<td></td>
</tr>
<tr>
<td>PS532</td>
<td>Clinical Applications of Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

### General Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td></td>
</tr>
<tr>
<td>or PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Requirements: General Psychology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS510</td>
<td>Qualitative Analysis</td>
<td></td>
</tr>
<tr>
<td>PS515</td>
<td>Learning and Behavior</td>
<td></td>
</tr>
<tr>
<td>PS520</td>
<td>Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PS525</td>
<td>Foundations of Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PS530</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

### Applied Behavior Analysis - Practicum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Requirements: Applied Behavior Analysis - Practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS512</td>
<td>Research Design in Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS517</td>
<td>Advanced Principles of Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PS522</td>
<td>Behavioral Measures and Interpretation of Data</td>
<td></td>
</tr>
<tr>
<td>PS527</td>
<td>Implementing Behavioral Change</td>
<td></td>
</tr>
<tr>
<td>PS532</td>
<td>Clinical Applications of Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

### Industrial/Organizational Psychology - Nonpracticum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td></td>
</tr>
<tr>
<td>or PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total Open Elective Requirements</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Requirements: Industrial/Organizational Psychology - Nonpracticum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS540</td>
<td>Industrial/Organizational Theory and Development</td>
<td></td>
</tr>
<tr>
<td>PS541</td>
<td>Organizational Management and Behavior</td>
<td></td>
</tr>
<tr>
<td>PS542</td>
<td>Workplace Motivation and Attitudes</td>
<td></td>
</tr>
<tr>
<td>PS543</td>
<td>Organizational Leadership - Management, Training, and Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
# Master of Science in Psychology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>PS501</td>
<td>Foundations of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td>MM570</td>
<td>Applied Statistics for Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PS502</td>
<td>Ethics and Standards of Professional Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>or PS507 Ethics for Behavior Analysts</td>
<td></td>
</tr>
<tr>
<td>PS504</td>
<td>Advanced Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>PS505</td>
<td>Testing, Measurement, and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>PS506</td>
<td>Life Span Development</td>
<td>5</td>
</tr>
<tr>
<td>PS600</td>
<td>Comprehensive Exam</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td><strong>Open Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Courses</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration Requirements: Industrial/Organizational Psychology - Practicum</strong></td>
<td></td>
</tr>
<tr>
<td>PS540</td>
<td>Industrial/Organizational Theory and Development</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Certificate in Addictions

Description and Outcomes

The Graduate Certificate in Addictions program is designed to provide you with the requisite knowledge to pursue employment and career advancement as an addiction professional. Courses focus on chemical and psychological dependency counseling, advanced addictions counseling, group counseling, psychopharmacology, and co-occurring disorders, with an emphasis on application.

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

Program Length

The Graduate Certificate in Addictions program consists of a minimum of 40 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.

Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies. Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Progression Requirements

If you are enrolled in the Graduate Certificate in Addictions, you will take PS535 Addictions Practicum I and PS536 Addictions Practicum II. If you feel that you may not be able to complete the PS535 Addictions Practicum I prescribed requirements in 10 weeks, you must contact the Clinical Placement Team in order to receive an extension in the course. If an extension is granted, you will enroll in PS559 Practicum Field Placement Extension, which will allow you 10 extra weeks to complete the requirements of PS535 Addictions Practicum I. Enrollment in this course will only be granted at the discretion of the College of Social and Behavioral Sciences.

If you feel that you may not be able to complete the PS536 Addictions Practicum II prescribed requirements in 10 weeks, you must contact the Clinical Placement Team in order to gain an extension in the course. If an extension is granted, you will enroll in PS559 Practicum Field Placement Extension, which will allow you 10 extra weeks to complete the requirements of PS536 Addictions Practicum II. Enrollment in this course will only be granted at the discretion of the College of Social and Behavioral Sciences.

If you enroll in a College of Social and Behavioral Sciences certificate program, you will have all course-level prerequisites waived.

You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the Clinical Placement Team to determine your exact responsibilities and process for site selection.

Certification, State Board, and National Board Exams

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

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University's Graduate Certificate in Addictions program do not guarantee or prepare you for state licensure upon graduation.

The online Graduate Certificate in Addictions is accredited by the National Addiction Studies Accreditation Commission (NASAC). The NASAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.562.0211
Website: nasacaccreditation.org (http://www.nasacaccreditation.org)

The NAADAC (Association for Addiction Professionals) has designated Kaplan University as an Approved Education Provider for meeting nationally approved standards of education for the alcoholism and drug abuse counseling field. Students who complete the Graduate Certificate in Addictions will meet the coursework requirements to take the National Board of Certified Counselors' Master Addictions Counselor (MAC) certification examination.

Note that additional requirements must also be completed to take the MAC examination, including degree, field experience, and licensure requirements. Refer to www.naadac.org/ncc-ap (http://www.naadac.org/ncc-ap) for full eligibility requirements.

The NAADAC can be contacted at:

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
Tel: 703.741.7686
Website: naadac.org (http://www.naadac.org)

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS508</td>
<td>Ethics for Addictions Professionals</td>
<td>5</td>
</tr>
<tr>
<td>PS511</td>
<td>Chemical and Psychological Dependency Counseling</td>
<td>5</td>
</tr>
<tr>
<td>PS516</td>
<td>Psychopharmacology</td>
<td>5</td>
</tr>
<tr>
<td>PS521</td>
<td>Group Counseling</td>
<td>5</td>
</tr>
<tr>
<td>PS526</td>
<td>Advanced Addictions Counseling</td>
<td>5</td>
</tr>
</tbody>
</table>
# Graduate Certificate in Addictions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS531</td>
<td>Co-Occurring Disorders and Treatments</td>
<td>5</td>
</tr>
<tr>
<td>PS535</td>
<td>Addictions Practicum I</td>
<td>5</td>
</tr>
<tr>
<td>PS536</td>
<td>Addictions Practicum II</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Graduate Certificate in Industrial/Organizational Psychology

Description and Outcomes

The Graduate Certificate in Industrial/Organizational Psychology is designed for working professionals who seek to broaden their knowledge and apply the principles of industrial/organizational (I/O) psychology in business and organizational settings. The program offers a rigorous exploration of the theories, methods, and practice of I/O psychology. Specifically, you will explore workplace motivation and attitudes, employee training, evaluation and leadership, organizational behavior, and human resource management.

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

Program Length

The Graduate Certificate in Industrial/Organizational Psychology program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.
2. Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies.
3. Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor’s degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements

If you enroll in a College of Social and Behavioral Sciences certificate program, you will have all course-level prerequisites waived.

You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the Clinical Placement Team to determine your exact responsibilities and process for site selection.

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS540</td>
<td>Industrial/Organizational Theory and Development</td>
<td>5</td>
</tr>
<tr>
<td>PS541</td>
<td>Organizational Management and Behavior</td>
<td>5</td>
</tr>
<tr>
<td>PS542</td>
<td>Workplace Motivation and Attitudes</td>
<td>5</td>
</tr>
<tr>
<td>PS543</td>
<td>Organizational Leadership - Management, Training, and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>PS544</td>
<td>Human Resources Management</td>
<td>5</td>
</tr>
<tr>
<td>PS545</td>
<td>Industrial/Organizational Field Placement</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Core Requirements</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>
Postgraduate Certificate in Applied Behavior Analysis

Description and Outcomes

The Postgraduate Certificate in Applied Behavior Analysis program emphasizes the understanding of behavioral concepts and theories as well as their application to special populations. If you are interested in expanding your knowledge of applied behavior analysis in order to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination, consider this certificate program.

Please refer to the website of the Behavior Analyst Certification Board (http://www.bacb.com), Inc., for full eligibility requirements as well as the Certification, State Board, and National Board Exams (p. 360) section for important program disclosure information.

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

Program Length

The Postgraduate Certificate in Applied Behavior Analysis program consists of a minimum of 35 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Program Outcomes

1. Disciplinary Knowledge and Skills: Understand how behavioral theories relate to real-world situations with assessment and intervention treatment procedures in applied behavior analysis.
2. Critical Thinking and Problem Solving: Critically evaluate and relate psychological and behavioral theories and concepts to various situations within the field of applied behavior analysis.
3. Apply evidenced-based theoretical and conceptual foundations of applied behavior analysis to arrive at appropriate professional practice strategies.
4. Understand and apply legal, ethical, individual, cultural, and social validity standards and guidelines set forth within the field of applied behavior analysis.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Admissions Requirements

You must meet the below admissions requirements in addition to Kaplan University’s general requirements (p. 19).

To enroll in the Postgraduate Certificate in Applied Behavior Analysis, you must possess a minimum of a graduate degree (e.g., master’s or doctoral) in an acceptable field of study from an acceptable accredited institution. Acceptable fields of study are behavior analysis, education, or psychology. Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master’s or doctoral degree in behavior analysis, education, or psychology from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. Any student who earned a graduate degree outside of the U.S. must first check the qualifying institutions list through the Behavior Analyst Certification Board to see if both their degree and institution have been listed as approved. Please go to the following site for instructions: http://bacb.com/qualifying-institutions.

Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements

If you enroll in a College of Social and Behavioral Sciences certificate program, you will have all course-level prerequisites waived.

You are responsible for participating in locating, selecting, and obtaining an agreement with an appropriate site that best fits your location preferences and meets program requirements. You are required to speak with the Clinical Placement Team to determine your exact responsibilities and process for site selection.

Certification, State Board, and National Board Exams

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

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

The Behavior Analyst Certification Board®, Inc., (BACB®) has verified the Kaplan University course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination.

Applicants will have to meet additional requirements to qualify.

The BACB can be contacted at:

Behavior Analyst Certification Board
8051 Shaffer Parkway
Littleton, CO 80127
Tel: 720.438.4321

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS507</td>
<td>Ethics for Behavior Analysts</td>
<td>5</td>
</tr>
<tr>
<td>PS512</td>
<td>Research Design in Applied Behavior Analysis</td>
<td>5</td>
</tr>
<tr>
<td>PS517</td>
<td>Advanced Principles of Applied Behavior Analysis</td>
<td>5</td>
</tr>
<tr>
<td>PS522</td>
<td>Behavioral Measures and Interpretation of Data</td>
<td>5</td>
</tr>
<tr>
<td>PS527</td>
<td>Implementing Behavioral Change</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PS532</td>
<td>Clinical Applications of Applied Behavior Analysis</td>
<td>5</td>
</tr>
<tr>
<td>PS555</td>
<td>Applied Behavior Analysis Practicum</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>35</td>
</tr>
</tbody>
</table>
Course Descriptions

A
  • Accounting (AC) (p. 362)

C
  • Criminal Justice (CJ) (p. 364)

D
  • Doctoral-Level Nursing (DN) (p. 366)

E
  • Education (ED) (p. 367)
  • Educational Leadership (ER) (p. 372)
  • Educational Technology (ET) (p. 372)
  • Environmental Policy and Management (EM) (p. 372)

G
  • Graduate Business (GB) (p. 373)
  • Graduate Finance (GF) (p. 377)
  • Graduate Management (GM) (p. 378)

H
  • Health Care Administration (HA) (p. 380)
  • Health Education (HD) (p. 381)
  • Health Information Technology (HI) (p. 381)
  • Health Science (HS) (p. 382)
  • Higher Education (HE) (p. 382)
  • Homeland Security and Emergency Management (HM) (p. 383)
  • Human Services (HN) (p. 384)

I
  • Information Systems and Technology (IT) (p. 385)
  • Instructional Technology (IX) (p. 388)

L
  • Law (CL) (p. 389)
  • Legal Studies (LS) (p. 395)

M
  • Mathematics (MM) (p. 397)

N
  • Nursing (MN) (p. 397)

P
  • Psychology (PS) (p. 403)
  • Public Administration and Policy (PP) (p. 406)
  • Public Health (PU) (p. 408)

T
  • Teaching Literacy (LT) (p. 409)
  • Teaching Special Needs (SN) (p. 409)

Accounting (AC)

AC501: Financial Accounting and Reporting
This course provides a comprehensive, international perspective on accounting and financial reporting systems. Financial accounting and reporting issues are viewed from both theoretical and practical perspectives. Topics include, but are not limited to, the factors that managers and executives must consider as they confront complex and important financial accounting and reporting issues including traditional issues, such as revenue recognition, valuation allowances, and leases, and contemporary issues, such as pensions, stock options, and financial derivatives.
Quarter Credit Hours: 4 | Prerequisite: None

AC502: Regulation
This course will advance your knowledge of business law as it applies to accounting. You will be introduced to the major legal requirements that will be encountered by the professional accountant. Topics include, but are not limited to, the Uniform Commercial Code, contracts, and the legal liability and responsibilities of agencies and accountants.
Quarter Credit Hours: 4 | Prerequisite: None

AC503: Advanced Auditing
This course addresses the examination of financial statements and systems from the viewpoint of an independent auditor. Emphasis is on the application of auditing techniques and the professional standards that direct audit performance and reporting. Topics include, but are not limited to, external audit services, audit reports, auditor and management responsibilities, professional standards of external auditors, and how information technologies enhance internal control and procedures used to audit through a computerized system.
Quarter Credit Hours: 4 | Prerequisite: None

AC504: Ethical Issues in Business and Accounting
This course examines moral development and ethical choices within the framework of business and accounting. Psychological, social, and other theories used to predict human choices are introduced and applied to the current practice and environments of public and corporate accounting. A review of the development of the post-Sarbanes-Oxley ethical environment in the U.S. is included. The dilemmas commonly encountered by accounting professionals and their accepted solutions are also examined.
Quarter Credit Hours: 4 | Prerequisite: None

AC505: Advanced Managerial/Cost Accounting
This course focuses on the role of cost accounting as a tool for managerial decision making and the application of these skills to the overall operation of a business. Topics include, but are not limited to: budgeting, cost-volume-profit analysis, job order costing, absorption costing, differential analysis, and capital budgeting.
Quarter Credit Hours: 4 | Prerequisite: None

AC507: Corporate Tax Decisions and Strategies
This course will emphasize the effect of the federal income tax on business, the federal income tax structure, and the concept of taxable income as it relates to business. Business transactions are influenced by the rules of taxation. Examples of particular interest include, but are not limited to: buying and selling business assets, mortgages, liquidating or reorganizing a business, and transactions between a business and an employee.
Quarter Credit Hours: 4 | Prerequisite: None
AC550: Accounting Information Systems
This course is focused on the development, design, and implementation of accounting information systems with an emphasis on internal control. Students will examine how to develop new information systems or modify existing systems. Identifying and using controls to uncover security strengths and weaknesses will be a major emphasis.
Quarter Credit Hours: 4 | Prerequisite: None

AC551: Accounting Research
This course focuses on research methods used to assess the impact of accounting information on business and business decision making. In this survey of research on accounting theory, students learn how to assess empirical studies and initiate and develop research projects through research paper discussions and replicating and extending existing research studies. This course is devoted to the analysis of current financial reporting issues.
Quarter Credit Hours: 4 | Prerequisite: None

AC552: Business Reorganizations and Restructuring
This course is designed to provide a general understanding of financial restructuring and reorganization techniques. Topics include, but are not limited to, corporate governance, the legal framework, accounting and taxation, and valuation methods and practices. Also addressed are takeover and restructuring strategies, including hostile takeovers and defenses, LBOs, international bankruptcy reorganization, and IPOs.
Quarter Credit Hours: 4 | Prerequisite: None

AC553: Development and Evaluation of Internal Controls
This course discusses the development of internal control policies and evaluation techniques, including review, testing, duty assignments, and preparation methods. Flowcharting is also explored, including issues concerning advantages and disadvantages, internal controls, work and transaction flow, manual methods, and flowcharting software. Students will identify and discuss the key components of the Sarbanes-Oxley regulations, survey a framework for the evaluation of entity-wide controls, and review a process for documenting and testing controls and assessing the control environment.
Quarter Credit Hours: 4 | Prerequisite: None

AC554: Enterprise Risk Analysis and Planning
This course explores the evolving nature of risk, expectations about its management, and the pressure it has placed on previous working practices. Risk management has traditionally been segmented and carried out in silos. Enterprise risk management (ERM) is a response to the sense of inadequacy caused by using a silo-based approach to manage increasingly interdependent risks. You will gain an understanding of the interdependencies between risks and how risks in one business area may increase the impact of risks in another business area.
Quarter Credit Hours: 4 | Prerequisite: None

AC555: Fraud Examination
This course provides an overview of fraud examination, which includes the introduction of techniques for obtaining documentary evidence, interviewing witnesses and potential suspects, writing investigative reports, testifying to findings, and forensic document examination. You will learn to apply prevention, detection, and investigative strategies to determine why and how occupational fraud is committed. You will analyze human behaviors such as greed, deception, and cheating.
Quarter Credit Hours: 4 | Prerequisite: None

AC556: Government and Not-For-Profit Accounting
This course examines the financial and managerial accounting concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units, educational institutions, and charitable organizations. Topics include, but are not limited to, budgeting, financial reporting, and governmental auditing standards.
Quarter Credit Hours: 4 | Prerequisite: None

AC557: Internal Control Assessment and Design
This course prepares students to design and assess the internal control system or process. Students will become familiar with risk assessment and management and compliance with the Sarbanes-Oxley Act and COSO. Control concepts introduced will include control types, the cost/benefit of control, control responsibilities, the plan-do-check-act concepts, and the control responsibilities and standards issued by the FASB, SEC, New York Stock Exchange, AICPA, and other similar organizations.
Quarter Credit Hours: 4 | Prerequisite: None

AC558: International Accounting Standards and Global Financial Reporting
This course focuses on the development and possible implementation of International Financial Reporting Standards (IFRS) in the United States. Topics examined include, but are not limited to, the history of global financial reporting, the conceptual framework underlying International Financial Reporting Standards, and the key differences between International Financial Reporting Standards and United States Generally Accepted Accounting Principles (GAAP). In addition, a review of the United States’ progress toward harmonization and the possible approaches to future implementation is provided.
Quarter Credit Hours: 4 | Prerequisite: None

AC559: International Tax Planning and Issues
This course focuses on U.S. income tax on foreign-earned income and the taxation methods of other countries. The effect of U.S. taxation on international transactions and its impact on multinational businesses will be examined and discussed. The tax laws of other countries will be surveyed with emphasis on the treatment of capital gains, dividends, and depreciation. Various tax treaties will be identified and discussed.
Quarter Credit Hours: 4 | Prerequisite: None

AC560: Tax Research and the IRS
This course introduces students to the concepts, processes, and information sources relevant to tax research. The Internal Revenue Code, treasury regulations, and federal and state tax cases are examined. Topics include, but are not limited to, interpretations of the tax code, ethical considerations, sources for research, and appropriate presentation of results.
Quarter Credit Hours: 4 | Prerequisite: None

AC561: Taxation of Estates and Trusts
This course examines the federal estate and gift taxes and the impact of income tax. Topics will include an introduction to interstate succession, the drafting and enforcement of wills, living trusts, gifts, marital property, and the avoidance of probate. The course covers the preparation of fiduciary income tax returns with an emphasis on unique tax issues such as income of a decedent, distributable net income, and fiduciary accounting.
Quarter Credit Hours: 4 | Prerequisite: None
CJ509: Graduate Capstone in Accounting
This capstone course builds on the concepts of all the courses taken within the Master of Science in Accounting and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 4 | Prerequisite: Last term or permission from the Dean

Criminal Justice (CJ)

CJ500: Critical Legal Issues in Criminal Justice
This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments, but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law, substance abuse, corrections, and judicial review of administrative decisions.
Quarter Credit Hours: 5 | Prerequisite: None

CJ501: Criminological Theory
This course consists of an in-depth analysis of various explanations of criminal behavior. Readings include the original works of prominent authors from a broad range of disciplines related to crime, social deviance, and causation. Ethical and legal foundations in defining social deviance and crime are also considered. Specific focus is placed on applications of theory that address causes and correlations of criminal behavior in a variety of cultures throughout the world. This course is well suited for criminal justice practitioners, as students apply criminological theory to contemporary issues.
Quarter Credit Hours: 5 | Prerequisite: None

CJ502: Research Methodology
This course is designed to provide students with an understanding of the research process and the ethical context within which research should be conducted. Further, it will provide the basic skills needed to conduct and evaluate research on topics relevant to the criminal justice field. In order to accomplish these objectives, the course will focus on the nature of scientific inquiry; the connections between theory and research; designing research projects and exploring causation; sampling procedures and logic; research techniques; reliability, validity, and measurement of data; and descriptive analyses of data.
Quarter Credit Hours: 5 | Prerequisite: None

CJ503: Organizational Behavior
This course presents an in-depth analysis of the various dynamics facing criminal justice organizations in the context of professional practice, including, but not limited to, the theoretical concepts underlying organizational behavior, management and leadership of human resources, and design and structural processes. The scope includes fiscal accountability; personnel deployment; implementation of change; motivation and retention of personnel; the hiring, assignment, and promotion of personnel; organizational communication; professional development; and fundamental legal issues as they pertain to agency operations.
Quarter Credit Hours: 5 | Prerequisite: None

CJ505: Critical Issues in Criminal Justice
This course will address critical issues affecting the major tenets of the criminal justice profession, including, but not limited to, homeland security, training and education, ethics and morality in professional practice, and community-based law enforcement and corrections programs. Other current trends and any other critical issue facing the fields of policing, private security, and corrections are addressed as needed.
Quarter Credit Hours: 5 | Prerequisite: None

CJ506: Advanced Topics in Criminal Law
This course addresses complex issues related to substantive criminal law, focusing on the sources of modern criminal law, the purposes and types of laws, the interpretation of criminal laws, the categories of crime and penalties, the similar characteristics of criminal violations, the elements of complex crimes, and the types of criminal defenses. This course is best suited for those students working in the area of law enforcement/policing.
Quarter Credit Hours: 5 | Prerequisite: None

CJ508: Evidentiary Issues in Criminal Cases
This course involves the study of the Federal Rules of Evidence and similar state rules, as well as the requirements of the U.S. Constitution concerning the admission into evidence of testimonial and physical evidence at trial. Students examine such topics as the foundational requirements for the admission of real and demonstrative exhibits, the authentication of writings and business records, witness credibility, hearsay, privileges, expert testimony, victims’ rights, and chain of custody. This course is particularly well suited for those criminal justice professionals whose jobs require them to testify in court on a regular basis.
Quarter Credit Hours: 5 | Prerequisite: None

CJ509: Comparative Criminal Justice Systems
This course covers comparative foreign criminal justice systems, including the investigation and prosecution of international terrorists, the International Criminal Court, U.S. criminal cases affecting international relations, mutual assistance treaties, and issues concerning the formation of criminal justice systems in developing democracies. This course is especially beneficial for understanding global legal issues facing the criminal justice system.
Quarter Credit Hours: 5 | Prerequisite: None

CJ510: Specialized Criminal Statutes and Complex Investigations
This course involves the study of legislation and case law that affect the daily practice of criminal justice professionals in the context of investigative techniques and the prosecution of cases. Students examine such areas as white-collar crime; the Racketeer Influenced and Corrupt Organizations (RICO) Act; money laundering; health care fraud; wire, mail, and bank fraud; identity and access device fraud; securities fraud; insurance fraud; corporate criminal liability; tax enforcement; and public corruption. In addition, the USA PATRIOT Act, Title III wiretaps, and grand jury procedures are also discussed.
Quarter Credit Hours: 5 | Prerequisite: None

CJ511: Employment and Policy Law
This course involves the study of specialized topics in substantive and procedural criminal law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice organizations. This course is well suited for command-level personnel in response to a variety of potential agency and personal liability issues.
Quarter Credit Hours: 5 | Prerequisite: None
CJ512: Transnational Crime
This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. Particular emphasis is given to issues of organized crime, narcotics trafficking, money laundering, human trafficking, and the current strategies for the containment of such activities.
Quarter Credit Hours: 5 | Prerequisite: None

CJ513: Critical Issues in Terrorism
This course is designed to provide students with a critical analysis and understanding of issues related to terrorism. This includes historical analyses of the causes and effects of social, political, economic, and religious conflict as they pertain to terrorist groups from source countries; protective intelligence gathering and associated legal issues; threat assessment; emergency first-responder plans and policies; counterterrorism tactics and strategies; cyberterrorism and the role of technology; and concerns for the future.
Quarter Credit Hours: 5 | Prerequisite: None

CJ516: Budgeting and Finance for Public Safety Administrators
This course is designed to familiarize students with public program budgeting and finance concepts from program conception to program evaluation. Special emphasis is given to methods of financing public programs and the preparation and management of budgets for the programs. This course is intended to provide students with an opportunity to learn and practice the technical aspects of program budgeting and finance in the public safety arena.
Quarter Credit Hours: 5 | Prerequisite: None

CJ519: Ethics and Diversity in Criminal Justice
Discrimination in the workplace, prejudicial treatment of individuals by public officials, official misconduct, and a lack of individual and collective professional practice are all enduring issues that must be addressed by our criminal justice system. Accordingly, this course is designed to address these and other related issues at length, as well as offer strategies for improved individual and professional practice.
Quarter Credit Hours: 5 | Prerequisite: None

CJ521: Critical Issues in Corrections
This course provides a critical analysis of contemporary issues facing the U.S. correctional system. Students address issues such as the philosophies and theories that guide practice, community-based policies and practices, prison reform, special populations, recidivism, and legal mandates affecting the administration and operations of correctional facilities.
Quarter Credit Hours: 5 | Prerequisite: None

CJ522: Comparative Correctional Systems
The course addresses a variety of correctional issues from an international perspective, including, but not limited to, a comparative analysis of the philosophies and theories guiding practice, supervision, and treatment of prison populations with an emphasis on human rights, post-confinement intervention strategies, and legal standards governing practice.
Quarter Credit Hours: 5 | Prerequisite: None

CJ523: Critical Issues in Juvenile Justice
This course is designed to explore the social context of delinquency, law, the history of the juvenile court, policing in juvenile justice, and court and corrections interventions with regard to children who have been victimized or are criminal. The course integrates scholarship and case law to investigate the many layers of the juvenile justice system, including how the juvenile court works and why it works the way it does. Upon completion, students will have much more than a cursory understanding of the juvenile justice system.
Quarter Credit Hours: 5 | Prerequisite: None

CJ524: Community-Based Corrections
This course is designed to identify community-based corrections programs and to explore the issues relevant to the field of community-based corrections. The materials presented will draw upon scholarly and practical research to identify the programs commonly used, what "works," policy issues, services provided, costs, and who receives probation and parole. Boot camps, electronic monitoring, house arrest, day treatment, fines, community service, drug courts, and other alternatives will be discussed. Students will have the opportunity to debate and better understand the many challenges facing probation, parole, and community-based corrections.
Quarter Credit Hours: 5 | Prerequisite: None

CJ525: Applied Research in Criminal Justice
This course will introduce you to applied research within the profession, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. It will provide you with the skills needed to design and conduct ethical research studies on topics relevant in applied criminal justice settings. In order to accomplish these objectives, you will examine: the applied research process, the connection between theory and research, research ethics, the development of research literature reviews, sampling procedures, techniques for selecting and using appropriate data collection tools, steps for improving the validity and reliability of research, and the analysis of data.
Quarter Credit Hours: 5 | Prerequisite: None

CJ526: Academic and Professional Communications in Public Safety
Effective and appropriate communication is essential for success in the academic and professional worlds. Academic and Professional Communications in Public Safety is designed to prepare students for the rhetorical challenges found in their coursework, professional career, and the final capstone/research paper. Students will learn to clearly communicate complex and sophisticated materials to a wide variety of expert and nonexpert audiences using both written and oral techniques. This course will introduce students to the basic elements of academic and professional writing at the holistic and paragraph levels. Students will learn about audience and purpose as well as the graduate research, writing, and formatting process. These skills are coupled with an additional focus on the context, delivery, and medium through which students will communicate. Emphasis is also placed on accurately citing and quoting primary materials, organizational strategies, and grammar, editing, and usage skills.
Quarter Credit Hours: 5 | Prerequisite: None
CJ550: Introduction to Graduate Studies in Public Safety
This course introduces students to the master's degree programs in the field of public safety and provides a foundation of the concepts and professional standards. It establishes the conceptual framework for other courses within the chosen degree plan and identifies current trends in the field. Focus is placed on ethical and social issues as related to writing, researching, and working collaboratively with other public service officials.
Quarter Credit Hours: 5 | Prerequisite: None

CJ594: Independent Study in Criminal Justice
This course is designed to engage students in developing a position paper of relevance to their professional field of study and the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a designated faculty member. No more than 10 quarter credit hours of independent study may apply toward the degree.
Quarter Credit Hours: 5 | Prerequisite: Final Term

CJ603: Comprehensive Examination
As a final step in the Master of Science in Criminal Justice, students who have chosen the comprehensive examination track take the examination. The comprehensive examination incorporates the program outcomes of the master's degree. The exam is designed to assess a student's overall learning and mastery of the coursework in the program. Successful completion of the exam provides a measurement and acknowledgement of the effective learning experience of the student.
Quarter Credit Hours: 5 | Prerequisite: Successful completion of all comprehensive exam-track core curriculum courses

Quarter Credit Hours: 5 | Prerequisite: None | Corequisite: DN703

DN713: Epidemiology and Social Determinants of Population Health
This course focuses on comprehending, synthesizing, and applying emerging scientific knowledge specific to clinical prevention and population health. You will synthesize trends among epidemiologic, biostatistical, and environmental data to derive solutions to tenacious or new health care problems based on existing health data sets and the scientific literature. Social determinants of health in the processes of conducting risk assessment, intervention development and implementation, health care delivery planning, and evaluation will be considered. Models of clinical prevention and population health care delivery will be evaluated. This course requires 20 supervised practice hours focused on population health.
Quarter Credit Hours: 5 | Prerequisite: None | Corequisite: DN703

DN723: DNP Project - Analytic Methods and Project Proposal
You will analyze methods and tools for critical appraisal and application of empirical, reflective, and practice-based information to improve the quality of care and outcomes for specific populations. You will analyze and appraise an identified issue within the population, such as outcomes of practice, practice patterns, policies, or organizational systems of care. The application of evidence-based practice is emphasized for designing and implementing an intervention to influence an identified issue. Methods for evaluating outcomes of the proposed intervention will be explored. You will develop and defend a proposal for a DNP project in this course. This course requires 80 supervised practice hours, which may be applied to the doctoral project.
Quarter Credit Hours: 5 | Prerequisite: DN713

DN733: Ethics, Policy, and Advocacy for Population Health
This course will prepare you to design and implement culturally proficient health care policies with special consideration of issues of social justice and equity. Legal and ethical challenges encountered in practice leadership, decision making, and the implementation of systems and organizational change processes and policies will be explored. Ethics, health care policy, and advocacy specific to a DNP project will be emphasized. This course requires 50 supervised practice hours, which may be applied to the doctoral project.
Quarter Credit Hours: 5 | Prerequisite: DN703 | Corequisite: DN723

DN743: Clinical Decision Making for Practice Doctorate
In this course, students will analyze current and emerging aggregate-level clinical prevention and population health issues. Students will demonstrate and apply experiential, contextual, and evidence-based best practices, cost/benefits, and systematic plans for quality improvement benchmarks with the end goal of designing aggregate-level clinical prevention and population health interventions. This course requires 50 supervised practice hours, which may be applied to the doctoral project.
Quarter Credit Hours: 5 | Prerequisite: DN733

DN753: Transforming the Health Care Organization
This course provides you with evidence-based organizational and leadership knowledge and skills necessary to appraise practice leadership theories and organizational models. The influence of economics, health policy, stakeholders, information technology, and interprofessional collaboration upon health care organizational operations will be explored. You will identify a practice leadership model that aligns with the DNP project focus. This course requires 50 supervised practice hours, which may be applied to the doctoral project.
Quarter Credit Hours: 5 | Prerequisite: DN733 | Corequisite: DN743
DN803: DNP Project Development - Data-Driven Decision Making
In this course, you will appraise systematic experiential, contextual, and best evidence-based practice, and the use of information technology and data to design the DNP Project. In-depth work with experts from nursing and other disciplines will be incorporated to offer opportunities for meaningful student engagement and networking in the health care environment. You will acquire the skills and knowledge essential to process and manage information systems/technology resources in a variety of health care settings. Through assignments and discussions, you will retrieve and critically analyze digital data essential to health care quality improvement. Informatics tools for data extraction, organization, and interpretation will be compared. This course requires 120 supervised practice hours which may be applied to the doctoral project.
Quarter Credit Hours: 6 | Prerequisite: DN753

DN813: DNP Project Implementation and Evaluation
The DNP project provides you with the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in advanced nursing practice. In this course, the student will implement the DNP project in the practice setting with oversight provided by the DNP Faculty Mentor, faculty second reader, and practice facilitator. This course requires 120 supervised practice hours, which may be applied to the doctoral project.
Quarter Credit Hours: 6 | Prerequisite: DN803

DN820A: DNP Extension Course
This course may be taken for the specific purpose of project completion.
Quarter Credit Hours: 0 | Prerequisite: None

DN823: DNP Project Dissemination
The DNP Project provides you with the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in advanced nursing practice. In this course, you will disseminate the outcomes of the DNP Project in a written paper suitable for publication and a formal presentation. This course requires 100 supervised practice hours which may be applied to the doctoral project.
Quarter Credit Hours: 6 | Prerequisite: DN813

DN891: Independent Study Clinical Course
This course will allow you to continue the DNP practice learning experience approved by Kaplan University. This course provides for 120 supervised practice hours. This course may be taken for the specific purpose of completing the 1,000 required hours for the Doctor of Nursing Practice degree.
Quarter Credit Hours: 3 | Prerequisite: Approval of Department Chair

DN892: Independent Directed Study II
This course will allow you to continue the DNP practice learning experience approved by Kaplan University. This course provides for 120 supervised practice hours. This course may be taken for the specific purpose of completing the 1,000 required hours for the Doctor of Nursing Practice degree.
Quarter Credit Hours: 3 | Prerequisite: Approval of Department Chair

DN893: Independent Directed Study III
This course will allow you to continue the DNP practice learning experience approved by Kaplan University. This course provides for 120 supervised practice hours. This course may be taken for the specific purpose of completing the 1,000 required hours for the Doctor of Nursing Practice degree.
Quarter Credit Hours: 3 | Prerequisite: Approval of Department Chair

DN894: Independent Directed Study IV
This course will allow you to continue the DNP practice learning experience approved by Kaplan University. This course provides for 120 supervised practice hours. This course may be taken for the specific purpose of completing the 1,000 required hours for the Doctor of Nursing Practice degree.
Quarter Credit Hours: 3 | Prerequisite: Approval of Department Chair

Education (ED)

ED502: Transforming Teaching Practice
This course explores the knowledge, skills, and dispositions associated with the highest standards of teaching practice and guides you in the transformation of classroom performance through research and reflection on best practices, assessment strategies, and teacher skills that lead to improved student achievement.
Quarter Credit Hours: 4 | Prerequisite: None

ED503: Educational Psychology
This course introduces you to prominent research-based theories of learning and examines the impact of these theories on students, learning and motivation, teaching, and assessment. You will critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.
Quarter Credit Hours: 4 | Prerequisite: None

ED506: Teaching Special Populations
This course examines methods for teaching students with special needs in the general education classroom and the diversity of students in today's classroom. You will learn how students with special needs learn, strategies for effectively teaching and assessing exceptional students, and strategies for creating an inclusive classroom environment.
Quarter Credit Hours: 4 | Prerequisite: None

ED507: Foundations of the Teaching Profession
This course will examine the essential skills and knowledge of the teaching profession. You will investigate the foundations of educational system in the United States, as well as different theories of learning and how to apply them in the classroom. You will learn about the ethical and legal obligations of teachers and the organization and dynamics of the school community. You will also examine how to create a healthy and safe environment for your students.
Quarter Credit Hours: 6 | Prerequisite: None

ED508: Instructional Planning and Delivery
This course will provide you with the tools you will need to effectively plan and deliver instruction in your classroom. You will learn how to develop lesson plans with standards-based learning objectives, implement instructional strategies, incorporate technology into your curriculum, and identify essential components of the reading process. Through the use of research-based learning strategies you will be able to effectively implement your lesson plans in the classroom.
Quarter Credit Hours: 4 | Prerequisite: None

ED509: Assessment Methods
Through this course, you will analyze different types of assessment techniques to gather data about your students’ learning and to improve your teaching performance. You will be introduced to formative and summative assessment, types of classroom data, and techniques for analyzing data. Through case-studies and collaborative learning, you will use data and data analysis techniques to examine student mastery of objectives and evaluate your teaching practices.
Quarter Credit Hours: 4 | Prerequisite: None
ED510: Managing the Learning Environment
This course explores various strategies for creating a learning environment that is open, fair, and conducive for effective instruction of students. You will examine various strategies for managing student behavior, creating a behavior management plan, and establishing a sense of community in your classroom, as well as communicating effectively with parents and other stakeholders. Through collaboration with your peers, development of authentic projects, and the use of technology, you will be prepared to create a supportive environment where all of your students can excel.
Quarter Credit Hours: 4 | Prerequisite: None

ED511: Teaching Methods Through Differentiated Instruction
This course explores major middle and secondary school issues, providing you with the opportunity to reflect upon and develop your own practical vision of building a classroom environment that effectively promotes student learning. Focus is placed on a variety of instructional strategies, principles, and best practices for helping students learn in secondary school settings.
Quarter Credit Hours: 4 | Prerequisite: None

ED512: Action Research I
In this course, you will critically analyze readings and examples of action research, apply ideas from the action research paradigm to your own teaching and learning, and gain insight into methods of conducting action research. You will identify an educational topic for an action research plan, formulate research questions that address a narrowed focus of this topic, and create a timeline of an intervention plan for conducting your future research. You will also find, review, analyze, and synthesize prior research on your topic to construct a literature review. The course will conclude with an examination of ethical considerations and the preparation of your action research plan with possible data collection ideas. You will use this completed plan for the counterpart course, ED 572: Action Research II, and as a guide to conduct teacher inquiry in your classroom or other settings.
Quarter Credit Hours: 5 | Prerequisite: None

ED513: Child and Adolescent Development
This course examines the course of normal child and adolescent development. Emphasis is placed on strategies for applying development theory to classroom management and educational practice, and understanding how development influences academic achievement. You will learn how to apply knowledge of child and adolescent development to your teaching practice as a way to identify various student behaviors and create classroom management strategies that address those behaviors.
Quarter Credit Hours: 4 | Prerequisite: None

ED518: Diversity in the Classroom
This course addresses the diversity of students in today's classroom. You will learn about cultural and linguistic factors that influence the classroom, strategies for effectively teaching students with special needs and English language learners, and strategies for creating an inclusive classroom environment.
Quarter Credit Hours: 4 | Prerequisite: None

ED520: Skills Lab - Designing Quality Lesson Plans
In this Skills Lab, you will practice critiquing lessons using observation rubrics and design lesson plans that build on prior knowledge and accommodate different learner needs. You will develop instruction that employs higher-order thinking and supports student mastery of instructional outcomes. You will also examine research-based strategies for teaching reading and writing across the curriculum and incorporate the components of the reading process into instructional planning.
Quarter Credit Hours: 3 | Prerequisite: None

ED521: Reading in the Content Areas
This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers' competence in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students. You will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.
Quarter Credit Hours: 4 | Prerequisite: None

ED522: Classroom Management
In this course you will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas on which to base your own philosophy and practice. Through a case-based approach, you will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. You will examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.
Quarter Credit Hours: 5 | Prerequisite: None

ED523: Research on Effective Teaching
This course acquaints you with the broad body of research on effective teaching, with an emphasis on applying research findings to your own classroom instruction. You will review and synthesize the theoretical and methodological contributions of current research on a selected topic related to K-12 teaching practice.
Quarter Credit Hours: 4 | Prerequisite: None

ED526: Skills Lab - Developing Effective Lesson Plans
In this skills lab you will analyze lesson plans for sequencing, alignment to objectives, and adherence to applicable standards. You will practice critiquing lessons using observation rubrics, and design lesson plans that build on prior knowledge and accommodate different learner needs. You will develop instruction that employs higher-order thinking and supports student mastery of instructional outcomes. You will also examine research-based strategies for teaching reading and writing across the curriculum.
Quarter Credit Hours: 2 | Prerequisite: None

ED530: Skills Lab - Creating the Ideal Learning Environment
In this Skills Lab, you will explore the physical, academic, and affective characteristics of an effective learning environment. You will analyze evidence from actual classrooms to better understand how to meet the differing needs of a diverse student population and examine the relationship between physical and instructional options. You will also design a plan for collaborating with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
Quarter Credit Hours: 2 | Prerequisite: None

ED531: Secondary Student Assessment
This course examines best practices of assessing secondary student learning, with particular emphasis on the relationship between assessment procedures, instruction, and student achievement. Topics include the use of both formal and informal assessments, norm-referenced and criterion-referenced assessments, formative and summative assessments, and methods of using assessment data to improve instruction and student achievement.
Quarter Credit Hours: 4 | Prerequisite: None
ED532: Curriculum Design
This course examines current theories of curriculum design in K-12 education, with an emphasis on both the application and the evaluation of best practices in the context of local and national standards-based education. Focus will be on real-world integration of course content. Students are encouraged to personalize curricular approaches and share strategies and effective techniques in order to better understand connections between grade levels and subjects.
Quarter Credit Hours: 4 | Prerequisite: None

ED533: Perspectives on Diversity
This course explores the various issues of student diversity and challenges you to examine and define your own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.
Quarter Credit Hours: 4 | Prerequisite: None

ED536: Skills Lab - Adapting Instruction for Student Mastery
In this skills lab, you will learn how to design challenging and engaging lessons that promote student mastery and self-regulation. You will explore various strategies that you can use to promote and encourage self-directed learning, critical thinking, and problem solving. You will also adapt instruction and apply various instructional strategies, technologies, and resources to meet diverse student learning needs.
Quarter Credit Hours: 2 | Prerequisite: None

ED537: Skills Lab - Assessing Student Learning
In this Skills Lab, you will explore the use of various assessment designs to accommodate learning types and special needs. You will practice using formative and summative assessment data to measure learning and improve instruction. You will also review authentic student data to create a student intervention plan, create alternative assessments, and use assessment tools to monitor student achievement.
Quarter Credit Hours: 2 | Prerequisite: None

ED540: Skills Lab - Continuous Professional Development
In this Skills Lab, you will review teaching competencies and use data to complete a self-assessment of your progress in achieving those outcomes. You will explore ways to strengthen your teaching practice and develop long- and short-term goals to guide future professional development.
Quarter Credit Hours: 2 | Prerequisite: None

ED543: Education and Psychology of Exceptional Children
This course focuses on preparing you to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings, including students with disabilities, gifted/talented students, culturally or socioeconomically diverse students, and students with limited English proficiency. The course examines a range of learning, emotional, and psychological disabilities, the history of attitudes toward those disabilities, and the federal mandates governing them. You will develop a classroom environment to support the diverse students within the general student population using strategies and methodologies. Additionally, the course addresses individualized education programs, 504 plans, and the role you will play in implementing them.
Quarter Credit Hours: 4 | Prerequisite: None

ED546: Student Teaching and Reflective Practice I
In this course, you will reflect on your own teaching experiences and use feedback from colleagues to assess your progress in achieving the teaching competencies and expectations for the state in which you plan to teach. You will also assemble a portfolio to demonstrate your achievement of these competencies and expectations. In addition, you will explore ways to use data in a variety of ways to guide and strengthen your teaching practice and revise your professional development goals.
Quarter Credit Hours: 4 | Prerequisite: None

ED552: Educational Leadership
This course introduces the concept of instructional leaders and explores strategies for managing change in educational settings including best practices for collaborative decision-making in schools. You will critically examine your current knowledge base, skill sets, and leadership abilities with the goal of improvement and increased self-awareness and reflection. You will explore the importance of the instructional leader in school cultures, the instructional leader's impact on student learning, and how you can help facilitate effective change in school culture and student achievement.
Quarter Credit Hours: 5 | Prerequisite: None

ED553: History and Philosophy of Education
This course introduces philosophical viewpoints that can affect new teachers' priorities and strategy choices in their practice. This course will also provide a historical perspective of how public education has become a democratic right in the United States. You will compare and contrast philosophical theories that have driven pedagogy over the past two centuries. You will also evaluate current research in your quest to develop as a reflective and creative practitioner in the twenty-first century classroom.
Quarter Credit Hours: 4 | Prerequisite: None

ED555: Learning Theories
This course is an in-depth review of theoretical principles, concepts, and research findings on learning and education, with an emphasis on application to educational practices. Learning strategies for child, adolescent, and adult learners are reviewed. Students will explore additional concepts of learning including motivation and intelligence theories, learning styles, and technology-mediated learning. Case studies, problem-solving strategies, collaborative learning, emergent technologies, and distance-learning techniques are discussed and modeled throughout the course.
Quarter Credit Hours: 5 | Prerequisite: None

ED556: Student Teaching and Reflective Practice II
In this course, you will reflect on your own teaching practices, use your experiences to develop and revise professional development goals, and design partnerships with stakeholders to support institutional and professional goals. You will use feedback from colleagues, as well as current research, to assess your progress in achieving the competencies and expectations for licensed educational professionals in the state in which you plan to teach. In addition, you will evaluate the role of teachers as consumers of research and as researchers in the classroom. Finally, you will assemble a portfolio to demonstrate your achievement of these competencies and expectations.
Quarter Credit Hours: 4 | Prerequisite: None
ED557: Independent Study
In this course, you will research contemporary educational issues in the state in which you plan to teach, and develop a portfolio that demonstrates knowledge, skills, and dispositions essential to your chosen teaching field. As part of your research, you will develop a set of relevant questions and interview an administrator or teacher in your chosen profession. This is an exciting opportunity for you to reflect on your learning and begin preparation for a teaching career.
Quarter Credit Hours: 1 | Prerequisite: None

ED559: Teaching Methods in Secondary Business
In this course, you will develop business instructional skills by examining current research based-practices in instructional methods, assessments, and techniques. You will analyze business instructional methods, consider student needs, and make connections to classroom instructional practices while incorporating appropriate media and technology as integral tools within the business classroom. You will analyze various instructional methods and best practices, develop lesson plans, and then apply them to specific situations and scenarios. Finally, you will design formative and summative assessments appropriate for business instruction.
Quarter Credit Hours: 4 | Prerequisite: None

ED561: Methods of Teaching Secondary Science
This course surveys a broad range of concepts related to teaching various scientific disciplines (e.g., biology, chemistry, and physics) to diverse learners. The course emphasizes a standards-based approach that highlights connections among current research in natural science, real-world phenomena, and classroom instruction. You will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. You will also explore what it means to become an effective science educator.
Quarter Credit Hours: 4 | Prerequisite: None

ED562: Student Assessment
This course provides you with a broad knowledge base of theory and best practices in the field of student assessment for learning and student assessment of learning. Topics include reviewing standard assessment techniques and their relationship to student achievement and teacher growth. This course will explore the use of formative and summative assessment techniques, as well as norm-referenced and criterion-referenced assessment. You will learn how to design valid assessments for specific instructional objectives within a content area. Additionally, you will examine methods for using assessment data to improve instruction, student achievement, and teacher's professional self-reflection. You will also learn how to analyze, interpret, and report the results of standardized achievement tests to students, parents, and other stakeholders. The ethical considerations associated with student assessment will be examined.
Quarter Credit Hours: 5 | Prerequisite: None

ED566: Teaching Methods in Secondary English/Language Arts
This course focuses on methods of teaching English/language arts, including reading, writing, speaking, listening, viewing, and visual representation. You will reflect on the constructivist approach to teaching and learning language arts at the secondary level. You will examine the process of reading and writing, which provides the foundation of the instructional approaches in this course. You will learn about national and state content standards, research-based instructional practices, the role technology plays in language arts instruction, and effective assessment strategies. Finally, you will apply your knowledge to create lesson plans and classroom activities as well as document how you will assess students' growth in language arts.
Quarter Credit Hours: 4 | Prerequisite: None

ED567: Teaching Methods in Secondary Mathematics
In this course you will develop pedagogical skills by examining current research based-practices on effective mathematics teaching and learning that are aligned to national and state content standards. You will analyze mathematical teaching methods, consider student thinking about the topic, and make connections to classroom practice. You will incorporate appropriate media and technology as integral tools in the mathematics classroom. You will also design assessments for progress-monitoring and summative assessments that measure critical thinking and consider the classroom context.
Quarter Credit Hours: 4 | Prerequisite: None

ED568: Teaching Methods in Secondary Science
This course surveys a broad range of concepts related to using methods of teaching science to diverse learners. The course emphasizes a standards-based, common core, and science, technology, engineering, and math (STEM) approach that highlights current research in best practices, using strategies, and a variety of methods that promote deep understanding. You will gain experience in writing standards-based objectives and goals, applying the inquiry method of teaching and appropriate assessment techniques, and accommodating students with different learning needs. You will also explore what it means to become an effective science teacher and make connections between natural science, real-world phenomena, and classroom instruction.
Quarter Credit Hours: 4 | Prerequisite: None

ED570: Teaching English Language Learners
This course addresses the diversity of students in today's classroom. You will learn how cultural and linguistic factors influence the classroom, strategies for effectively teaching linguistically diverse students, and strategies for creating an inclusive classroom environment which promotes achievement for all students.
Quarter Credit Hours: 4 | Prerequisite: None

ED572: Advanced Action Research
Action research, unlike traditional research, places action at the center of research; it is the process of systematically evaluating the consequences of educational/organizational decisions and adjusting practice to maximize effectiveness. Practitioners use action research to answer questions about their organizations, schools, and classrooms. In this course you will prepare an action research report that reflects attention to a broad range of approaches and tools for a systematic inquiry focused on improving quality of practice. You will also synthesize action research results, use findings as a basis for evidence-based decision making, and reflect on the impact these decisions may have on your practice.
Quarter Credit Hours: 5 | Prerequisite: None
ED576: Reading and Writing for Secondary Education
This course prepares you to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners.
Quarter Credit Hours: 5 | Prerequisite: ED596

ED569: Student Teaching/Internship I
Student Teaching/Internship I is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which you test theories you have studied, discover the strategies and styles that work best for you and your students, and practice reflective decision-making. During this experience, you will begin to develop your skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of your practice with your field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. You will also participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers. This course will be graded pass/fail.
Quarter Credit Hours: 5 | Prerequisite: None

ED569A: Student Teaching/Internship I
Student Teaching/Internship I is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which you test theories you have studied, discover the strategies and styles that work best for you and your students, and practice reflective decision-making. During this experience, you will begin to develop your skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of your practice with your field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. You will also participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers. This course will be graded pass/fail.
Quarter Credit Hours: 0 | Prerequisite: None

ED569B: Student Teaching/Internship I
Student Teaching/Internship I is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which you test theories you have studied, discover the strategies and styles that work best for you and your students, and practice reflective decision-making. During this experience, you will begin to develop your skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of your practice with your field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. You will also participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers. This course will be graded pass/fail.
Quarter Credit Hours: 0 | Prerequisite: None

ED569: Student Teaching/Internship II
Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which you test theories you have studied, discover the strategies and styles that work best for you and your students, and practice reflective decision-making. During this experience, you will engage regularly in reflective, professional discussion of your practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining your philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies. This course will be graded pass/fail.
Quarter Credit Hours: 5 | Prerequisite: ED596
ED597A: Student Teaching/Internship II
Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which you test theories you have studied, discover the strategies and styles that work best for you and your students, and practice reflective decision-making. During this experience, you will engage regularly in reflective, professional discussion of your practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining your philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies. This course will be graded pass/fail.
Quarter Credit Hours: 0 | Prerequisite: ED597

ED597B: Student Teaching/Internship II
Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which you test theories you have studied, discover the strategies and styles that work best for you and your students, and practice reflective decision-making. During this experience, you will engage regularly in reflective, professional discussion of your practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining your philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies. This course will be graded pass/fail.
Quarter Credit Hours: 0 | Prerequisite: None

Educational Leadership (ER)

ER502: The Principalship
This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will inform decision making that influences practice and the effects on students and teachers. Students will review research on leading change in schools, training for tomorrow’s principalship, budgeting issues, discipline, students with exceptionalities and who are from diverse backgrounds, technology, professional conduct, teacher evaluation, and establishment of effective professional learning communities. Students will review case studies about schools that made significant improvements under effective leadership.
Quarter Credit Hours: 5 | Prerequisite: None

ER504: Management of Resources
This course will examine the economics of education, funding sources, and regulations regarding the use of such funds. Students will determine major budget pressures facing schools and identify ways they are meeting daily demands to provide quality education. The role of federal and state lawmakers in funding decisions will be explored. Students will consider the implications of poorly funded education and the impact on society. They will also address administering school resources including funding.
Quarter Credit Hours: 4 | Prerequisite: None

ER506: Legal Issues in Education
Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government’s funding of education. Topics include constitutional rights, such as Title VII, the First Amendment, the Fourteenth Amendment, and current events regarding the law and education. Students will analyze resources designed to help educators navigate legal issues.
Quarter Credit Hours: 4 | Prerequisite: None

ER508: Supervision and Instructional Leadership
The course addresses major factors that affect school leadership and how leadership can influence teacher effectiveness. Students will examine the role of leadership in building and sustaining a school vision, creating effective teacher teams, sharing leadership, leading learning communities, making data-driven decisions, and monitoring curriculum and instruction. Students will explore models of effective leadership based on best practices. In addition, students will analyze the research on instructional leadership and the methods principals use to exhibit and harness leadership that enable schools to meet their goals.
Quarter Credit Hours: 4 | Prerequisite: None

Environmental Policy and Management (EM)

EM500: Environmental Foundations and Principles
This course will explore the history of environmentalism and the issues, ethics, and economics surrounding the foundation of current environmental policy and management. Students will assess how environmental and resource issues have influenced economic development and societal growth, and the interdisciplinary connectedness of science, policy, and advocacy in environmental decision making and management. Both local and global ecosystems will be addressed.
Quarter Credit Hours: 5 | Prerequisite: None

EM504: Applied Research Environmental Policy
In the first of a two-course series in applied research methods related to environmental management and policy, you will be introduced to applied research within the profession, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. You will examine the history of applied research and the intersection of applied research and experimental research. This study allows you to develop an understanding of the processes and how you can impact your own professional setting by applying research protocols needed to affect changes in environmental policy.
Quarter Credit Hours: 5 | Prerequisite: Third to last term
EM520: Environmental Law and Policy
This course examines United States environmental law and policy and its development, implementation, and enforcement. The perspective and impact of the legislative, executive, and judicial branches will be explored as well as their impact on environmental law and policy. Students will discuss the purpose, context, and implications of the most important laws, regulations, and court cases including the National Environmental Policy Act (NEPA), Clean Air Act (CAA), Clean Water Act (CWA), Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). The course will examine important constitutional principles in substantive and procedural law as well as significant environmental laws and approaches.
Quarter Credit Hours: 5 | Prerequisite: EM500

EM526: Academic and Professional Writing for Graduate Students
Writing effectively and accurately is a necessary skill in the academic and professional worlds. Academic and Professional Writing for Graduate Students is designed to prepare you for the demands of academic and professional writing in your coursework, professional career, and for the final capstone/research paper. You will learn to communicate complex and difficult material clearly to a wide variety of expert and nonexpert readers, and write for the kinds of audiences that you will encounter as a professional relying on the words on the page to make meaning. This course will introduce you to the basic elements of academic and professional writing at the holistic and sentence level. You will gain an understanding of audience and purpose as well as the graduate research, writing, and formatting process. Emphasis is placed on citing and quoting primary materials, organization strategies, as well as grammar, editing, and usage so that you hone and fine-tune your writing skills.
Quarter Credit Hours: 5 | Prerequisite: None

EM530: Environmental Risk Assessment II
This course explores the basic concepts of risk assessment, processes, and procedural methods to evaluate and critique scientific information. Students will explore the growing importance of the analysis of risk in regulatory decision making. Students learn how to balance the costs and benefits of risk reduction and how to account for the uncertainties in risk estimates. Additionally, students are introduced to terminology and concepts necessary in risk communication. Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will design a research plan for their own applied research project.
Quarter Credit Hours: 5 | Prerequisite: EM500 and EM520

EM620: Environmental Project Management
This course examines the key elements of environmental project management. Emphasis is placed on project management organization, planning, and communication strategies and critical factors such as the uncertainty of project scope and the evolving environmental regulatory environment. Students will learn to develop environmental project plans, establish project organization, define management functions, estimate costs, and determine project effectiveness. Emphasis is placed on the integrated nature of environmental project management.
Quarter Credit Hours: 5 | Prerequisite: EM500; EM530 highly recommended

EM650: Environmental Policy Analysis
This course focuses on the analysis of environmental policy and approaches to problem solving. Students will study different types of criteria that stakeholders utilize in the policy development process, performance measurements, and assessment of environmental policy and program evaluation.
Quarter Credit Hours: 5 | Prerequisite: EM500 and EM520

EM698: Applied Research
Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will design a research plan for their own applied research project.
Quarter Credit Hours: 5 | Prerequisite: LS504

Graduate Business (GB)

GB500: Business Perspectives
This course is the cornerstone experience for the MBA student. Students will analyze the fundamental processes that comprise a business system, building a conceptual understanding of how businesses prosper. Students will examine business functions, resources, and processes in order to appreciate their synergy and interrelatedness. Students will apply methodical approaches to evaluate choices in complex business situations. Finally, students will assess and plan to develop their own capability relative to business leadership.
Quarter Credit Hours: 4 | Prerequisite: GB512 and GB513

GB512: Business Communications
Business Communications focuses on effective communication strategies for various stakeholders using oral and written formats for different purposes, including one-on-one communication and engagement with larger audiences.
Quarter Credit Hours: 4 | Prerequisite: None

GB512M1: Prepare Documents
Prepare documents using industry conventions and Standard English mechanics.
Quarter Credit Hours: 1 | Prerequisite: None

GB512M2: Apply Cultural Literacy
Apply cultural literacy in professional environments.
Quarter Credit Hours: 1 | Prerequisite: None

GB512M3: Analyze Business Problems
Analyze business problems using research.
Quarter Credit Hours: 1 | Prerequisite: None

GB512M4: Create Business Presentations
Create presentations that achieve a defined business purpose.
Quarter Credit Hours: 1 | Prerequisite: None
GB513: Business Analytics
This course provides an analytical foundation for MBA students. You will learn to adopt a quantitative approach to problem solving, while becoming familiar with the analytical context in which business decisions are made. Analytics is the extensive use of data, statistical and quantitative analysis, explanatory and predictive models, and fact-based management to drive decisions and actions. Topics covered will include a review of basic algebra, mathematical functions, mean and standard deviation calculations, histograms, pie charts and line plots, distributions, sampling, and the basics of hypothesis testing and regression analysis. Microsoft Excel will be used extensively in the course. 
Quarter Credit Hours: 4 | Prerequisite: GB518 or AC501

GB513M1: Charting Business Situations
Illustrate business situations through graphs and tables. 
Quarter Credit Hours: 1 | Prerequisite: None

GB513M2: Analyzing Business Problems With Hypothesis Testing
Apply hypothesis testing and probability analysis to solve business problems. 
Quarter Credit Hours: 1 | Prerequisite: None

GB513M3: Predicting Business Outcomes With Quantitative Methods
Predict business results by using quantitative methods. 
Quarter Credit Hours: 1 | Prerequisite: None

GB513M4: Presenting Solutions Through Statistical Analysis
Evaluate real-world situations and present solutions using statistical methods. 
Quarter Credit Hours: 1 | Prerequisite: None

GB518: Financial Accounting Principles and Analysis
This course covers the basics of how accounting systems are used to assess economic events and produce financial statements for internal and external users. The course also delves into the analysis, synthesis, and evaluation of accounting information and how to use accounting information for strategic decision making. 
Quarter Credit Hours: 4 | Prerequisite: GB500

GB518M1: Assess Accounting Information and Systems
Assess accounting information and systems in business environments. 
Quarter Credit Hours: 1 | Prerequisite: GB500

GB518M2: Business Strategies and Decision-Making
Integrate accounting information into the development of business strategies, decision-making, and management processes. 
Quarter Credit Hours: 1 | Prerequisite: GB500

GB518M3: Ethical Behavior in Business Environments
Appraise ethical principles of accounting in diverse business environments. 
Quarter Credit Hours: 1 | Prerequisite: GB500

GB518M4: Evaluate Global Accounting Interconnectedness
Evaluate global interconnectedness as it applies to accounting. 
Quarter Credit Hours: 1 | Prerequisite: GB500

GB519: Measurement and Decision Making
This course will provide you with the foundations of measurement and decision making in organizations. You will examine the role of accounting and operating information in directing the activities of organizations. You will assess the importance of various types of information in planning and controlling activities and making effective decisions. You will also analyze and evaluate situations using a wide variety of decision-making approaches and techniques. 
Quarter Credit Hours: 4 | Prerequisite: GB518 or AC501

GB519M1: Decision-Making Techniques in Business
Assess decision-making approaches and techniques in business situations. 
Quarter Credit Hours: 1 | Prerequisite: GB518 or AC501

GB519M2: Leadership Approaches to Decision-Making
Evaluate leadership approaches to heuristics and biases in the process of decision-making. 
Quarter Credit Hours: 1 | Prerequisite: GB518 or AC501

GB519M3: Global Interconnected Management Decision-Making
Examine global interconnectedness as it applies to managerial accounting and decision-making. 
Quarter Credit Hours: 1 | Prerequisite: GB518 or AC501

GB519M4: Managerial Accounting Principles and Practices
Evaluate operational results using managerial accounting principles and practices. 
Quarter Credit Hours: 1 | Prerequisite: GB518 or AC501

GB520: Strategic Human Resource Management
You will examine human resource management from a strategic perspective. You will analyze theories and practices in terms of organizational effectiveness when competing in a global business environment. You will investigate ongoing operational human resource issues such as compensation, organizational development, benefits, recruitment, training, and leading employees to high performance. Current issues that challenge human resource practitioners will be explored such as downsizing, implied contracts between employer and employee, managing knowledge workers, and the issues of the changing legal environment. 
Quarter Credit Hours: 4 | Prerequisite: GB512

GB520M1: Strategic Management and the HRM Fit
Evaluate the value of human resources management in the organization system. 
Quarter Credit Hours: 1 | Prerequisite: GB512

GB520M2: SHRM, HR Planning, and Work Systems Design
Evaluate human resource systems for how well they support organizational strategic goals. 
Quarter Credit Hours: 1 | Prerequisite: GB512

GB520M3: Preparation for Performance and Rewards
Analyze human resource considerations in business decision-making. 
Quarter Credit Hours: 1 | Prerequisite: GB512

GB520M4: Managing SHRM in a Global Economy
Assess global human resource initiatives relative to social and ethical values. 
Quarter Credit Hours: 1 | Prerequisite: GB512

GB530: Marketing Management
This course provides an analysis and evaluation of the theories and practices for effectively managing the relationships between customers and providers of goods, services, and ideas. Students will, in three segments, analyze and evaluate theories related to an understanding of the marketplace; an understanding of the relationship between the marketplace and marketing functions, such as pricing, promotion, distribution, and products; and strategy formation within the marketing function as it relates to overall business strategies. 
Quarter Credit Hours: 4 | Prerequisite: GB519

GB530M1: Assess Marketing Opportunities
Assess specific marketing opportunities. 
Quarter Credit Hours: 1 | Prerequisite: GB519
GB530M2: Segment and Target Markets
Evaluate methods for market segmentation, targeting, and positioning.
Quarter Credit Hours: 1 | Prerequisite: GB519

GB530M3: Develop Marketing Plans
Develop strategic marketing plans.
Quarter Credit Hours: 1 | Prerequisite: GB519

GB530M4: Cultural Literacy Application
Apply cultural literacy in personal and professional environments.
Quarter Credit Hours: 1 | Prerequisite: GB519

GB531: Advertising
This course provides an analysis and evaluation of advertising in the twenty-first century. You will examine and assess the linkages between traditional and non-traditional advertising, integrated marketing communications, and branding strategy. You will investigate media methods and strategy, and synthesize effective creation and implementation strategies.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB532: Marketing Research
This course provides an analysis and evaluation of theories and practices of marketing research as an aid to marketing decision making. Students will apply marketing research methods and techniques to actual marketing problems through the design, implementation, and evaluation of a marketing research project.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB533: Salesforce Management
This course provides an analysis and evaluation of theories and practices involved in the building and managing of effective sales forces. Students will examine such aspects of sales management as forecasting, human resources, field automation, and data analysis. Topics include training, motivation, compensation, team building, performance evaluation, and interaction with promotions and marketing.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB534: Consumer Behavior
This course provides you with an understanding of the role of consumer behavior processes and concepts as related to designing marketing strategy. You will learn the nomenclature commonly used by marketers to describe the application of consumer behavior knowledge. You will learn why understanding situational influences is integral to marketing strategy formulation. You will examine the consumer decision process, a process foundational to the study of consumer behavior. You will consider external influences, including the significance of word-of-mouth marketing and the role of opinion leaders as related to consumer purchase decisions. Additionally, you will study how internal influences, such as perception, learning, memory, motives, personality, emotions, and attitudes, combine with external influences to define a consumer’s self-concept and lifestyle. By understanding an individual’s desired lifestyle, a marketer can design marketing strategy which aligns with expected consumption behaviors.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB540: Economics for Global Decision Makers
This course covers microeconomic and macroeconomic principles with an emphasis on decision making and strategic applications. Microeconomic topics include scarcity and resource allocation, supply and demand, market imperfection and government failures, elasticity and efficiency, utility maximization, profit maximization, market and cost structures, economic systems, labor markets, and entrepreneurship. Macroeconomic topics include national income accounting and macroeconomic indicators, business cycles, exchange rates, money and banking, economic growth, national debt, fiscal policy, monetary policy, and international trade.
Quarter Credit Hours: 4 | Prerequisite: None

GB540M1: Ethical Issues in Economics
Evaluate ethical issues in economics.
Quarter Credit Hours: 1 | Prerequisite: None

GB540M2: Examine Microeconomic Tools
Examine microeconomic tools for purposes of problem solving, analysis, and decision-making.
Quarter Credit Hours: 1 | Prerequisite: None

GB540M3: Economic Decision-Making and Economic Growth
Analyze the relationship between knowledge-based economic decision-making and economic growth.
Quarter Credit Hours: 1 | Prerequisite: None

GB540M4: Regional, National, and Global Economic Behavior
Integrate concepts of regional, national, and global economic behavior with macroeconomic theory.
Quarter Credit Hours: 1 | Prerequisite: None

GB541: Employment Law
We depend upon the law as well as ethics and common sense to help us make good decisions about issues surrounding employment that are routinely decided in workplaces every day. These issues can have devastating financial and productivity consequences if mishandled by the employer. Yet it seems as if few employers or their managers are equipped to handle them well. Employment law helps to regulate the workplace environment by protecting employees from discrimination and harassment, and providing a safer, fairer workplace where the rules provide for certain rights and responsibilities for both employees and employers alike. Those who choose to work in the business arena must understand basic legal concepts, plus have working knowledge of regulatory and compliance issues in order to effectively manage a business. In this course, students will analyze and evaluate legal concepts and learn to identify potentially troublesome employment-related legal and ethical issues in order to avoid liability as well as to develop an understanding of how to manage employees to maximize productivity.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses
GB542: Training and Development
You will develop expertise in core training and development competencies. The course will focus on needs assessment, instructional design, training delivery, learning technologies, evaluating learning impact, coaching, and performance improvement. You will identify an organization that will be used as an organizational context for a course-long project. An onboarding employee-orientation program will be developed for this organization with weekly deliverables that apply the concepts addressed in that unit. You will learn and implement needs assessment, instructional design, training delivery, program implementation, and evaluation of learning impact. Special emphasis will be given to career development with the development of a personal career plan implementing course career development concepts.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB545: Strategic Reward Systems
This course examines how an organization can leverage their reward systems to sustain, motivate, and retain its desired workforce to help achieve business objectives. The course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Students will be exposed to major reward issues in the context of current theory, research, and real-business practices.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB546: Recruitment and Selection
This course provides a solid foundation in the fundamentals of attracting, hiring, and assessing talent. It takes a closer look at the "war for talent" in the competitive marketplace today, and provides the impetus for more proactive and timely recruitment practices, effective and legally conscious selection methods, and valid assessment techniques. This course highlights the importance of refining talent-acquisition strategies as organizations and HR practitioners seek to improve the pipeline of new hire and job promotion candidates. By the end of the course, students will be familiar with multiple recruitment, selection, and assessment models and will synthesize these approaches from a talent management perspective.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GB550: Financial Management
This course provides an analysis and evaluation of the roles and functions of corporate financial managers as they relate to the effective managing of a business. Students will apply and evaluate methods and tools for planning, forecasting, managing, and improving an organization’s financial performance. Topics include asset valuation, risk and return, capital budgeting, international financial markets, risk analysis, and effective use of capital.
Quarter Credit Hours: 4 | Prerequisite: GB540

Evaluate the impact of financial management practices on organizational decision-making.
Quarter Credit Hours: 1 | Prerequisite: GB540

GB550M2: Value of a Firm
Calculate the value of a firm through the use of discounted cash flow analysis.
Quarter Credit Hours: 1 | Prerequisite: GB540

GB550M3: Capital Budgeting
Assess the value of proposed investment projects.
Quarter Credit Hours: 1 | Prerequisite: GB540

GB550M4: Capital Decisions
Assess the impact of a firm’s financing decisions on its capital structure and shareholder distribution policy.
Quarter Credit Hours: 1 | Prerequisite: GB540

GB550M4: Capital Decisions
Assess the impact of a firm’s financing decisions on its capital structure and shareholder distribution policy.
Quarter Credit Hours: 1 | Prerequisite: GB540

GB560: Designing, Improving, and Implementing Processes
This course will provide you with the skills and theories required to develop, improve, and manage business processes. The focus is on the impact of those activities in the organization that cut across functional and organizational boundaries, with a concentration on performance and impact. You will apply process management, project management, and change management tools and techniques to create processes and implement continuous process improvement.
Quarter Credit Hours: 4 | Prerequisite: GB550

GB560M1: Business Process Optimization
Improve the impact of business processes on organizational performance.
Quarter Credit Hours: 1 | Prerequisite: GB550

GB560M2: Project Management Concepts
Apply project management methods to achieve a process change.
Quarter Credit Hours: 1 | Prerequisite: GB550

GB560M3: Executing the Business Process Improvement Plan
Build execution into a change management plan.
Quarter Credit Hours: 1 | Prerequisite: GB550

GB560M4: Change Management Planning and Evaluation
Evaluate change management plans.
Quarter Credit Hours: 1 | Prerequisite: GB550

GB570: Managing the Value Chain
This course provides you with an understanding of the dynamics of managing a globally integrated value chain. You will learn the components which comprise a value chain, and why the value chain’s design focuses on competitive advantage. You will examine the role of corporate social responsibility in value chain management. Additionally, you will evaluate enablers that drive successful value chain management.
Quarter Credit Hours: 4 | Prerequisite: GB560

GB570M1: Competitive Advantage and the Value Chain
Analyze how elements of the value chain interact to create competitive advantage.
Quarter Credit Hours: 1 | Prerequisite: GB560

GB570M2: Corporate Social Responsibility and the Value Chain
Examine the role of corporate social responsibility in value chain management.
Quarter Credit Hours: 1 | Prerequisite: GB560

GB570M3: Globalization and the Value Chain
Investigate the impact of globalization on the value chain.
Quarter Credit Hours: 1 | Prerequisite: GB560

GB570M4: Value Chain Enablers
Evaluate enablers of effective value chain management.
Quarter Credit Hours: 1 | Prerequisite: GB560

GB580: Strategic Management
In this course, you will explore factors that contribute to long-term business success. You will create a strategic plan for a business by applying strategic management methods, including environmental scanning, competitive analysis, and organization assessment. You will examine the leadership skills required to formulate, implement, and evaluate business strategy. Strategic decisions will integrate ethical, social, and global considerations.
Quarter Credit Hours: 4 | Prerequisite: GB570
GB580M1: Integrated Vision
- Defend a vision for a company that will provide the road map for all the company's endeavors.
  Quarter Credit Hours: 1 | Prerequisite: GB570

GB580M2: Integrated Goals
- Construct goals for a company, using all its resources, that are in line with its vision.
  Quarter Credit Hours: 1 | Prerequisite: GB570

GB580M3: Balanced Priorities
- Debate the appropriate balance between profit and people that will achieve alignment of a company's vision and goals.
  Quarter Credit Hours: 1 | Prerequisite: GB570

GB580M4: Leadership Principles
- Develop an overarching leadership approach to achieve flow.
  Quarter Credit Hours: 1 | Prerequisite: GB570

GB590: Ethics in Business and Society
- The purpose of this course is to build ethical leadership skills by providing an analysis of orientations and models for ethical decision making with an emphasis on application to current issues in today's global business and society. You will have the opportunity to reflect on your own values and ethos and analyze models of ethical leadership and moral principles to which you can commit and apply within your profession.
  Quarter Credit Hours: 4 | Prerequisite: GB580

GB590M1: Consequentialist Ethical Theories
- Synthesize consequentialism (results) theories within business conflicts of interest.
  Quarter Credit Hours: 1 | Prerequisite: GB580

GB590M2: Deontological Ethical Theories
- Evaluate deontology (responsibility) theories within discrimination and workplace issues.
  Quarter Credit Hours: 1 | Prerequisite: GB580

GB590M3: Justice and Social Contract Ethical Theories
- Appraise vendor/customer relationships using justice and social contract (relationship) theories.
  Quarter Credit Hours: 1 | Prerequisite: GB580

GB590M4: Decision Models and Corporate Social Responsibility
- Critique ethical decision-making within the context of corporate social responsibility.
  Quarter Credit Hours: 1 | Prerequisite: GB580

GB600: Leadership Strategies for a Changing World
- This course introduces students to the nature and purpose of leadership in organizations. Students evaluate various leadership approaches and methodologies in terms of organizational effectiveness and efficiency in dynamic corporate environments. In addition, students investigate ethics and social responsibility, diversity, and team management. Students will apply emotional intelligence in self-awareness, personal development, and communication.
  Quarter Credit Hours: 4 | Prerequisite: None

GB600M1: Leadership for Maximum Organizational Performance
- Explain the leadership necessary to accomplish business goals and maximize organizational performance.
  Quarter Credit Hours: 1 | Prerequisite: None

GB600M2: Leadership for Global Interconnectedness
- Practice global interconnectedness as it applies to your field of study.
  Quarter Credit Hours: 1 | Prerequisite: None

GB600M3: Leading Teams to Achieve Business Outcomes
- Propose a team approach to achieve long-term business outcomes.
  Quarter Credit Hours: 1 | Prerequisite: None

GB600M4: Leadership for Organizational Effectiveness
- Analyze the influence of leadership on organizational effectiveness.
  Quarter Credit Hours: 1 | Prerequisite: None

GB601: MBA Capstone
- This course provides the culmination for the Master of Business Administration (MBA) program enabling you to demonstrate leadership competencies and apply your knowledge of business systems. Through individual research, team assignments, and completion of a business simulation, you will apply your problem-solving and analytical skills in dynamic environments to develop a business plan for an international venture. You will evaluate global business problems, integrating ethical considerations for a response that considers multiple stakeholders. You will continue to plan for your post-MBA professional development by working with the University Career Center and seeking support from your classmates.
  Quarter Credit Hours: 4 | Prerequisite: Capstone must be taken in final term or have approval of the Dean

Graduate Finance (GF)

GF500: Financial Institutions and Markets
- This course focuses on the workings of the U.S. and world financial markets and institutions. It spans interest rate determination, federal policy, and management and policies of commercial banks.
  Quarter Credit Hours: 4 | Prerequisite: None

GF510: Risk Analysis and Management
- This course focuses on the financial instruments used for financial risk management, including forwards, futures, options, and swaps. An emphasis is placed on the identification of financial risks and designing an optimal risk management program.
  Quarter Credit Hours: 4 | Prerequisite: GF500

GF520: Corporate Finance
- This course is designed to provide a framework for understanding and analyzing the asset, liability, and capital structure of corporations. Students will examine valuation and capital budgeting techniques and risk evaluation, and build a strong understanding of how and why corporations make specific financial decisions.
  Quarter Credit Hours: 4 | Prerequisite: GF510

GF530: Financial Statement Analysis
- In this course, students will analyze and utilize financial statements and valuation models to assess the value of a firm. The identification of reliable estimates of fundamental corporate earning power and earning risks and valuation is a focus of the course.
  Quarter Credit Hours: 4 | Prerequisite: GF520

GF540: Investment and Securities Analysis
- In this course, you will examine the principles, theories, and methods of investing. Topics include common stocks, bonds, options, mutual funds, convertibles, and warrants.
  Quarter Credit Hours: 4 | Prerequisite: GF530
GF550: Retirement Planning
This course explores retirement planning and both qualified and nonqualified retirement plans. Students will evaluate the provisions and rules associated with various plans and governmental regulations pertaining to retirement benefits. Topics include retirement needs analysis, compensation plans, and retirement plan provisions. The course follows the Certified Financial Planner(R) retirement portion of the exam learning outcomes.
Quarter Credit Hours: 4 | Prerequisite: GF540

GF560: Fixed-Income and Futures Investing
This course explores the structure, uses, and strategies associated with financial futures markets. Valuation, hedging, speculative activity, and other futures-related risk management issues are covered. The varieties of fixed-income securities and their default risk are also examined, in addition to the valuation of fixed-income securities and their use in investment and risk management.
Quarter Credit Hours: 4 | Prerequisite: GF540

GF570: Portfolio Management
This course blends portfolio theory with practical issues that students will encounter in their careers as financial professionals. Topics include identifying investor objectives and constraints, recognizing risk and return characteristics of investment vehicles, developing strategic asset allocations among equity, fixed-income, and risk-free assets, and utilizing derivative securities to manage portfolio risk and maximize portfolio returns. Also covered is the evaluation of portfolio and manager performance relative to investment objectives and appropriate benchmarks.
Quarter Credit Hours: 4 | Prerequisite: GF540

GF580: Ethics for Financial Professionals
Using the CFA Institute Code and Standards and Global Investment Performance Standards (GIPS) as a guide, this course introduces ethical standards and practices applicable to financial professionals. You will investigate past financial scandals as well as ethical problems encountered in today's financial and corporate worlds.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GF581: Financial Strategies for a Global Environment
This course focuses on the financial strategies used in a global environment. The relationship between international accounting and global business and investment strategies are discussed. Topics include recent developments in financial strategy, international trade, and economic decision making.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GF582: Statistical Methods for Decision Making
This course covers the theory and application of statistics for decision making when solving problems in logistics, accounting, marketing, management, and financial business problems. Topics include regression analysis and optimization modeling. You will perform statistical analyses to offer solutions to financial-related problems and issues.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GF590: Personal Financial Planning
This course provides an in-depth overview of personal financial planning. Students will learn how to prepare personal financial statements. Topics include time value of money, cash flow and debt management, education planning, risk management, retirement planning, financial planning ethics, and an overview of practice management concepts.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GF591: Individual Insurance Planning
This course introduces you to risk management and insurance decisions in personal financial planning. Topics include insurance for life, health, disability, property, and liability risks, as well as annuities, group insurance, and long-term care.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GF592: Income Tax Planning and Strategies
This course covers income tax planning and strategies used to formulate financial decisions. You will explore the impact of taxes on family financial decisions. Topics include tax strategies and economic and management principles.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GF593: Estate Planning
This course focuses on estate planning and the efficient conservation and transfer of wealth, consistent with the client's goals. You will examine the legal, tax, financial, and nonfinancial aspects of estate planning. Topics include trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes.
Quarter Credit Hours: 4 | Prerequisite: Must be taken in final term or have approval of the Dean

GF599: Graduate Capstone in Finance
This capstone course builds on the concepts of all the courses taken within the Master of Science in Finance and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.
Quarter Credit Hours: 4 | Prerequisite: Last term or permission from the Dean

Graduate Management (GM)

GM500: Management Theories and Practices I
This course is the first in a series of two courses that provide a foundation for understanding key management principles in the Master of Science in Management and Leadership program. This foundation is created in a wide range of learning activities that are grounded in real-world contexts. You will analyze and evaluate key management principles and learn how managers use resources to attain organizational goals through the functions of planning, organizing, leading, and controlling. In this course, you will concentrate on the management functions of planning and organizing. Planning involves defining goals for future performance and devising ways to attain these goals, whereas organizing involves assigning and grouping tasks and allocating resources. It is worthy to note that the second course is this series, GM 501: Management Theories and Practices II, will concentrate on the managerial functions of leading and controlling.
Quarter Credit Hours: 4 | Prerequisite: GM512

GM501: Management Theories and Practices II
This course is the second of two that focus on key management principles. In this course, students concentrate on the management functions of leading and controlling. Leadership involves influencing and motivating employees to achieve organizational objectives, whereas controlling involves monitoring employee activities and performance that affect standards and performance. GM 501 offers specific learning activities to strengthen critical thinking and professional writing skills that students can apply to real-world problems in the workplace.
Quarter Credit Hours: 4 | Prerequisite: GM500
GM502: Leadership Theory and Practice I
This course examines classic and contemporary leadership theories and practices and explores how each theoretical approach can be applied in real-world organizations and scenarios. The theories and practices studied will enhance the student’s understanding of motivational theories, developing teams, both traditional and virtual-based, and development of their hidden leadership potential.
Quarter Credit Hours: 4 | Prerequisite: GM501

GM503: Leadership Theory and Practice II
This course builds upon the foundation set in GM 502: Leadership Theory and Practice I, by continuing to examine both classical and contemporary leadership theories and practices. Special emphasis will be placed on understanding transformational leadership, team leadership, leadership ethics, and leading in culturally diverse environments.
Quarter Credit Hours: 4 | Prerequisite: GM502

GM504: Organizational Excellence and Change
This course applies a systems approach to examining the design and execution of business strategies to achieve a competitive advantage. The organization is viewed as a total system that can be managed to achieve continuing high performance in today’s dynamic and global marketplace. Strategies for managing enduring change are evaluated.
Quarter Credit Hours: 4 | Prerequisite: GM503

GM505: Action Research and Consulting Skills
This course focuses on action research and the development of critical skills required not only for consultants, but also for any manager desiring to strengthen his or her interpersonal effectiveness as a successful change agent. An introduction to the consulting process, and the consulting skills associated with entry, contracting, meeting management, defining issues and gathering data, diagnosing problems, formulating solutions, and creating and implementing action plans will also be examined.
Quarter Credit Hours: 4 | Prerequisite: GM504

GM506: Strategic Financial Analysis
The purpose of this course is to facilitate the non-financial manager’s ability to develop a framework for understanding a company’s true value and financial performance. The course will equip you with the skills necessary to communicate with peers in the accomplishment of shared objectives. You will learn how to interpret financial statements and use that information in the formulation and implementation of business strategies.
Quarter Credit Hours: 4 | Prerequisite: GM505

GM541: Foundations of Organization Development
This course provides an overview of the field of organization development, while providing an opportunity for students to apply organizational development principles and best practices, emphasizing intervention theory, to current business problems. The organizational development strategies used in the field to address rapid changes and ethical challenges will also be examined.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GM543: Organization Diagnosis and Design
This course introduces organization design as a leadership competency. Students will apply a five-step process that enables business leaders to make intelligent organization design decisions with the support of human resources or organization development professionals. Students will generate and evaluate design options and learn to select an option that offers the most benefits with the fewest risks. In addition, students will investigate operating governance and the role of power and leadership in the design. Students will also propose an organization design implementation plan and explore important considerations for the transition to the proposed design.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GM585: Mentoring and Coaching
This course introduces you to the nature and purpose of coaching and mentoring in organizations. You will learn key principles, tools, and techniques to develop your skills as a coach and mentor. The course uses case analyses to provide you with opportunities to identify the effect of coaching and mentoring on organizational effectiveness. Through scenario analysis, you will apply coaching and mentoring techniques to effectively lead individuals and teams.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GM586: Transformational Leadership
This course examines transformational leadership theory and includes an exploration of the four factors development model that makes up one of the most effective leadership styles. Transformational leadership is examined through the lens of developing employees, cross-functional teams, strategies for enacting change, and applying that knowledge to improve organizational effectiveness. Through self-analysis you will have the opportunity to develop your transformational leadership potential regardless of your career stage.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses

GM591: Strategic Project Selection and Initiation
This course covers project management from a strategic perspective. The course emphasizes the decision-making process used by leaders to launch projects that are aligned with the mission and vision of the organization. It stresses the techniques used by the project team to optimize the project selection process, such as return on investment (ROI), payback period, internal rate of return (IRR), and net present value (NPV). Further, this course examines the impact of various project management tools and techniques on time, cost, scope, quality, risk, customer satisfaction, and resources.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses or enrollment in Graduate Certificate in Project Management program

GM592: Project Planning and the Project Plan
Topics in this course include: setting project goals and objectives; conducting feasibility studies; selecting management approaches; preparing a project plan; establishing measurement tools; and executing control within the project for optimal performance. Additional instruction includes strategies for effective resource acquisition, management, and performance reporting, with special attention on workforce globalization, ethics/legal issues, outsourcing, and conflict management in diverse environments. This course also includes guidance on alternate methods for project planning, such as agile and extreme approaches for complex and obscure projects.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses (or enrollment in Graduate Certificate in Project Management program) and GM591
GM593: Project Execution With Monitoring and Control
Project Execution with Monitoring and Control provides an analysis of the principles, tools, and techniques for the execution, monitoring, and controlling of project cost and schedule. You will use tools, software, and techniques to establish a project baseline and control cost and schedule. Topics in this course include preparing PERT/CPM networks, estimating time and resources, creating the project baseline, controlling the baseline, crashing the network, optimization and heuristics techniques for resource allocation, earned value management, and statistical control tools.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses (or enrollment in Graduate Certificate in Project Management program) and GM592

GM594: Project Close-Out, Ethics, and Professional Responsibilities
This course provides an in-depth understanding of the final phase of the project lifecycle, the various ethical dimensions of projects, and the professional responsibilities of project managers. Closing phase activities explored in the course include final project accounting, closing procurements, and capturing lessons learned, among others. You will gain an understanding of the ethical dimensions of project management, an ability to differentiate between ethics and legality as they pertain to projects, and a recognition of the function of organizational codes of conduct relative to projects. Finally, you will learn the professional responsibilities of project managers.
Quarter Credit Hours: 4 | Prerequisite: Completion of all core courses (or enrollment in Graduate Certificate in Project Management program) and GM593

GM599: Applied Research Project
This course serves as the capstone to the Master of Science in Management and Leadership program, which allows you to integrate theories with practical application. This course utilizes the conceptual foundations and skills acquired in earlier core and specialization courses as the basis for an in-depth examination of a significant organizational problem of special interest to you. You will utilize a research methodology to identify a problem and design an applied research project to advance plausible solutions.
Quarter Credit Hours: 4 | Prerequisite: Capstone must be taken in final term or have approval of the Dean

Health Care Administration (HA)

HA510: Organizational Development for Health Care
This course explores organizational behavior, theory, and development as they apply to the health care industry. Topics include, but are not limited to, classic and modern theory, individual behavior and motivation, group dynamics, conflict management, decision making, culture values, and organizational dysfunction. Physician leadership development and change management are also explored.
Quarter Credit Hours: 4 | Prerequisite: None

HA515: Leadership in Health Care
This course explores organizational theory and behavior essential for successful leadership and management in the health care industry. Emphasis will be placed on communication techniques, self-analysis, and strategies for best practices in order to effectively implement key leadership and management concepts in dynamic health care environments. Key values that guide a leader’s personal and professional behavior and influence overall effectiveness will be explored, as well as their impact on overall leadership styles.
Quarter Credit Hours: 4 | Prerequisite: None

HA520: Health Care Financial Management
This course introduces the terminology, theory, concepts and techniques used in the finance functions in health care organizations. Students gain an understanding of the important role of finance in health care organizations and learn various techniques to develop, manage, and control finances. Students interpret financial statements, prepare analyses with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, financial forecasts, and business plan preparation. Students will be expected to expand their utilization of spreadsheet applications.
Quarter Credit Hours: 4 | Prerequisite: None

HA525: Health Law
This course provides analysis of law, the legal system, and current legal problems as they relate to the financing and delivery of health care services. This course covers interrelated legal topics pertinent to health care organizations including contracts, medical malpractice, legal and ethical obligations to provide health care, privileging, medical decision making, tax exemption, antitrust, fraud, and health information management. Students are encouraged to discuss how the law supports or hinders current efforts to improve health care delivery systems.
Quarter Credit Hours: 4 | Prerequisite: None

HA530: Human Resources for Health Care Managers
This course provides an analysis and evaluation of how human resource management is applied in different health care settings. The course focuses on the major elements of human resource management, as well as the ways in which it can be used in the strategic planning of the organization. Students investigate ongoing human resources practice and issues from a health care perspective such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, compensation, legal and regulatory issues, and strategic planning.
Quarter Credit Hours: 4 | Prerequisite: None

HA535: Health Care Statistics
In this course, you will be introduced to the practical applications of descriptive and inferential statistics for the health industry. You will formulate a data procurement plan by analyzing real-world data. Additionally, you will learn how to effectively disseminate published health research data and apply this new knowledge within the field.
Quarter Credit Hours: 4 | Prerequisite: None

HA540: Health Care Operations and Quality Assessment
This course provides an interdisciplinary perspective on operations and quality management in health care, taking into account the disciplines of organizational behavior and health management research. Special attention is given to causal tools and approaches that are fundamental to total quality management and continuous quality improvement.
Quarter Credit Hours: 4 | Prerequisite: None

HA545: Health Policy
This course provides students with an in-depth analysis of health care policy development in the United States of America. Students focus on health care policy formation and evaluation by investigating public policy and politics. Students consider a variety of elements that factor into health policy development such as economics, political science, management, communications, and public health.
Quarter Credit Hours: 4 | Prerequisite: None
HD510: Current Health Issues for Health Educators
This course survey course, students study specific critical health topics including specific health conditions, disease prevention, older adults, fitness, complementary and alternative medicine, and more. Students will evaluate current health research and publications and relate the research to health education programs and interventions. Proven strategies and benefits of health education are emphasized.
Quarter Credit Hours: 4 | Prerequisite: None

HD599: Master's Capstone in Health Education
This capstone course is the culminating experience for the Master of Science in Health Education. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout the coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health education.
Quarter Credit Hours: 4 | Prerequisite: Last term or permission from the Dean

HD625: Health Education Design, Implementation, and Administration
This course acquaints students with the components and essential design elements of comprehensive health education programming. Utilizing the seven areas of responsibilities for the health education specialist, students create programs for community, school, and private settings, learning to identify key constituents and the diversity of funding sources, both public and private. Instruments for measuring outcomes are analyzed for both short- and long-term programs, as well as the essential administrative tasks, functions, and responsibilities required for successful results by the health educator.
Quarter Credit Hours: 4 | Prerequisite: None

Health Information Technology (HI)

HI501: Health Informatics
Health informatics deals with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine. This course introduces the history and development of health informatics. It focuses on such issues as the structure, function, and transfer of information, sociotechnical aspects of health computing, and human-computer interaction. Students will also explore medical decision making, natural language processing, and knowledge discovery in the clinical setting.
Quarter Credit Hours: 4 | Prerequisite: None

HI510: Health Information Systems
This course is concerned with such issues as information system analysis, design, implementation, and management. Students will explore health IT standards, health information exchanges, and systems thinking and theory. This course also covers the evaluation of processes and systems that ensure compliance with regulatory, governmental, legal, accreditation, and certification requirements for health information technologies.
Quarter Credit Hours: 4 | Prerequisite: None

HI530: Clinical Terminologies and Medical Vocabularies
This course focuses on the use of health care terminologies, vocabularies, and classification systems. Students will identify their appropriate uses and sources, and apply them within health information systems to promote effective communications and data integrity.
Quarter Credit Hours: 4 | Prerequisite: None

HI540: Project Management of Health Information Systems
This course explores the technical aspects of health information systems management including issues of systems design and development as well as system support and maintenance. Students will analyze and describe necessary steps in the cycle such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Other topics include terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.
Quarter Credit Hours: 4 | Prerequisite: None
HS550: Organizational Development and Management for Health Information
This course explores organizational behavior, theory, and development as they apply to health information management. Topics include, but are not limited to, performance management plans, strategic forecasting, and public policy.
Quarter Credit Hours: 4 | Prerequisite: None

HS560: Health Care Data Analysis
This course provides an in-depth overview of health care data analysis and design methodologies. Students examine techniques to develop systems more efficiently using the system development life cycle.
Quarter Credit Hours: 4 | Prerequisite: None

HS570: Legal and Ethical Issues in Health Information
This course covers data security, privacy, and confidentiality of health information as it relates to information technology and management. Topics include risk management, information security, and data validity and integrity. Students will also examine disaster recovery plans for data and service delivery.
Quarter Credit Hours: 4 | Prerequisite: None

HS580: Information Systems and Technology Management
This course is concerned with such issues as computer networks, database and systems administration, security, and programming. Topics include virtual network applications and storage, system integration tools, principles of data representation, and systems testing and evaluation.
Quarter Credit Hours: 4 | Prerequisite: None

HS595: Master's Capstone in Health Informatics
The capstone course is the culminating experience for the Master of Health Informatics. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired through their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health informatics.
Quarter Credit Hours: 4 | Prerequisite: Last term

HS599: Master's Capstone in Health Information Management
The capstone course is the culminating experience for the Master of Health Information Management. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired through their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health information management.
Quarter Credit Hours: 4 | Prerequisite: Last term

Health Science (HS)

HS590: Health Sciences Internship
This course provides a practical working experience in a real-world environment. You will arrange an onsite internship working as a professional for a cooperating employer or a virtual internship with a participating organization. Both the onsite internship and virtual internship environments will provide practical, real-world experiences and mentoring from experienced professionals. This experience will help you develop professional competencies that are desirable in the career marketplace.
Quarter Credit Hours: 4 | Prerequisite: Permission from School of Health Sciences Dean and internship directors

Higher Education (HE)

HE510: Foundations of Higher Education
This course presents an overview of the historical development of tertiary educational institutions in the United States. There is a particular focus on the constantly evolving functions of its various sectors (e.g., universities, colleges, and community colleges) through examination and discussion of the evolution of tertiary institutions from their medieval European origins as Studia Generalia to the contemporary social functions, organizational structures, funding, and guiding principles and values of America's approximately 3,000 tertiary institutions.
Quarter Credit Hours: 5 | Prerequisite: None

HE511: Departmental and Divisional Leadership
This course provides you with a foundation in leadership theory and practices applicable to academic departments and other divisional units within higher education. This course is designed to help prepare you to successfully function in academic, middle-management positions such as department chair, division chair, assistant dean, dean, and other similar leadership roles.
Quarter Credit Hours: 5 | Prerequisite: None

HE513: Institutional Research and Strategic Planning
In this course, you will explore the role of institutional research and its relationship with other administrative and strategic processes within institutions of higher education. The institutional research profession and common functions of institutional research offices are introduced. You will also examine effective techniques for collecting and reporting data in higher education, and consider how data is used for decision making and strategic planning.
Quarter Credit Hours: 5 | Prerequisite: None

HE515: Educational Program Assessment
This course explores theories and processes of measuring student learning in postsecondary educational settings to evaluate the effectiveness of academic programs. Specifically, this course focuses on involving stakeholders in a culture of assessment, clearly defining learning goals, developing learning assessment plans, and using assessment data to improve teaching and learning.
Quarter Credit Hours: 5 | Prerequisite: None

HE520: Higher Education Laws and Regulations
This course explores the legal environment of postsecondary educational institutions in the United States through an examination of legal structures, principles, and analysis. Specifically, this course will focus on the competing interests, rights, and responsibilities of state and federal governments, institutions, faculty, staff, students, and external stakeholders in various higher education settings.
Quarter Credit Hours: 5 | Prerequisite: None

HE521: Teaching Adult Learners
This course provides you with the information necessary to comprehend, assess, and evaluate the foundational aspects of andragogy, which includes historical influences, theories and models, contemporary and international perspectives, the use of technology, teaching in a variety of higher education settings, and the development of and reflections on teaching and learning in adulthood.
Quarter Credit Hours: 5 | Prerequisite: None
HE523: Curriculum Design and Implementation
This course presents an overview of various strategies, techniques, and methods to design and implement curricula in postsecondary institutions. The course emphasizes calls for reform, need for academic plans, curricular consideration of academic disciplines and fields, influences of learners, instruction, and administration.
Quarter Credit Hours: 5 | Prerequisite: None

HE525: Student Learning Assessment Methods
This course provides you with an introduction to major theoretical perspectives including ethical considerations and approaches to student learning assessment. You will be exposed to various methods of assessment and learn how to apply student learning assessment methods within the postsecondary educational environment. You will also create your own student learning assessment plan for a specific course of interest.
Quarter Credit Hours: 5 | Prerequisite: None

HE530: Higher Education Organization and Governance
This course presents an overview of the organizational governance of educational institutions in the United States in an international context through examination and discussion of models of institutional governance, academic organization, and higher education constituencies, and their respective roles and responsibilities.
Quarter Credit Hours: 5 | Prerequisite: None

HE540: Multiculturalism and Diversity in Higher Education
This course explores the educational participation of diverse groups in higher education. Students will gain a further understanding of issues of race, ethnicity, gender, sexual orientation, class, age, and disability affecting students in colleges and universities, including how these issue impact curriculum. Students will evaluate how institutions address issues of multiculturalism and diversity as well as their own attitudes, beliefs, and practices.
Quarter Credit Hours: 5 | Prerequisite: None

HE543: Assessment of Online Learning Programs
This course presents a comprehensive overview of the quality online program, as outlined by accreditation procedures and standards. Students will learn the systems approach to evaluation of programs and the organization, and consider approaches to establishing a culture of assessment to support online learning. Additionally, the course addresses the development of online curriculum and the alignment of outcomes with assessment instruments.
Quarter Credit Hours: 5 | Prerequisite: None

HE545: Teaching and Learning Online
This course provides an overview of the technological innovations, pedagogical developments, and strategies for quality online education through an examination of the theory and processes of designing, delivering, and assessing online learning.
Quarter Credit Hours: 5 | Prerequisite: None

HE550: Higher Education Finance
This course focuses on institutional finance and analysis of the factors contributing to institutional productivity. You will examine different approaches to funding higher education, the state appropriations process, accreditation, and federal issues such as financial aid. You will also examine the institutional budget process and different approaches to budgeting, the importance of financial leadership and transparency, the concepts of "reengineering" and Total Quality Management (TQM) as applied in higher education, and the effects of technology on productivity.
Quarter Credit Hours: 5 | Prerequisite: None

HE551: Student Affairs Foundation and Philosophy
This course presents student development theories, including cognitive and psychosocial, as well as other theories that provide a foundation for development of a comprehensive student services program.
Quarter Credit Hours: 5 | Prerequisite: None

HE553: Current Issues in Student Affairs in Higher Education
In this course, you will examine current issues in higher education in student affairs including service learning, learning communities, suicide and mental health issues, crisis management, and other relevant topics. You will assess methodologies for dealing with issues, legal considerations, and possible alternative strategies.
Quarter Credit Hours: 5 | Prerequisite: None

HE555: Student Affairs Administration in Ground and Virtual Environments
The course focuses on college student demographics and the impact of the delivery of student affairs administration in the virtual and ground environments, as well as some underlying theories. Additionally, students will explore program assessment/evaluation models.
Quarter Credit Hours: 5 | Prerequisite: None

HE559: Quantitative Methods and Instruments for Assessment
This course presents an in-depth overview of typical quantitative research designs, methods, data collection tools, and data analysis and reporting used in assessment and evaluation. It focuses on the research process related to assessment and evaluation and the basic skills required to plan, conduct, analyze, report, and evaluate research with a quantitative design. Detailed procedures associated with quantitative research, including experimental, quasi-experimental, survey, and correlational designs, are examined. Practical limitations of quantitative designs in assessment and evaluation and the role of quantitative research in mixed-method approaches are considered.
Quarter Credit Hours: 5 | Prerequisite: None

HE594: Student Affairs Internship
This course is intended to provide you with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer you the opportunity to gain hands-on experience in your specific area of specialization. This experience assists you in integrating and synthesizing your academic experiences into professional practice. The Student Affairs Internship allows you to complete a 120-hour practicum experience.
Quarter Credit Hours: 5 | Prerequisite: None

Homeland Security and Emergency Management (HM)

HM500: Crisis and Emergency Management Fundamentals
This course will introduce students to the concepts, issues, and problems of crisis and emergency management. Topics explored include: organizing and logistics for response, managing the response organization, managing in a high-stress environment, crisis decision making, crisis communications, liability issues, and resource assessment and allocation. This course will cover the methodology and rationale behind the unified response to a terrorist, weapons of mass destruction (WMD), or disaster incidents, and students will examine these methodologies from the perspective of crisis management and consequence management.
Quarter Credit Hours: 5 | Prerequisite: None
This course is a critical analysis of the Department of Homeland Security (DHS), both the political and organizational factors involved and its structure and administration. Students will explore the evolution of homeland security as a concept, a legal framework, and a redirection of national policies and priorities, including any related issues and challenges with implementation. The DHS will be analyzed in light of the history of the terrorist threat, U.S. responses to terrorism, and fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System (NIMS).
Quarter Credit Hours: 5 | Prerequisite: None

HM502: Risk, Vulnerability, and Capability Assessment Methods
The course examines the concepts of risk-based planning and risk management. The assessment and management of vulnerability and risk associated with terrorist and other disaster events are examined. Topics explored include: objectives of and methods for vulnerability and risk assessment for natural disasters, technological hazards, and terrorist threats; concepts of risk perception, risk communication, and risk mitigation; and the requirements and methods of critical infrastructure protection from terrorism, technological disasters, and natural disasters. Students will examine the question and make decisions regarding, “Who or what should be protected and how?”
Quarter Credit Hours: 5 | Prerequisite: None

HM503: Planning and Operations in Crisis and Emergency Management
This course examines comprehensive strategic planning for crisis and emergency management. The theory and value of strategic planning are explained and students learn how to develop a comprehensive strategic plan.
Quarter Credit Hours: 5 | Prerequisite: None

HM504: Crisis Intervention
This course introduces the basic theories and principles of crisis intervention. The emphasis in this course is on identifying and demonstrating appropriate and differential techniques for intervening in various types of disaster and emergency management crisis situations. This course will review empirically validated approaches to crisis intervention. The course will explore the role of law enforcement in crisis situations as well as civilian and public safety personnel behavior under emergency and disaster crisis situations. In addition, assessment and diagnosis of psychological issues commonly found in crisis situations will be examined.
Quarter Credit Hours: 5 | Prerequisite: None

HM505: Planning for WMD and Mass Casualty Crises
This course explores the critical health and medical management issues involved in crises and emergencies for the nonmedical emergency manager. The wide range of medical and health issues inherent to crises and emergencies are examined and methods for integrating medical, public health, and psychological processes into emergency management programs are developed.
Quarter Credit Hours: 5 | Prerequisite: None

HM506: Mitigation and Preparedness Issues for Emergency Management
This course will explore hazard mitigation and its role in disaster management. In addition, students will study the planning process, program development, and training methods for responses to man-made and natural emergencies/disasters. Topics include government and private sector programs, new approaches, and mitigation of issues/events.
Quarter Credit Hours: 5 | Prerequisite: None

HM507: History of the DHS
This course presents an overview of the Department of Homeland Security and its history. You will explore the evolution of the DHS, both the political and organizational factors involved and its structure and administration. Students will explore the evolution of homeland security as a concept, a legal framework, and a redirection of national policies and priorities, including any related issues and challenges with implementation. The DHS will be analyzed in light of the history of the terrorist threat, U.S. responses to terrorism, and fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System (NIMS).
Quarter Credit Hours: 5 | Prerequisite: None

HM508: Applied Research Project Capstone
In this course you will experience the art and science of applied research while developing the tools of reflective inquiry and collaborative practice. You will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Within this course you will propose your own applied research project.
Quarter Credit Hours: 5 | Prerequisite: Approval of the Dean

HM509A: Applied Research Project Capstone Continuation
Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will conduct their own applied research project. Enrollment in this course must be approved by the Dean of the program.
Quarter Credit Hours: 0 | Prerequisite: HM508 and permission from the Dean

Human Services (HN)

HN501: Human Development and Human Behavior in Context
This course provides an overview of theories of human development. Using a developmental framework, the changing nature of human behavior in the context of individuals, families, and society is examined. Human behavior as it relates to the capabilities and limitations possessed by all individuals is explored. The impact of diversity on individuals in a larger social context is also evaluated. An emphasis is placed on applying theory and knowledge to methods of intervention that promote healthy functioning and autonomy in clients.
Quarter Credit Hours: 5 | Prerequisite: None

HN502: History, Multiculturalism, and Diversity in Human Services
This course explores the historical roots of human services and the need for advocacy and social change. In addition, the awareness of multiculturalism and diversity for human service professionals is emphasized as it relates to social policy and legislation that affects service delivery in a global society.
Quarter Credit Hours: 5 | Prerequisite: None

HN503: Skills and Practice in Human Services
This course provides an overview of comprehensive application of skills and practice within the human service field. This course provides skills within the human service field with a focus on applications related to the needs and services for diverse populations and settings. These skills include initial intake and assessment skills used to work with individuals, families, and groups. You will apply knowledge to analyze, integrate, and resolve issues within the human service field.
Quarter Credit Hours: 5 | Prerequisite: None

HN504: Professional Ethics and Personal Values
This course provides an overview of integrity in the human services profession. The course offers an introduction to professional ethics and the framework for applying these principles in a professional setting. You will explore personal values and the impact on ethical decision-making, as well as applying the knowledge to a variety of real-world situations.
Quarter Credit Hours: 5 | Prerequisite: None
HN520: Family Resilience Across the Life Span
This course provides an overview of the theory and skills needed to be able to work with family and community services. You will focus on skills needed to provide direct services to individuals, families, and groups. You will delve into family theory, systems theory, and resiliency theory in order to explore approaches to case management, and individual and group counseling. Emphasis will be placed on helping students to choose the least intrusive interventions in the least restrictive environment.
Quarter Credit Hours: 5 | Prerequisite: HN505

HN521: Developing and Delivering Family Services
This course provides an in-depth look at the development, implementation, and management of family service programs. You will be introduced to the organizational structure of communities and learn how an understanding of these structures and resources can help to develop the required knowledge of global influences on human service delivery, social policy, and community assessment for leaders in the field of human services.
Quarter Credit Hours: 5 | Prerequisite: HN505

HN522: Advocacy for Children and Families
This course provides the required knowledge to become an advocate for change. Emphasis is placed on advocacy work for individuals, families, and groups at all levels, including community development, community organizing, and global activism. You will learn the importance of advocating for client self-determination as well as the importance of establishing a rapport with clients, colleagues, and constituents.
Quarter Credit Hours: 5 | Prerequisite: HN505

HN530: Research, Grant Writing, and Funding
This course provides an understanding of the basic components of writing a grant proposal, including how to write an effective executive summary, needs statement, and accurate budget. An emphasis is placed on how to locate resources necessary to write a grant proposal and secure funding. The role of program planning and design as well as the necessity of performing a comprehensive community-needs assessment is examined. The different methods of program evaluation, including quantitative and qualitative, are also explored.
Quarter Credit Hours: 5 | Prerequisite: HN505

HN531: Program Development and Administration
This course provides an overview of the conceptual and theoretical topics related to the development and administration of human service programs. Skills needed to effectively develop and administer programs in the field of human services will be discussed. You will learn the tenets of program planning, implementation, and evaluation.
Quarter Credit Hours: 5 | Prerequisite: HN505

HN532: Organizational Nonprofit Management
This course provides an overview of the theory and skills needed to manage nonprofit organizations. You will analyze the history and theoretical foundations of organizational structure, the theories of leadership, and the role of leaders in effectively governing nonprofit organizations. You will evaluate the role of organizational and strategic planning.
Quarter Credit Hours: 5 | Prerequisite: HN505

HN598: Master's Internship in Human Services
This course will provide students in the Master of Science in Human Services with practical experience in a professional field. It provides an opportunity to combine academic theory with new, career-related experience. At least 15 hours per week must be devoted to tasks that apply theory and academic content in a professional setting for a minimum of 150 out-of-class hours. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
Quarter Credit Hours: 5 | Prerequisite: Application approval and permission from the Department Chair

HN599: Master's Capstone in Human Services
This course is the culminating experience for the Master of Science in Human Services degree. The course builds on all of the skills and knowledge learned throughout the degree program. You will integrate and synthesize the knowledge and skills acquired throughout the coursework, conducting research related to current topics and challenges in the field of human services in order to demonstrate mastery of program outcomes.
Quarter Credit Hours: 5 | Prerequisite: Last term or permission of the Dean

Information Systems and Technology (IT)

IT503: Principles of Information Technology
This is an introductory course for students entering the Master of Science in Information Technology program without an undergraduate degree or work experience in information technology. You will learn the foundational principles of information technology as they relate to business. The course will address hardware and software components, telecommunications, databases, people, and procedures.
Quarter Credit Hours: 4 | Prerequisite: GB512 or IT513; only available as a second-term course for IT students; otherwise, permission from the Dean is required

IT504: Managing Information Technology in a Business Environment
Business strategies, organizational structures, and information technology must be aligned to achieve organizational goals. In this course, you will identify innovative solutions to business problems. Specific topics include the analysis of cost and benefits found in emerging technologies, the legal and regulatory implications of various information technology infrastructure strategies, and the complexity enterprises face in integrating new technology with existing infrastructure (humans, machines, and processes).
Quarter Credit Hours: 4 | Prerequisite: GB512 or IT513

IT510: System Analysis and Design
This course provides a detailed overview of system analysis and design methodologies. You will examine techniques to develop systems more efficiently, such as the system development life cycle (SDLC) and other processes. System requirements, functional design, display, and end-of-project conclusions and analysis are studied and practiced through a variety of activities.
Quarter Credit Hours: 4 | Prerequisite: IT503 or IT504
**IT511: Information Systems Project Management**
This course focuses on the key factors in effectively managing information systems projects. You will study project management techniques for information systems projects through detailed case studies and exercises. You will learn how to manage information systems projects through the use of the five project management process groups integrated with the ten project management knowledge areas. Approaches for information systems project management and examples relevant to information systems projects are used throughout the course.
Quarter Credit Hours: 4 | Prerequisite: IT504

**IT513: Writing and Critical Thinking for the IT Professional**
This course helps you develop effective academic writing skills and the ability to synthesize, evaluate, and discuss a variety of information technology concepts. The course emphasizes accurate grammar and standard punctuation, as well as the appropriate application of American Psychological Association (APA) style guidelines to produce logically structured academic papers that integrate referenced sources into the supporting arguments. You will achieve a comprehensive approach to graduate-level writing and research.
Quarter Credit Hours: 4 | Prerequisite: None

**IT521: Decision Support Systems**
This course provides a detailed overview of decision-making systems, models, and support in business. The course covers many fundamental topics including: analysis and development of decision support systems, business intelligence, knowledge acquisition and representation, knowledge management, intelligent systems over the Internet, and advanced intelligent systems.
Quarter Credit Hours: 4 | Prerequisite: None

**IT522: Knowledge-Based Management Systems**
This course provides a detailed overview of knowledge-based systems and applications. Topics include symbolic structures and semantics, knowledge representation models, search techniques related to problem solving, knowledge engineering, knowledge and domain classification models, configuration models, and diagnosis and troubleshooting methodologies.
Quarter Credit Hours: 4 | Prerequisite: IT521

**IT523: Data Warehousing Design and Development**
This course discusses data warehousing. Topics covered in this course include: data warehousing architectures; data warehouse design; data warehouse dimensional modeling; data preparation and pre-processing; extraction, translation, and load (ETL) processing; business intelligence; executive information systems; dashboards; scorecards; drill up/drill down; slice and dice; managing unstructured data warehouses; terminologies, taxonomies, and ontologies and advanced data warehousing concepts. Advanced data warehousing concepts will include data warehouse appliances, big data, and big data technologies.
Quarter Credit Hours: 4 | Prerequisite: IT521

**IT525: Database Design and Data Modeling**
This course discusses the main tasks in designing a database and will use ERD tools in this process. The course covers fundamental design topics including: data modeling, entity-relationship diagrams, enhanced entity-relationship diagrams, the top-down database design methodology, the bottom-up database design methodology, functional dependencies, and the normalization process. The course will also introduce students to advanced topics of database management.
Quarter Credit Hours: 4 | Prerequisite: None

**IT526: SQL Query Design**
This course covers the SQL programming language and its use to retrieve and modify data in a relational database. Methods of ensuring data isolation and consistency are explored. Designing queries for optimum performance is emphasized. Query execution plans will be used as a tool for creating appropriate indexes to improve query performance. You will research the growing importance of "big data."
Quarter Credit Hours: 4 | Prerequisite: IT525

**IT527: Foundations in Data Analytics**
This course is intended to equip you with foundational skills in data analytics. These skills include problem/question definition, data identification and preparation, statistical and/or logical modeling, and evaluation and deployment. Both categorization and prediction modeling are covered, along with methods for selecting the most appropriate methods for a given question and data set. The course uses industry-standard software to enable you to learn analytical approaches such as linear and logistic regression, association rules, decision trees, k-Nearest Neighbors and k-means clustering, discriminant analysis, and other useful analytic techniques.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT530

**IT528: Quantitative Risk Analysis**
This course teaches you methodologies for using data analytics to detect, identify, and mitigate risk in a variety of forms. A variety of different quantitative risk assessment techniques are presented, including Failure Mode and Effects Analysis, fault tree analysis, expected payoffs, decision trees, and more. The case method is utilized to show real-world applications in finance, engineering, project management, loss/theft, loans, and fraud. The course will focus on formal risk processes. Issues of risk analysis ethics will also be included.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT530

**IT530: Computer Networks**
This course introduces data communications and networking technologies from the business perspective by heavily utilizing case studies and the decision-making process. Topics consist of network operating systems, local and wide area networks, and voice and wireless networks, as well as security and the Internet. The focus will be on practical applications of these concepts, including support issues, administration, and management.
Quarter Credit Hours: 4 | Prerequisite: IT513 or GB512

**IT535: Advanced Network Management**
Today’s challenges in networking are focused on the design of cost-effective networks and keeping pace with emerging technologies. Topics include analysis and design models, Quality of Service (QoS), high-speed protocols, Voice over IP, and optical networks. This course will include the applied management perspective of advanced networking protocols as it pertains to administration and maintenance of networks.
Quarter Credit Hours: 4 | Prerequisite: IT530

**IT537: Introduction to Cybersecurity**
This course provides an overview of cybersecurity concepts including data confidentiality, integrity, and availability, and an understanding of systems and applications software necessary for foundational understanding of cybersecurity. You will examine methods for network situational awareness and dynamic decision-making for predicting and assessing the impact of various cyberattacks. Aspects of cyber-strong organizational structures and mitigation are emphasized. The course will also cover various risk assessment methodologies necessary for understanding cyber risk, organizational preparedness and gap areas, and identifying improvement processes for an organization’s decision makers.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT530
IT540: Management of Information Security
IT professionals must focus on a wide range of security-related issues and develop security systems that address constantly changing threats. This course takes the approach that security components and business functions work in tandem. Topics like asset identification, human factors, compliance with regulations, personnel security, risk assessment, and ethical considerations are covered, as well as computer and network security tools and methods.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT530

IT541: Computer and Network Security
In today’s world, protection of data is serious business. This course explains the concepts and techniques involved in keeping computers and networks secure. The course examines fundamentals such as viruses, worms, and other malicious software; authentication and encryption security; file security and shared resources; firewalls and border security; and physical and network topology security.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT540

IT542: Ethical Hacking and Network Defense
An ethical hacker is a security expert who attacks a system on behalf of the system’s owners. This course focuses on discovering network vulnerabilities that a malicious hacker can exploit. The course explores penetration testing, footprinting and social engineering, scanning and enumeration, operating system weaknesses, and the methods used to hack Web servers and wireless networks. You will perform hands-on projects using state-of-art hacking tools and techniques.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT541

IT543: Cryptography Concepts and Techniques
Never before has the use of cryptography been so widespread or so necessary. In this course, you will learn how to protect susceptible networks from attack by implementing encryption techniques. You will examine encryption algorithms, substitution and transposition, block ciphers versus stream ciphers, public key cryptography, hash functions, digital signatures, and authentication protocols. The course offers hands-on projects using modern cryptographic tools.
Quarter Credit Hours: 4 | Prerequisite: None

IT544: Platforms, Applications, and Data Security
In this course you will appraise platform/operating system software configuration strategies and techniques as related to cybersecurity. You will examine secure application development techniques and the role of application security throughout the software development life cycle (SDLC). This course will also include strategies and techniques for securing data at rest and in motion.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT541

IT545: Wireless, Mobile, and Cloud Security
This course examines strategies for managing the administration of wireless, mobile, cloud, and disruptive technological environments, such as social networking and the Internet of Things, in the context of cybersecurity.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT541

IT550: Computer Forensics and Investigations
This course explores the expertise required to conduct digital forensic investigations. Topics include investigation methods, problem-solving techniques, current forensics analysis tools, digital evidence acquisition and control, and impact of ongoing technological changes on digital forensics. Student projects include scenario-based investigations in investigating cybersecurity breaches.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT541

IT590: Legal and Ethical Issues in IT
This course provides a detailed discussion of the legal and ethical issues associated with the information technology age. Topics covered in this course include: ethical theories related to information technology, protection of intellectual property, privacy, computer and network security, cybercrimes, and ethical behavior for working in the computer industry.
Quarter Credit Hours: 4 | Prerequisite: IT513 or GB512

IT591: IT Security Auditing and Assessments
In this course you will appraise all standards and information technology (IT) security audit processes, evaluate security controls, and examine governance of compliance and control responsibilities. Most organizations are required to comply with IT security regulations and/or standards resulting from the establishment of the Sarbanes-Oxley Act, General Computing Controls, the Gramm-Leach-Bliley Act (GLBA), the Federal Information Security Management Act (FISMA), and the Payment Card Industry Data Security Standard (PCI DSS), and you will become familiar with these standards and regulations.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT541

IT592: Financial Investment of Cybersecurity
This course introduces you to budgetary and financial decision-making tools applicable to an organization’s cybersecurity strategy. Effective use of these decision-making tools will enable future information technology (IT) security leaders to justify resources needed to secure an organization’s information/data resources.
Quarter Credit Hours: 4 | Prerequisite: IT513 and IT541

IT595: Master’s Capstone in Cybersecurity Management
The Master’s Capstone in Cybersecurity Management synthesizes knowledge gained throughout all courses in the degree plan, and its comprehensive research project demonstrates the student’s mastery of this knowledge. The project will address a cybersecurity problem in either the research community or industry, and will indicate what the student now offers to industry, upon completion of this program.
Quarter Credit Hours: 4 | Prerequisite: Last term or permission from the Dean

IT596: IT Graduate Capstone Extension Course
This course should only be taken after IT 595: Master’s Capstone in Cybersecurity Management or IT 599: Master’s Capstone in Information Technology for the specific purpose of capstone project or thesis completion.
Quarter Credit Hours: 0 | Prerequisite: None

IT597: Master’s-Level Information Technology Internship I
The internship provides you with an opportunity to learn about IT careers through practical, real-world experiences and mentoring from an IT professional. This experience will improve your technology skills and your understanding of the expertise needed for career success.
Quarter Credit Hours: 2 | Prerequisite: Second to last term and good academic standing, or the permission of the Dean of the School of Business and Information Technology

IT598: Master’s-Level Information Technology Internship II
The internship provides you with an opportunity to learn about IT careers through practical, real-world experiences and mentoring from an IT professional. This experience will improve your technology skills and your understanding of the expertise needed for career success.
Quarter Credit Hours: 2 | Prerequisite: IT597
IT599: Master's Capstone in Information Technology
The Master’s Capstone in Information Technology synthesizes knowledge gained throughout all courses in your degree plan, and its comprehensive applied project or thesis demonstrates your mastery of this knowledge, as well as your relevant skills and abilities.
Quarter Credit Hours: 4 | Prerequisite: Last term or permission of the Program Chair and/or Dean of the School of Information Systems and Technology

Instructional Technology (IX)

IX500: Foundations of Instructional Technology
This course focuses on the field of instructional technology, placing the field within the context of its history, current practices, and future directions. It provides the conceptual framework for other courses within the degree program.
Quarter Credit Hours: 5 | Prerequisite: None

IX510: Instructional Design
This course presents the philosophical and theoretical foundation of instructional design. Students explore instructional design process models commonly used by practitioners. They will apply the stages of a process model to create design documents in the education and training contexts. The model will address instructional analysis, assessing learning from instruction, media characteristics and selection, managing instruction, formative and summative evaluation, and the motivational design of instruction.
Quarter Credit Hours: 5 | Prerequisite: None

IX520: Needs Assessment and Evaluation in Education and Training
This course presents the knowledge and skills necessary to identify training and/or instructional problems and potential solutions. You will explore the advantages and disadvantages of multiple techniques for performing a needs assessment. You will Students develop skills and collect resources related to the selection and use of analysis methods. You will conduct a needs analysis and submit a report in an education or training context. You will also consider evaluation taxonomies and models, tools, and techniques, and develop an evaluation strategy for an instructional program.
Quarter Credit Hours: 5 | Prerequisite: None

IX535: Developing Instructional Materials
This course provides the knowledge and skills required to develop instructional materials for an instructor-led training scenario as approved by the instructor. This training scenario will provide the context and focus for the materials. Each student will create a series of print-based instructional materials for this scenario considering best practices and design and development guidelines.
Quarter Credit Hours: 5 | Prerequisite: None

IX536: Design and Development Tools
In this application-based course, you will discuss trends and issues of eLearning content development and explore similarities and differences among eLearning authoring tools and methods. You will learn how to develop original content with a variety of authoring tools and software applications and to repurpose existing material with reusable learning objects (RLOs) and content repositories. Interface layout standards, accessibility and SCORM compliance, and collaborative environments are explored. You will consider technical and development requirements for eLearning delivered through multiple learning channels including online and mobile platforms. You will also create a design document and instructional module in this course.
Quarter Credit Hours: 5 | Prerequisite: None

IX540: Research Methods for Education and Instructional Technology
This course presents an in-depth overview of typical quantitative research methods used in educational research. Students will prepare an educational research proposal including a problem statement, research question(s) and hypotheses, a preliminary literature review, and a quantitative research design. The course examines procedures associated with quantitative research as well as the ethical standards involved in the protection of human subjects in educational research. Practical limitations of quantitative designs will be discussed as well as possible methodologies to overcome those limitations.
Quarter Credit Hours: 5 | Prerequisite: None

IX542: Multimedia Development and Implementation
This course provides an introduction to digital media production. Students will acquire fundamental knowledge and skills in designing and producing digital media. Students will evaluate appropriate uses of digital media. The course introduces the tools of digital video production and sharing as students create online instructional materials using digital media.
Quarter Credit Hours: 5 | Prerequisite: None

IX550: Project Management and Implementation in Education and Training
This course presents approaches to project management for education and training projects. You will explore concepts of project management and leadership, tools, procedures, and methodologies. You will focus on creating, monitoring, and reporting project plans from the proposal to the implementation stages. You will consider project constraints including time, cost, resource allocation, and scope. Concepts of change management are also explored and applied to implementation strategies used in education and training environments.
Quarter Credit Hours: 5 | Prerequisite: None

IX560: Instructional Technologies Infrastructure
This course provides an introduction to computer networking and establishes a basic understanding of the infrastructure required to incorporate technology into the K-12 environment. You will learn the basics of computer networks and technology infrastructure. You will also learn how infrastructure supports classroom design for learning with technology tools. You will identify the skills necessary to design, install, maintain, and troubleshoot a technology-based learning environment and analyze the roles necessary to maintain effective infrastructure. In addition, you will learn how to assess institutional technology needs and plan for future growth.
Quarter Credit Hours: 6 | Prerequisite: None

IX562: Technology Enhanced Learning Environments - K-12
In this practitioner-oriented course, students will explore existing and emerging multimedia technologies used in K-12 classrooms through peer and individual assignments. They will evaluate existing instructional resources available with classroom textbooks in open source content and learning object repositories. They will design and create an instructional lesson appropriate for the K-12 setting while adhering to federal, state, and local mandates regarding media development.
Quarter Credit Hours: 6 | Prerequisite: None
IX565: Design of Learning Environments
This course presents activities related to the design of a learning application. You will explore advantages and disadvantages of multiple learning environments and content delivery technologies. You will develop a plan for an individualized learning project that includes a template for design of a specific environment. Course topics include education and communication theory, course and content delivery methods, asynchronous and synchronous technologies, multimedia design, usability testing, and integration of multimedia objects within instructional programs and systems.
Quarter Credit Hours: 5 | Prerequisite: None

IX570: Design of Online Instruction in K-12 Environments
In this application-based course, you will explore similarities and differences between web-based learning and on-ground learning in K-12 classrooms. You will learn how to repurpose existing material and chunk content into online modules while organizing and managing reusable learning objects. You will design assessment items suitable for the online environment and learn about issues related to assessing students from a distance. You will create design documents and content for an online course. You will also participate in peer-review evaluations and provide constructive feedback based on principles of online instructional design.
Quarter Credit Hours: 5 | Prerequisite: None

Law (CL)

CL500: Fundamentals
The Fundamentals course is designed to give you a glimpse into the law school experience and the tools and systems you will use while at Concord Law School so that you are prepared to begin your studies on the first day of class. While not required and no credit is given, participation is highly encouraged as it will provide foundational knowledge of the law and how to best prepare for your law school journey.
Credit Hours: 0 | Prerequisite: None

CL600: Introduction to Legal Analysis I
This first-year course is designed to introduce you to the study of law and the American Legal System. It teaches you the ability to spot and analyze legal issues in factual situations. The course also introduces you to legal reasoning and legal writing.
Credit Hours: 1 | Prerequisite: None

CL601: Introduction to Legal Analysis II
This course is a continuation of CL600: Introduction to Legal Analysis I. This first-year course is designed to introduce you to the study of law and the American Legal System. It teaches you the ability to spot and analyze legal issues in factual situations. The course also introduces you to legal reasoning and legal writing.
Credit Hours: 1 | Prerequisite: CL600

CL610: Contracts I
This course examines the legal theories and principles relating to parties and agreements and their resultant obligations or benefits. Covered topics include: formation, conditions, and remedies of contracts; bargained-for consideration; third-party contracts (including assignments and delegations); statute of frauds; parole evidence; impossibility of performance; and frustration of purpose.
Credit Hours: 4 | Prerequisite: None

CL611: Contracts II
This course is a continuation of CL610: Contracts I. This course examines the legal theories and principles relating to parties and agreements and their resultant obligations or benefits. Covered topics include: formation, conditions, and remedies of contracts; bargained-for consideration; third-party contracts (including assignments and delegations); statute of frauds; parole evidence; impossibility of performance; and frustration of purpose.
Credit Hours: 4 | Prerequisite: CL610

CL620: Torts I
This course explores the study of civil liability relating to intentional acts and violation of duties imposed by law. In addition, legal wrongs committed by a private person upon the person or property of another independent of a contractual relationship are covered in detail in this course. Topics include intentional torts, negligence, strict liability, product liability, nuisance, defamation, invasion of privacy, and misrepresentation.
Credit Hours: 4 | Prerequisite: None

CL621: Torts II
This course is a continuation of CL620: Torts I. This course explores the study of civil liability relating to intentional acts and violation of duties imposed by law. In addition, legal wrongs committed by a private person upon the person or property of another independent of a contractual relationship are covered in detail in this course. Topics include intentional torts, negligence, strict liability, product liability, nuisance, defamation, invasion of privacy, and misrepresentation.
Credit Hours: 4 | Prerequisite: CL620

CL630: Criminal Law I
This course examines the state's ability to punish individuals for wrongs committed. Homicide, theft (including robbery and burglary), assault, rape, kidnapping, and arson as well as attempts, conspiracies, and solicitation are covered in depth. The state of mind required to commit a crime, including justifications and excuses, is thoroughly covered.
Credit Hours: 3 | Prerequisite: None

CL631: Criminal Law II
This course is a continuation of CL630: Criminal Law I. This course examines the state's ability to punish individuals for wrongs committed. Homicide, theft (including robbery and burglary), assault, rape, kidnapping, and arson as well as attempts, conspiracies, and solicitation are covered in depth. The state of mind required to commit a crime, including justifications and excuses, is thoroughly covered.
Credit Hours: 3 | Prerequisite: CL630

CL650: Constitutional Law I
This course examines the organization and framework of the federal government, the distribution of political and governmental authorities and functions, and the fundamental principles that regulate the relationship between the government and its citizens. Specific topics include the source of judicial review, the powers of legislative and executive branches, the authority reserved for the states, due process, equal protection, and First Amendment freedoms.
Credit Hours: 3 | Prerequisite: None
CL651: Constitutional Law II
This course is a continuation of CL650: Constitutional Law I. This course examines the organization and framework of the federal government, the distribution of political and governmental authorities and functions, and the fundamental principles that regulate the relationship between the government and its citizens. Specific topics include the source of judicial review, the powers of legislative and executive branches, the authority reserved for the states, due process, equal protection, and First Amendment freedoms.
Credit Hours: 3 | Prerequisite: CL650

CL660: Real Property I
The law governing all aspects of real property and the creation of rights is the focus of this course. Additional topics include ownership rights (including present estates), co-tenancy, future interests, and the relations between landlord and tenant. Real property contracts, statute of fraud problems, real property mortgages, conveyancing, and adverse possession are also discussed.
Credit Hours: 4 | Prerequisite: None

CL661: Real Property II
This course is a continuation of CL660: Real Property I. The law governing all aspects of real property and the creation of rights is the focus of this course. Additional topics include ownership rights (including present estates), co-tenancy, future interests, and the relations between landlord and tenant. Real property contracts, statue of fraud problems, real property mortgages, conveyancing, and adverse possession are also discussed.
Credit Hours: 4 | Prerequisite: CL660

CL670: Civil Procedure I
Access to the U.S. court system is the focus of this course. Proper jurisdiction and venue (including long-arm statutes and minimum contacts) are covered in detail. Other topics include pleadings, joinder of parties and claims, class actions, discovery, summary judgment, directed verdict, res judicata, collateral estoppel, and the appeal process.
Credit Hours: 3 | Prerequisite: None

CL671: Civil Procedure II
This course is a continuation of CL670: Civil Procedure I. Access to the U.S. court system is the focus of this course. Proper jurisdiction and venue (including long-arm statutes and minimum contacts) are covered in detail. Other topics include pleadings, joinder of parties and claims, class actions, discovery, summary judgment, directed verdict, res judicata, collateral estoppel, and the appeal process.
Credit Hours: 3 | Prerequisite: CL670

CL681: Criminal Procedure II
This course focuses on the law governing the rights of the accused. The topics of arrest, search, seizure, confession and self-incrimination, police lineups, and ineffective assistance of counsel are covered in detail.
Credit Hours: 4 | Prerequisite: CL680

CL685: Criminal Procedure
This course focuses on the law governing the rights of the accused. The topics of arrest, search, seizure, confession and self-incrimination, police lineups, and ineffective assistance of counsel are covered in detail.
Credit Hours: 4 | Prerequisite: CL630 (can be taken as a corequisite)
CL728: Advanced Legal Analysis and Writing - Regulatory and Transactional
This course teaches you how to analyze and write in legal and professional fields. You will develop skills and ethical values in analyzing issues using objective and persuasive writing. Course projects will provide instruction and practice in advanced writing skills that are useful to anyone in legal and professional fields, such as drafting of an employee handbook provision, evaluation of a settlement offer, and regulatory analysis.
Credit Hours: 2 | Prerequisite: CL727

CL729: Advanced Legal Analysis and Writing - Litigation
This course gives you an opportunity to practice analysis and writing in the context of a variety of tasks in which litigators typically engage. You will develop skills and ethical values in formulating legal strategy; drafting legal documents to file with a court, including a brief; and presenting an oral argument.
Credit Hours: 2 | Prerequisite: CL727

CL730: Electronic Legal Research
This course focuses on research skills and techniques, including the use of an online library. You will learn to plan the research process, evaluate research resources, find relevant legal authorities, and evaluate the weight of authority.
Credit Hours: 2 | Prerequisite: None

CL735: Professional Responsibility
The law relating to the ethical standards that govern attorneys and judges is the focus of this course. It covers the ABA Model Rules of Professional Conduct, the ABA Model Code of Judicial Conduct, and some California Rules of Professional Conduct. The course will also include materials on professional conduct of the attorney, the role of a lawyer, the lawyer as an officer of the court, and the relationship of the lawyer to society.
Credit Hours: 2 | Prerequisite: JD only

CL740: Future of Law Practice
This course will explore emerging topics in law practice. Topics will include challenges and opportunities emerging in ethics, societal and legal industry change, and technology. Specific emphasis will be placed on application of the ABA Rules of Professional Responsibility to contemporary law practice. Skills emphasized in the course are research, analysis, communication, and business planning.
Credit Hours: 2 | Prerequisite: JD only, CL730

CL745: Cross Professional Ethics
This course is divided into two segments. The first focuses on fundamental, contemporary ethical questions in the practice of law and examines the basic premises underlying the lawyer-client relationship and some of the duties of lawyers including duties to clients, the public, the courts, and other professionals. The second segment compares the ethics of the legal profession with other professions including medicine and the clergy. The disciplinary process and professional malpractice are considered. The course incorporates various forms of media to illustrate ethical dilemmas in everyday professional life, including movies, television, and print media, in addition to a traditional text.
Credit Hours: 2 | Prerequisite: None

CL750: Estates, Wills, and Trusts I
This course covers the law of estates and trusts as applied in California and gives a general overview of how it applies in the rest of the country. Issues dealing with the validity and revocation of wills are examined in particular, as they may affect distribution of assets of an estate. In addition, the laws of express trusts (including creation and administration), charitable trusts, and consecutive trusts are covered.
Credit Hours: 2 | Prerequisite: None

CL751: Estates, Wills, and Trusts II
This course is a continuation of CL750: Estates, Wills, and Trusts I. This course covers the law of estates and trusts, including different types of trusts; the formation, modification, and termination of trusts; the rights of beneficiaries and creditors to trust assets; the duties of trustees; and the rights and remedies available to beneficiaries in the event of trustee breaches. Related topics such as powers of appointment and future estates are also addressed. In addition, the course will revisit wills topics addressed in CL750, examine the requirements for basic estate planning, and teach practical skills related to interviewing estate planning clients, planning estates, and drafting wills.
Credit Hours: 2 | Prerequisite: CL750

CL760: Community Property
This course covers the Law of Community Property and Division of Marital Assets in California. Specific topics include the characterization of property as separate or community, creditors' rights, third-party transfers, and the resolving of disputes upon the termination of a relationship or the death of a party.
Credit Hours: 2 | Prerequisite: None

CL761: Family Law Practicum
This course continues where CL 760 left off, incorporating practical community property and family law skills and concepts. Family law is a very common practice area for solo and small firm attorneys, particularly early in their careers, and there is a societal need for representation in this area, given that 80 to 90 percent of family law litigators are self-represented. Family law is at the intersection of law, social policy, and the most intimate of human relations, marriage and parentage. This course will explore topics including jurisdiction over the family, separation, dissolution, annulment, parenting time, parenting responsibility, child support, partner support, and domestic violence. Much of family law is policy driven and designed with a policy outcome in mind. This class will help you analyze legal policy to determine if, in application, it meets the policy goal. You will engage in practical exercises in the context of California law and procedure.
Credit Hours: 2 | Prerequisite: CL760

CL770: Remedies I
This course reviews both legal and equitable remedies, focusing on the underlying liability theories that give rise to the remedy and the remedy itself. Special attention is given to contract and tort remedies. Students will be exposed to the types of problems that they may encounter in law practice, with particular emphasis on ones that cross a variety of disciplines. Final papers are similar to the performance tests currently administered by the State Bar of California.
Credit Hours: 2 | Prerequisite: None
CL771: Remedies II
This course is a continuation of CL770: Remedies I. This course reviews both legal and equitable remedies, focusing on the underlying liability theories that give rise to the remedy and the remedy itself. Special attention is given to contract and tort remedies. Students will be exposed to the types of problems that they may encounter in law practice, with particular emphasis on cases that cross a variety of disciplines. Final papers are similar to the performance tests currently administered by the State Bar of California.
Credit Hours: 2 | Prerequisite: CL770

CL780: Commercial Law
This survey course covers essential business transactions involving the transfer of interests in personal property and the means by which the obligation to pay is secured and satisfied. Commercial Law will expose you to a wide variety of concepts governed by the articles of the Uniform Commercial Code including Sales (Article 2), Negotiable Instruments (Article 3), and Secured Transactions (Article 9). You will gain experience working with statutory law in the commercial arena. Special attention will be paid to security interests, checks, and securities. This is an important course if you seek exposure to fundamental business law concepts, creditor/debtor issues, and banking transactions.
Credit Hours: 4 | Prerequisite: None

CL801: Contract Drafting
A lawyer once said, "Legal drafting is legal thinking made visible." The drafter's work makes explicit the parties' understanding of the deal, but also fills the "gaps" sometimes left in contract negotiations and anticipates problems that might arise in the future. This course uses contract drafting to (1) exemplify the principles of contract law; (2) illustrate those principles in a planning context rather than a litigation context; and (3) develop the legal skills of reading, writing, and analysis. Through a series of readings and drafting exercises, you will learn to analyze and draft contracts that accomplish the particular needs and objectives of your client.
Credit Hours: 2 | Prerequisite: None

CL802: Business Planning and Skills Training - Practicum
This course focuses on the role of the lawyer as an advisor to closely held businesses and their owners. The required course materials include an online cyberworkbook entitled Drake on Representing Closely Held Entities, which is written by Dwight Drake on business planning and integrates case study problems written by Andrea Johnson. During the course, you will study and plan the creation, operation, and dissolution of a closely held company called "Comput Devices." This course's workbook integrates a primary textbook, course materials, and assessment tools that focus on California law. This is a practicum course and, as such, the focus in this course will be to provide hands-on skills training for business lawyers in devising strategies, negotiating agreements, and drafting business documents. You will work individually and in teams to negotiate and draft different types of documents used during the life of a business. You will be required to participate in one or more small group projects and must be able to accommodate conference calls and virtual meetings with your business partners outside of the regularly scheduled classes. Note: this course will utilize additional technologies that will require you to have a working headset and microphone, in addition to a high-speed Internet connection. You are also required to have Microsoft PowerPoint.
Credit Hours: 4 | Prerequisite: CL700 and CL701 (can also be taken as a corequisite)

CL805: Federal Taxation
This course examines the fundamental concepts underlying the federal income tax system, with emphasis on its history and current operation. Major topics that will be explored include determination of gross income and deductions, timing issues, and disposition of property, with emphasis on taxation of the individual. You will gain an understanding of the research tools used by lawyers in analyzing taxation issues.
Credit Hours: 4 | Prerequisite: None

CL811: Administrative Law
This course provides an overview of administrative law and procedure, including the creation and authority of federal agencies and the ways that agencies exercise their authority to govern certain areas. It includes a review of agency rulemaking, investigation, and adjudicatory functions. It also includes judicial review of administrative agency actions. The assessments in the course give you hands-on opportunities to apply what you learn by completing projects on federal agencies in which you are interested and by addressing situations based on real agency actions.
Credit Hours: 4 | Prerequisite: None

CL813: Employment Discrimination
This course will focus on the federal statutory responses to the issues surrounding employment discrimination on the basis of age, disability, race, color, religion, sex, national origin, and alienage. In this context, you will examine the manner in which Congress and the federal courts have balanced the competing interests of preserving the rights to control private property with the nation's commitment to equal opportunity in employment. To that end, you will carefully examine the provisions of Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex, the nineteenth-century federal Reconstruction Civil Rights Acts, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.
Credit Hours: 2 | Prerequisite: None
CL816: Immigration Law
Immigration law has a significant impact on individuals, families, businesses, nonprofits, and national security. Immigration intersects with employment, criminal, and family law. This course will prepare you for practical application of immigration law. You will learn about obtaining the various kinds of visas, permanent residency, grounds and process for removal and asylum, as well as the path to citizenship. You would benefit from taking Constitutional Law and Criminal Procedure before this course, but are not required to do so.
Credit Hours: 2 | Prerequisite: CL601

CL820: Intellectual Property
This is a survey course in the field of intellectual property law. Topics that are covered include examination of the statutory basis and rationale for protection of inventions (patents), creative works (copyright), and brands (trademarks). The course will include review of the processes involved in obtaining federal protection of intellectual property and the threshold criteria for qualifying for such protection. The enforcement of intellectual property rights will also be discussed, including where subject matter and personal jurisdiction may be found.
Credit Hours: 4 | Prerequisite: CL650, CL651, CL660, CL661, CL670, and CL671 recommended (can be taken as a corequisite)

CL821: Cyber Law
This broad survey course is designed to explore the legal, ethical, and technological issues involved in cyberspace. Topics will include: Internet history, policy development, governance, and regulation; jurisdiction; First Amendment and privacy; copyright and fair use; and trademark. The course lends itself to active discussion of issues. Discussion may require additional research and bluebook citation and, to promote active discussion, will have deadlines.
Credit Hours: 4 | Prerequisite: CL651 and CL661 recommended

CL822: Patent Law Fundamentals
This class focuses on the law relating to the procurement and enforcement of patent rights. The course begins with an examination of the statutory basis for patents and how that relates to the "patentability requirements." The patentability requirements are also discussed in the context of patent litigation, where a failure to meet the requirements can provide a defendant a way to invalidate a patent that is asserted against it. In this course you will gain a broad overview of the patent laws as interpreted by the U.S. Patent and Trademark Office and applied by the various federal courts (primarily the U.S. Court of Appeals for the Federal Circuit) that have exclusive jurisdiction to hear patent matters.
Credit Hours: 2 | Prerequisite: None

CL823: Patent Litigation
This course will focus on the law associated with enforcing patents through the U.S. district court system including the elements of the complaint (i.e., standing/jurisdiction, infringement, damages), issues arising in discovery (potential defenses), trial (the role of the judge and jury), and a potential appeal to the U.S. Court of Appeals for the Federal Circuit (CAFC).
Credit Hours: 2 | Prerequisite: CL820 or CL822, CL670, and CL671 (can also be taken as corequisites)

CL824: Patent Claim Drafting
This class will focus almost entirely on the law and rules associated with writing claims that pass muster at the U.S. Patent and Trademark Office. Such claims must be written to cover the invention and, at the same time, avoid the "prior art." Such claims should be of varying scope, commercially relevant, and stand up to validity challenges during litigation. This course will introduce you to sufficient principles regarding patent law to be able to understand the patent application prosecution process and write claims.
Credit Hours: 2 | Prerequisite: CL820 or CL822 (can also be taken as corequisites)

CL830: Health Law
This course introduces you to the legal issues involving the health care system and health care providers. Areas covered include licensing and discipline, informed consent, confidentiality, patient-professional relationships, liability of health care professionals and institutions, fraud and abuse, and beginning of life and end of life issues.
Credit Hours: 4 | Prerequisite: None

CL831: Medical Malpractice/Professional Liability
This course examines the duty of health care professionals and organizations to provide appropriate care by addressing specific tort issues, practice guidelines and standards, applicable regulations, and data bank issues.
Credit Hours: 2 | Prerequisite: CL830

CL833: Medical Products Liability
This course explores the legal aspects of health-related products liability, including medical devices, pharmaceuticals, and genetically engineered treatment modalities, plus relevant toxic tort issues. You will evaluate the current laws applicable to these areas and how they are applied through product liability claims and through administrative agencies like the U.S. Food and Drug Administration (FDA). The course will emphasize health law issues in products liability and will also cover aspects of administrative law. The course assessments provide you with some hands-on opportunities to apply what you learn in a "real-world" way by completing projects on the FDA and on litigation involving medical devices and pharmaceuticals and by drafting pleadings and a judicial decision to address hypothetical situations.
Credit Hours: 2 | Prerequisite: None

CL834: Risk Management in Health Care
This course explores various models and trends in risk management programs, along with their components. The course will focus on all forms of risk and risk management in health care environments, from initiation of care through completion of care.
Credit Hours: 2 | Prerequisite: CL830

CL836: Health Law Independent Study
This course affords you the opportunity to write a major paper on a health law topic. Papers will have to be original, be significant in length, and reflect a high level of research and thorough analysis of a topic. You will develop a thesis or prepare an expository piece on a particular area of health law.
Credit Hours: 2 | Prerequisite: CL830
CL840: Trial Advocacy - Theories, Tactics, and Techniques
This course introduces you to the fundamentals of the courtroom and oral advocacy. Interactive modules allow you to study the foundation of effective advocacy and to learn by doing. You are exposed to trial tactics and techniques including opening statements, direct and cross examinations, introduction of evidence, and closing arguments. You are assessed and receive feedback on your own performances via online video presentations. You must have access or arrange access to a webcam or other recording device that allows you to record videos online.
Credit Hours: 3 | Prerequisite: CL670 and CL671; CL710 and CL711 (can be taken as a corequisite)

CL841: ADR and Technology
ADR and Technology explores how technology can facilitate dispute resolution and problem solving. You will analyze online dispute resolution platforms that already exist, and you will have an opportunity to resolve disputes using those platforms. You first will be introduced to different traditional offline dispute resolution processes. You then will use and critically evaluate different audio, video, and text-based technologies that can assist in resolving disputes; become familiar with several existing dispute resolution software programs that are available commercially; study and discuss current literature concerning technology-mediated dispute resolution; and be expected to use video and audio technology to make a presentation to the entire class. You are expected to attend select live class sessions. You must have, or have ready access to, a web camera (webcam) as well as a sufficiently fast Internet connection to participate in a direct negotiation via webcam. You are also required to participate in dispute resolution simulations using email and instant messaging.
Credit Hours: 2 | Prerequisite: None

CL842: Oral Argument Training and Practice
This course covers effective oral argument and how to implement presentational skills in the context of how to argue a case before an appellate court. The skills, however, apply equally to (1) students who will argue a motion before a trial court and (2) students who never intend to practice law but, on occasion, need to speak before a group of people. You will analyze and apply legal principles and policy to a complicated fact pattern and improve your skills in organization and logical thinking. While there are written assignments, success in the course turns on two oral arguments, one on each side of the case. You will work with partners and on teams. The overarching goal of this course is "collaborative learning," and you will research, analyze, and plan arguments in "law firm" teams. This is an opportunity to work in cooperative groups toward a final collective goal.
Credit Hours: 2 | Prerequisite: None | Corequisite: CL730

CL843: Virtual Law Practice
Virtual law practice is a fact of operation for the vast majority of modern law firms; even law firms that would not be considered to be wholly virtual nonetheless incorporate components of virtual practice. This course will focus on the practical aspects of virtual law practice management, and the constituent technology inputs that make up such a practice, making this a useful overview if you wish to incorporate any aspect of virtual practice into what you will do. This course will also address ethical considerations, client acquisition tactics, staffing, data management, and the future of virtual law firms.
Credit Hours: 2 | Prerequisite: None

CL845: Administrative Advocacy
In this course, you will develop skills related to interviewing clients, presenting evidence, and making legal arguments at administrative hearings. You will participate in a mock hearing using a free video chat platform assigned by the professor. You will interact with your professor and fellow classmates by email, phone, and face-to-face using the video chat platform. You must have, or have ready access to, a webcam (webcam), a microphone, and a sufficiently fast Internet connection in order to participate in these interactions and in the mock hearing.
Credit Hours: 2 | Prerequisite: CL601

CL850: Education Law
Education Law provides you with an overview of key topics in the field by examining the constitutional principles, statutes, agency regulations, and judicial decisions that have shaped public and private education. The course will help you understand how these various sources of law affect schools and their students and staff. Topics include: foundational principles; school funding; employment issues; school liability; instruction and curricular issues; privacy rights and right-to-know laws; and student and teacher rights in areas such as the First Amendment, discipline, discrimination, and religion; and essential topics such as special education; other federal laws; and cutting-edge topics such as electronic speech, discipline for off-campus behavior, cyberbullying, strip searches, and education reform. The course uses a problem-based approach that allows you to apply what you learn by discussing and addressing real-world situations through various problems, activities, and assessments. You will also go outside of the classroom materials to gather information about how education law works in practice in your own state.
Credit Hours: 4 | Prerequisite: None

CL855: Special Education Law
Special Education Law provides you with an overview of key topics in the field by examining the statutes, agency regulations, and judicial decisions that have shaped special education. Topics include evaluations, eligibility, the meaning of a free and appropriate public education (FAPE), Individual Education Programs (IEPs), placement, least restrictive environment requirements, discipline, procedural safeguards, dispute resolution, Section 504/ADA, and remedies. The course will help you understand how the legal standards that govern these issues impact the services that schools must provide to students with disabilities. The course allows you to apply what you learn by discussing and addressing real-world situations through various problems and assessments. You will also go outside of the classroom materials to gather information about how special education law works in practice and in your state.
Credit Hours: 2 | Prerequisite: None

CL880: EJD Practicum
The EJD Practicum provides you with the opportunity to experience the law in a practical setting. You will apply your knowledge of the law in a business or other appropriate setting that may be law related but is not the practice of law. You will work with the Director of the EJD Practicum to identify and obtain approval for an appropriate externship in your location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.
Credit Hours: 4 | Prerequisite: 48 credits completed in EJD program; minimum 2.0 cumulative GPA
CL885: Legal Education Experience Program
The Legal Education Experience Program (LEEP) provides you with the opportunity to experience the law in a practical setting. You will work under a supervising attorney in a judicial, law firm, public law office, corporate, or government setting. You will work with the Director of LEEP to identify and obtain approval for an appropriate externship in your location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.
Credit Hours: 4 | Prerequisite: JD only; minimum 2.0 cumulative GPA

CL890: Independent Study
This course requires you to design and execute a research project that generally will result in a paper of at least 30 pages. If you are considering this elective, you should review the Independent Study Request Form for further information on the expectations for student work in the course and the process for getting approval of an independent study project. As an alternative to the research paper, if you are a member of Concord's moot court competition teams, you may also qualify for independent study credit. Concord's moot court competition teams will consist of fourth-term JD students and third-term JD students who are invited to participate in the Moot Court Honors Program by the Moot Court Team Advisor. You must be willing to travel to the chosen competition locale to participate in the oral argument portion of the competition, as well as prepare and submit an appellate brief that conforms to the requirements of the moot court competition in which they participate. You must also prepare for and participate in all practice appellate arguments, as directed by your advisor, in advance of the competition date. Independent study credit will also be determined by the Moot Court Team Advisor consistent with Concord's credit hour requirements.
Credit Hours: 4 | Prerequisite: Preapproval via Independent Study Request Form, cumulative GPA requirement | Corequisite: CL727

CL892: Independent Study
This course requires you to design and execute a research project that generally will result in a paper of at least 60 pages. If you are considering this elective you should review the Independent Study Request Form for further information on the expectations for student work in the course and the process for getting approval of an independent study project. As an alternative to the research paper, if you are a member of Concord's moot court competition teams, you may also qualify for independent study credit. Concord's moot court competition teams will consist of fourth-term JD students and third-term JD students who are invited to participate in the Moot Court Honors Program by the Moot Court Team Advisor. You must be willing to travel to the chosen competition locale to participate in the oral argument portion of the competition, as well as prepare and submit an appellate brief that conforms to the requirements of the moot court competition in which they participate. You must also prepare for and participate in all practice appellate arguments, as directed by your advisor, in advance of the competition date. Independent study credit will also be determined by the Moot Court Team Advisor consistent with Concord's credit hour requirements.
Credit Hours: 4 | Prerequisite: Preapproval via Independent Study Request Form, cumulative GPA requirement | Corequisite: CL727

CL900: First-Year Intensive (FYI)
First-Year Intensive (FYI) is an extensive program designed to prepare students for the First-Year Law Students' Exam (FYLSE). The course is a full review of the substantive law covered on the FYLSE, together with lectures on the techniques necessary to succeed on the exam. Finally, this course also contains extensive practice materials to allow you to hone the necessary skills needed to successfully complete the exam.
Credit Hours: 0 | Prerequisite: JD only

CL950: Second Time Success
The Second Time Success (STS) program is designed to help you focus your studying as you prepare to retake the First-Year Law Students' Exam. In addition to individual feedback and support, STS is centered on a series of live seminars. The first seminar reviews your experiences in preparing for the FYLSE and discusses strategies for overcoming obstacles to preparedness. STS also includes lectures and written assignments from the Concord First course and concludes with FYLSE seminars which begin approximately one month prior to the exam.
Credit Hours: 0 | Prerequisite: None

Legal Studies (LS)

LS500: Legal Methods and Process
This course introduces students to the legal system. The course will examine the organization of the court system, the different types and sources of the law, the roles of professionals in the legal system, and the way the law is created. Students will study the parallel court system in the federal and state system, as well as the development of rulings and procedures of administrative agencies. In addition, the course will explore laws made in a legislative body.
Quarter Credit Hours: 5 | Prerequisite: None

LS501: Ethics and the Professional
This course will explore the concept of ethics and its relationship to the professional. The course will examine concepts of normative ethics, professional behavior and moralistic ethics, and the relationship of ethical decision making to institutions and organizations in society. The focus will be on general ethical principles and the determination of fundamental and common values in society that govern societal institutions.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS502: Legal Research, Analysis, and Writing
This course focuses on reading, analyzing, and applying the law found in a variety of legal sources including cases, statutes, administrative rulings, and journal articles. Topics will include methods to analyze cases to determine the facts, issues, analysis, and holdings of a case as well as determining the meaning and purpose of statutes, legislative enactments, and administrative rulings. Students will engage in a variety of legal writing, including case briefs, memoranda, and opinions, and will engage in computerized research and develop skills in writing as well as proper citation of legal materials.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS503: Jurisprudence and Legal History
This course will provide students with a view of the sources and historical development of legal principles as well as the philosophical foundations of American legal principles. Students will develop an understanding of significant trends in American legal history as well as current trends in development of law and the philosophy of the law that is the underpinning of many public policy actions.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS504: Applied Research in Legal Studies
In the first of two courses in applied research in legal studies, students will be introduced to applied research within the profession, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. Students will examine the history of applied research and the intersection of applied research and experimental research. This study allows participants to develop an understanding of the processes and how they can impact their own professional setting.
Quarter Credit Hours: 5 | Prerequisite: Third to last term

LS506: Understanding Civil Responsibility
This course explores the resolution of private disputes between citizens and institutions in society. You will study the methods established by society for the measure of appropriate conduct in personal and institutional relationships. You will also study the process provided for the resolution of those disputes and the remedies in place in society for the violation of those measures.
Quarter Credit Hours: 5 | Prerequisite: LS500
LS507: Understanding Criminal Responsibility
This course explores the processes of establishing individual responsibility for violation of individual societal standards of behavior and the remedies for violations of those standards. Students will study the requisite state of mind necessary to prove criminal conduct, the specific types of crimes, punishments for crimes, and defenses. Students will also study the impact of criminal conduct and standards on societal institutions and organizations.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS508: Family and the Legal System
This course explores a myriad of family law issues in the legal system. These issues include children's rights, shared custody, privacy rights relative to domestic relations, same-sex marriage, and interracial adoptions, among others. This course is vital to any legal studies professional, as it discusses the various concepts and roles that a professional can encounter in the field of family law.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS509: Contracts as Private Law
This course will deal with the concept of the contract as a tool in a society of individuals to establish private law through agreement. Students will study basic elements of the contract including offer and acceptance, damages, and restitution as well as the relationship of the contract as a foundational aspect of societal institutions and organization and the philosophical underpinnings of the contract as an interface between law and society.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS510: Intellectual Property and Digital Entertainment
This course will explore various intellectual property protections including patent, trademark, copyright, and trade secret; the desirability of providing such monopolistic protections, and their impact upon society. The course will further explore how these protections impact and relate to content creation, distribution, and storage in digital media space. Students will be introduced to ownership, infringement, and licensing issues related to these property rights, and to the interrelationship between these issues and emerging digital media technologies.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS526: Academic and Professional Writing for Graduate Students
Writing effectively and accurately is a necessary skill in the academic and professional worlds. Academic and Professional Writing for Graduate Students is designed to prepare students for the demands of academic and professional writing in their coursework, professional career, and for their final capstone/research paper. Students will learn to communicate complex and difficult material clearly to a wide variety of expert and nonexpert readers, and write for the kinds of audiences that they will encounter as professionals and who rely on the words on the page to make meaning. This course will introduce students to the basic elements of academic and professional writing at the holistic and sentence level. Students will gain an understanding of audience and purpose, as well as the graduate research, writing, and formatting process. Emphasis is placed on citing and quoting primary materials, organization strategies, and grammar, editing, and usage so that students hone and fine-tune their writing skills.
Quarter Credit Hours: 5 | Prerequisite: None

LS602: Comprehensive Exam Capstone
As a final step in the Master of Science in Legal Studies, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the Master of Science in Legal Studies program. This exam is designed to carefully assess a student’s overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.
Quarter Credit Hours: 5 | Prerequisite: Last term

LS605: Organization and Function of State Government
This course will explore the organization of state governments, the function of each primary area, and how they interact. Students will examine functional and dysfunctional government structures and analyze what works and why. In addition, they will examine innovative practices in large bureaucratic structures and best practices and the use of technology tools to improve functioning.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS606: Legislative Process
This course examines American legislative institutions at the local, state, and federal levels and the processes that are used to enact new legislation. Legislative bodies pass, on an annual basis, laws that regulate or affect all of our lives. This course will familiarize students with legislative materials. Cases will be used to explore the judicial role in the legislative process.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS607: Gubernatorial and Administrative Process
This course will explore the organization of state governments, the legislative process. Students will engage in an intensive study of the executive branch of government at the state level and the role of administrative agencies. The instructor and students will work together as if both were actually in government at the state level and the role of administrative agencies. They will develop a policy issue, review it in light of the goals of the governor’s agenda, the relationship to the legislature, and the existing state law, and at the end of the course produce an administrative ruling with supporting memoranda.
Quarter Credit Hours: 5 | Prerequisite: LS500

LS620: Health Care Organizations and Finance
The health care industry is one of the nation’s fastest-growing and largest industries. Health care executives, managers, and professionals must possess basic financial competence to govern effectively. This course will introduce students to the foundations of financial literacy to enable them to fulfill their roles.
Quarter Credit Hours: 5 | Prerequisite: LS500
**LS622: Professionals and Health Care Institutions**
In this course, students will study the history of the delivery of health care by physicians and health care institutions and the development of licensing and regulation of physicians and other health care professionals and health care facilities and institutions. Students will also study the relationships between physicians and health care facilities and institutions. Finally, students will study peer-review committees and organizations and medical malpractice litigation.
Quarter Credit Hours: 5 | Prerequisite: None

**LS698: Applied Research**
Students experience the art and science of applied research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice applied research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Students will design a research plan for their own applied research project.
Quarter Credit Hours: 5 | Prerequisite: LS500

**Mathematics (MM)**

**MM570: Applied Statistics for Psychology**
This course provides students the foundation for understanding and performing statistical analyses of data with applications to psychological research. Topics include distributions, descriptive statistics, correlation, regression, tests of hypotheses, and analysis of variance techniques. Students will perform statistical tests using the Statistical Package for the Social Sciences (SPSS) and interpret those results. SPSS is required for this course.
Quarter Credit Hours: 5 | Prerequisite: None

**Nursing (MN)**

**MN501: Advanced Nursing Roles**
This course explores skills and strategies essential to successful advanced nursing role implementation. Analysis of existing and emerging roles provides a foundation for selection of an individual advanced role specialization and an individual career development plan. Emphasis will be on the articulation of issues specific to the advanced nurse role in practice, administration, education, and informatics.
Quarter Credit Hours: 5 | Prerequisite: None

**MN502: Theoretical Foundations of Advanced Practice Nursing**
This course explores the evolution of nursing, social science, education, and behavioral science theories and their contribution to the care of individuals, families, and the community. The utility of conceptual models are examined for application to executive, education, and practice leadership.
Quarter Credit Hours: 5 | Prerequisite: None

**MN504: Scientific and Analytic Approaches to Advanced Evidence-Based Practice**
This course presents an evidence-based approach to promote high-value, safe, and effective health care. The focus is on the assessment of levels of evidence to evaluate emerging health issues, develop competencies in analysis, translate evidence into practice, and explore evidence-based practice innovations. Qualitative and quantitative methods of inquiry and associated statistical analyses are identified. Strategies to create an environment for the integration of evidence-based practice to support executive, education, and practice leadership are identified.
Quarter Credit Hours: 5 | Prerequisite: None

**MN505: Epidemiology and Health Promotion**
This course incorporates theoretical and empirical concepts related to health beliefs, health promotion, and risk reduction of diverse populations. Principles from the Healthy People initiative, epidemiology, biostatistics, and cultural competence guide comparisons of groups and inference development. Strategies and benefits of health promotion interventions are emphasized.
Quarter Credit Hours: 5 | Prerequisite: None

**MN506: Health Policy, Ethical, and Legal Perspectives of the Health Care System**
This course provides an opportunity to analyze major ethical theories and those principles underlying direct and indirect care of individuals, families, and communities. Selected concepts, principles, and cases involving legal aspects of care within a framework of critical decision making for advanced nursing roles will be examined. The development and influence of health policy issues on the health care of individuals, families, and populations will be analyzed.
Quarter Credit Hours: 5 | Prerequisite: None

**MN507: Promoting Optimal Models and Systems for Health Care Delivery**
The course will focus on the dynamic, complex, and integrated health care system and organizational imperatives to deliver high-value, safe and effective health care based on industry standards, key outcome indicators, and cost-quality imperatives. The organization and delivery of health care is explored, including business aspects of health care systems and pertinent financial issues in the relationship between policy and health care system reform. Strategies to develop leadership roles in professional nursing organizations, legislative bodies, and community/consumer organizations will be identified. Various health care delivery systems and reimbursement models will be presented.
Quarter Credit Hours: 5 | Prerequisite: None

**MN508: Teaching and Learning Strategies**
This course examines theories and teaching/learning strategies relating to the development of effective educational experiences. Factors affecting the learning environment are explored in relation to staff development, patient education, and nursing education. Strategies for developing the educator role are included.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, and MN553; completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

**MN509: Curriculum Design**
This course emphasizes the foundations of curriculum design and the application of these foundations to the development of courses, groups of courses, and programs. Integration of nursing philosophy, conceptual framework, objectives for programs, and competencies/standards is also included. This course provides content and learning experiences that enable students to understand all phases of the curriculum development process.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, and MN553; completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

**MN510: Facilitating Nursing Education in a Changing Environment**
This course investigates and defines the role of the nurse educator as a leader, mentor, and change agent. The topics examined include professionalism, past and current issues, trends, and the use of technology in clinical and nursing education. You will also explore the role of the nurse educator within diverse communities and institutions.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, and MN553; completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing
MN511: Assessment and Evaluation
This course explores the principles and practices involving evaluation methods integral to nursing education. Concepts related to assessment, measurement, and evaluation in nursing are developed and analyzed. The process of analysis and modification of educational programs is emphasized to promote compliance with relevant standards, criteria for evaluation, and accountability.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN512: Leadership, Organizational Theory, and Behavior
This course exposes students to organizational theory and behavior and competencies essential for successful leadership and management roles in a global health care delivery system. There is emphasis on self-analysis and strategies for best practice to effectively implement key leadership and management concepts in dynamic health care environments.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN513: Health Care Finance, Strategic Planning, and Budgeting
This course examines macro- and microeconomics in profit and nonprofit health care organizations for nonfinancial managers. An analysis of decision making and strategic planning focuses the nursing leader toward plans that effectively promote success in dynamic health care environments. Conceptual and descriptive approaches are utilized to provide an overview of current practices and notable advances in strategic management. A budget is created within a case study model, allowing analysis of potential and actual budget variations.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN514: Human Resources Management
This course presents a managerial overview of various aspects of personnel management in a fiscally responsible environment. Activities are designed to familiarize students with recruiting, training, and retaining the best employees; ensuring high performance; and conforming practices to various regulations. Exercises designed to develop ability in personnel policy development and implementation are offered.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN515: Innovation in Health Care Information Technology - Administrative and Advanced Practice Priorities
This course focuses on the strategic application of information technology in health care organizations by administrative and advanced practice nursing leaders. Students will explain the role of executive-level practitioner management in planning and operationalizing technologies to enhance health care technology data efficiency; evaluate the challenges of virtualization management models and the requirements for innovative and effective alternatives in health care reform; and critique the legal and ethical oversight responsibilities of the executive nurse when engaging and managing a comprehensive, systematic electronic medical record project.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN519: Nurse Educator Practicum
This practicum (90 hours) provides you with a mentored learning experience in the content area and site selected by you and approved by the Practicum Coordinator.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing, and completion of all specialization courses

MN520: Executive Leader Practicum
This practicum (90 hours) provides you with a mentored learning experience in the content area and site selected by you and approved by the Practicum Coordinator.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing, and completion of all specialization courses

MN523: Teaching and Learning Theories and Strategies
This course explores the advanced nursing practice teaching roles of educating patients and families, health care professionals, and nursing students. Teaching and learning theories are examined as well as teaching strategies and factors that impact learners.
Quarter Credit Hours: 5 | Prerequisite: None

MN524: Curriculum Design, Assessment, and Evaluation
This course provides content and learning experiences that enable you to comprehend and apply the curriculum development process and assessment and evaluation strategies. You will design, deliver, and evaluate an education program for an audience (patients, staff, or nursing students) and specialty topic of your choice.
Quarter Credit Hours: 5 | Prerequisite: MN523

MN530: Critical Concepts and Competencies for the Informatics Nurse Specialist
This course introduces students to the field of health care informatics and information and communication technology. The theories, models, frameworks, and competencies that shape informatics are explored. The course provides content on informatics terminology and the system life cycle. Specific focus is placed on Internet technologies, hardware and software applications, and networked environments.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN531: Innovations in Educational and Research Technologies
This course will explore the technology that prepares the nurse informatics specialist to develop innovative teaching strategies based on sound pedagogical principles. You are introduced to conferencing tools, mind mapping, virtual worlds, interactive games, and simulations. The use of voice, videos, animation, and graphics are covered. You will explore databases and guidelines used to support evidence-based research and other research tools.
Quarter Credit Hours: 5 | Prerequisite: MN530 and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing
MN532: Integration of Informatics Into the Health Care Environment
This course further develops the nurse informatics specialist’s knowledge and skills necessary to integrate technology, communication devices, and information systems into the health care setting. The student will explore the nurse's role related to the application of information system solutions.
Quarter Credit Hours: 5 | Prerequisite: MN530, MN531, and completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN533: Health Systems Project Management
This course explores the role of a nurse leader in strategic information technology system planning and administration with an analysis of the role of project management. Legal and ethical policies and procedures that ensure privacy and confidentiality will be evaluated. Regulatory and accreditation issues will be analyzed. The course will prepare the student to be a leader in planning, implementation, and evaluation of information systems in health care. The emphasis will be on analysis of project management.
Quarter Credit Hours: 5 | Prerequisite: MN530, MN531, MN532, and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN534: Nurse Informatics Specialist Practicum
This practicum (200 hours) allows you the opportunity to apply concepts of nursing informatics in a health care setting selected by you and approved by course faculty. You will work closely with a mentor and contract to work on agency-designated projects.
Quarter Credit Hours: 5 | Prerequisite: MN530, MN531, MN532, MN533, and completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree with an upper-level major in nursing

MN550: Role of the Nurse Practitioner in Primary Care
This course prepares the registered nurse to transition into advanced nursing practice by examining the role of the advanced practice nurse within the context of the United States health care delivery system. Students will discuss the scope and standard of practice for advanced practice nurses. Students will investigate the regulatory, legal, and legislative issues affecting the advanced practice nurse role.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses

MN551: Advanced Physiology and Pathophysiology Across the Life Span
This course integrates knowledge of advanced physiology and pathophysiology across the life span and the clinical implications for the advanced practice nurse. Function and dysfunction of organ systems are analyzed from the cellular level through the integrated organ level. You will examine the pathophysiologic factors that influence the incidence and manifestations of acute, episodic, and chronic diseases in populations across the life span. Disease processes and symptom management approaches are investigated utilizing an evidence-based approach. Influences of gender, genetic, ethnic, cultural, and temporal variables of human disease are analyzed.
Quarter Credit Hours: 5 | Prerequisite: Completion of all MSN core courses

MN552: Advanced Health Assessment and Diagnostic Reasoning
This course addresses the theoretical principles and practical application of advanced physical assessment and history-taking throughout the lifespan. Relationships between assessment findings and underlying physiology and pathophysiology to the healthy and unhealthy client are investigated. Emphasis is on developing critical thinking through interpretation of subjective and objective data, identification of normal and abnormal conditions, and the systematic reporting of summative findings. Clinical judgment and clinical reasoning skills are used in establishing differential diagnoses. Students will learn to address variables such as age, culture, ethnicity, and developmental stages into their differential diagnosis and evaluation and management plans.
Quarter Credit Hours: 5 | Prerequisite: MN551 and MN553

MN553: Advanced Pharmacology and Pharmacotherapeutics
This course integrates advanced knowledge of pharmacology, pharmacokinetics, pharmacodynamics, and genomics across the lifespan and prepares the advanced practice nurse to prescribe pharmacotherapeutics safely and effectively. You will examine ethical, legal, regulatory, and cost-effective prescribing practices of the advanced practice nurse. Communication plans for the interdisciplinary team, clients, and/or families for both prescriptive and nonprescriptive drug therapies will be explored.
Quarter Credit Hours: 5 | Prerequisite: MN551; course may also be taken as a corequisite

MN554: Primary Care Across the Adult Age Continuum I
This first course in a series of three examines the range of illnesses and conditions experienced by clients and presented to the advanced practice nurse in primary care settings. Students will develop a consistent approach to the evaluation and management of illnesses and conditions frequently encountered. Content builds upon previous diagnostic knowledge and clinical reasoning skills in the development of differential diagnosis and appropriate diagnostic workups. Age-appropriate, culturally sensitive, and evidence-based plans of care are created. The course explores health promotion and health maintenance approaches and strategies that incorporate individual health beliefs and practices intended to encourage the client's participation and adherence.
Quarter Credit Hours: 5 | Prerequisite: MN552 and MN553

MN555: Primary Care Across the Adult Age Continuum II
This second course in a series of three examines the range of illnesses and conditions experienced by clients and presented to the advanced practice nurse in primary care settings. Illustration of a consistent approach to the evaluation and management of these illnesses and conditions are emphasized. Students expand their diagnostic and clinical reasoning and differential diagnoses abilities through continued application of new and previously acquired knowledge and skills in caring for clients who present acute, episodic, and chronic illness and conditions. Students can determine the diagnostic workup with greater ease based on the differential diagnoses formulated. Students formulate evidence-based management plans that address clients' health beliefs, developmental and family life cycle stages, health promotion, and health maintenance behaviors.
Quarter Credit Hours: 5 | Prerequisite: MN552 and MN553
MN556: Primary Care Across the Adult Age Continuum III
This final course in a series of three integrates the evaluation and management plans of clients who present an acute, episodic, or chronic state of illness to the advanced practice nurse. Generating an inclusive differential diagnosis reflecting clinical reasoning from a cost-effective diagnostic workup is highlighted. Designing age-appropriate, culturally sensitive, and evidence-based plans of care based on sound diagnostic reasoning and clinical judgment is emphasized. Conditions considered to be office emergencies and the evaluation and management strategies specifically designed to treat or stabilize them are evaluated. Strategies used to support and promote individual, family, and community health promotion and health maintenance activities are explored.
Quarter Credit Hours: 5 | Prerequisite: MN554 and MN555

MN557: Primary Care of the Pediatric Client
This course uses a developmental framework to explore the evaluation and management of the most common health problems encountered by children from birth through early adolescence. Building on previously obtained knowledge and skills, the student develops new knowledge and applies concepts to assist children and families in managing acute episodic illness as well as stable chronic disease. Concepts of health promotion and health maintenance are integrated throughout the course.
Quarter Credit Hours: 5 | Prerequisite: MN556

MN559: Essentials of Advanced Pathophysiology and Pharmacology
This course integrates essential knowledge for advanced nursing practice of physiology and pathophysiology, pharmacology, pharmacokinetics, pharmacodynamics, and genomics across the lifespan. Function and dysfunction of organ systems are analyzed from the cellular level through the integrated organ level. You will examine the pathophysiological factors that influence the incidence and manifestations of acute, episodic, and chronic diseases in populations across the lifespan. Disease processes and symptom management approaches are investigated utilizing an evidence-based approach. Influences of gender, genetic, ethnic, cultural, and temporal variables of human disease are analyzed. Communication and teaching plans for patients and/or families will be explored for pathological states and both prescriptive and nonprescriptive drug therapies.
Quarter Credit Hours: 5 | Prerequisite: None

MN560: Advanced Practice Nurse Clinical I
This clinical (185 hours) course provides the student with opportunities to apply advanced interviewing and examination techniques and utilize clinical judgment and diagnostic reasoning when evaluating and managing primary care health issues for children (0 to 12 years of age). Implementation of the role of the nurse practitioner with children and their families in the community occurs under the guidance of an experienced preceptor. The student initiates health promotion and health maintenance activities with pediatric clients and their families and/or caregivers. Collaborative, interdisciplinary practice is emphasized as students evaluate and manage the range of common illnesses and conditions in pediatric patients.
Quarter Credit Hours: 5 | Prerequisite: MN557

MN561: Advanced Practice Nurse Clinical II
This clinical (185 hours) course provides the student with opportunities to refine interview and physical examination techniques. Students will develop a comprehensive list of differential diagnoses and order cost-effective diagnostic and laboratory tests for the client’s symptoms and diseases. Applying diagnostic reasoning and clinical judgment, students will develop and evaluate individualized management plans that consider the numerous factors affecting client adherence to prescribed treatment plans such as health beliefs and cultural practices.
Quarter Credit Hours: 5 | Prerequisite: MN560

MN562: Advanced Practice Nurse Clinical - Pediatrics
This clinical (120 hours) course provides the student with opportunities to apply advanced interviewing and examination techniques and utilize clinical judgment and diagnostic reasoning when evaluating and managing primary care health issues for children (0 to 12 years of age). Implementation of the role of the nurse practitioner with children and their families in the community occurs under the guidance of an experienced preceptor. The student initiates health promotion and health maintenance activities with pediatric clients and their families and/or caregivers. Collaborative, interdisciplinary practice is emphasized as students evaluate and manage the range of common illnesses and conditions in pediatric patients.
Quarter Credit Hours: 5 | Prerequisite: MN557

MN566: NP I - Introduction to Primary Care for the Nurse Practitioner
This course examines the range of acute and chronic conditions experienced by clients in the primary care setting which are within the scope of practice of the primary care nurse practitioner. You will develop a consistent approach to screening, assessment, utilization of diagnostic procedures, diagnosis, symptom management, disease treatment, and health promotion activities. Content builds upon previous diagnostic knowledge and clinical reasoning skills in the development of differential diagnosis and appropriate diagnostic workups. Age-appropriate, culturally sensitive, evidence-based plans of care are created. Communication skills and cooperative relationships with patients, families, and an interdisciplinary health care team approach is emphasized. The course explores health promotion and health maintenance approaches and strategies that incorporate individual health beliefs and practices.
Quarter Credit Hours: 5 | Prerequisite: Prerequisites/Corequisites: MN505 and MN552

MN568: FNP I - Primary Care Across the Life Span
This course examines the range of illnesses and conditions experienced by clients across the life span and gender in primary care settings. Illustration of a consistent approach to the evaluation and management of these illnesses and conditions is emphasized. You will expand your diagnostic and clinical reasoning and differential diagnoses abilities through continued application of new and previously acquired knowledge and skills in caring for clients who present acute, episodic, and chronic illness and conditions. You will formulate evidence-based management plans that address client health beliefs, developmental and family lifecycle stages, health promotion, screening, and health maintenance behaviors. Collaborative relationships with the client, family, and interdisciplinary health care team are emphasized. Oral and written skills using advanced technology are emphasized.
Quarter Credit Hours: 5 | Prerequisite: MN566
MN569: FNP I Clinical - Life Span Health Focus
This introductory course will provide students with the foundation of critical thought process in differential diagnosis. Common acute and chronic illness across the lifespan will be discussed. Common risk assessment, screening, and lifestyle modification will be presented. Introduction to paper and computerized documentation in the primary care setting will begin. Students will begin to develop collaborative skills involving the client, family, and the intradisciplinary health care team.
Quarter Credit Hours: 5 | Prerequisite: MN568; course may also be taken as a corequisite

MN570: AGNP I - Primary Care of the Adolescent and Adult
This course will focus on the primary care of clients from age 12 to late adulthood. The focus will be on gaining competence in understanding acute and chronic illnesses and their management. Health promotion, screening, and risk management is presented as integral to the primary care focus. Interdisciplinary team building for the care of the client is introduced.
Quarter Credit Hours: 5 | Prerequisite: MN566

MN571: AGNP I Clinical - Adolescent and Adult Focus
This clinical course introduces beginning skills in assessing, diagnosing, and treating common acute and chronic health conditions in the client aged 12 years through adulthood. The focus will be on pharmacologic and nonpharmacologic interventions as well as health promotion, screening, and lifestyle modification techniques.
Quarter Credit Hours: 5 | Prerequisite: MN570; course may also be taken as a corequisite

MN572: AGNP II Clinical - Children and Adolescent Health Focus
This clinical course will allow the student nurse practitioner opportunity to assess, diagnose, and manage acute and chronic health care issues in the pediatric and adolescent population in a primary care setting. Health maintenance, screening, and anticipatory guidance activities will take place in collaboration with the preceptor. Collaboration, communication, and referral with other health care and social service organizations will be conducted as part of a team approach to management.
Quarter Credit Hours: 5 | Prerequisite: MN580

MN580: FNP II Clinical - Children and Adolescents Health
The course will focus on the primary health care of individuals from birth to age 21 years. Assessment, diagnosis, and management of common acute and chronic health care issues will be explored. Health maintenance, screening, and anticipatory guidance with a focus on involving educating parents, as appropriate, will be included. Assessment skills learning will include physical, psychosocial, mental health, and genetic/familial issues.
Quarter Credit Hours: 5 | Prerequisite: MN577; can be taken as corequisite

MN581: FNP II Clinical - Children and Adolescent Health Focus
This clinical course will allow the student nurse practitioner opportunity to assess, diagnose, and manage acute and chronic health care issues in the pediatric and adolescent population in a primary care setting. Health maintenance, screening, and anticipatory guidance activities will take place in collaboration with the preceptor. Collaboration, communication, and referral with other health care and social service organizations will be conducted as part of a team approach to management.
Quarter Credit Hours: 5 | Prerequisite: MN580

MN582: AGNP II Clinical - Primary Care of the Frail Elderly
This course addresses the physical and psychosocial health and function of the frail elderly adult. Biologic, psychosocial, and social theories of aging will be explored. Strategies to promote health, minimize disability, and maximize quality of life within the context of independent living, assisted living environments, and skilled care facilities will be introduced. Alternatives to institutionalized care will be explored. Assessment and management of acute and chronic health conditions specific to the frail elderly will be discussed. Palliative care for terminal conditions will be addressed. Financial issues specific to the frail elderly will be analyzed.
Quarter Credit Hours: 5 | Prerequisite: MN577; can be taken as corequisite

MN583: AGNP II Clinical - Frail Elderly Focus
This clinical course will provide opportunity for students to assess, diagnose, and manage treatment of acute and chronic disease in the frail elderly. Adaptive interventions to meet the complex needs of the frail elderly arising from normal changes in the developmental stages of aging, multiple system dysfunction, psychosocial, and financial issues will be utilized. Optimizing a collaborative relationship with the client, caregiver, and other members of the health care team will be discussed.
Quarter Credit Hours: 5 | Prerequisite: MN584; course may also be taken as a corequisite

MN584: AGNP II - Primary Care of the Frail Elderly
This course addresses the physical and psychosocial health and function of the frail elderly adult. Biologic, psychosocial, and social theories of aging will be explored. Strategies to promote health, minimize disability, and maximize quality of life within the context of independent living, assisted living environments, and skilled care facilities will be introduced. Alternatives to institutionalized care will be explored. Assessment and management of acute and chronic health conditions specific to the frail elderly will be discussed. Palliative care for terminal conditions will be addressed. Financial issues specific to the frail elderly will be analyzed.
Quarter Credit Hours: 5 | Prerequisite: MN577; can be taken as corequisite

MN585: AGNP II Clinical - Frail Elderly Focus
This clinical course will provide opportunity for students to assess, diagnose, and manage treatment of acute and chronic disease in the frail elderly. Adaptive interventions to meet the complex needs of the frail elderly arising from normal changes in the developmental stages of aging, multiple system dysfunction, psychosocial, and financial issues will be utilized. Optimizing a collaborative relationship with the client, caregiver, and other members of the health care team will be discussed.
Quarter Credit Hours: 5 | Prerequisite: MN584; course may also be taken as a corequisite

MN600: Evidence-Based Practice Project
As a culmination of the theories in nursing, evidence-based decision making, health policy, finance, health care delivery systems, practice issues, ethics, health promotion, disease prevention, and biostatistics, you will develop a manuscript eligible for publication in a professional nursing journal. The content of this manuscript will reflect your clinical project paper and its outcomes from your prior nursing courses.
Quarter Credit Hours: 5 | Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master’s degree in nursing and all concentration courses; may not concurrently register for MN519, MN520, or MN534
MN603: Evaluating and Disseminating Principles of Advanced Nursing Practice - Clinical
In this course, students continue to explore the advanced nursing practice roles of change agent and leader through completion, evaluation, and dissemination of their evidenced-based practice project to influence health care outcomes for individuals, populations, or systems. Students complete 100 clinical practicum hours for this course.
Quarter Credit Hours: 5 | Prerequisite: MN590

MN605: Transition to Practice
This course completes the summative process for students to design and develop their individual role as an advanced practice nurse in primary care. Various careers available to the advanced practice registered nurse will be explored. Professional advocacy activities will be demonstrated. The student will differentiate between supervised, collaborative, and independent practice models. Malpractice and scope of practice issues specific to the primary care nurse practitioner role will be analyzed. Entrepreneurial opportunities for primary care nurse practitioners will be explored.
Quarter Credit Hours: 5 | Prerequisite: MN581 or MN585

MN610: NP III Clinical - Primary Care Focus
This clinical course focuses on the clinical application of assessment, differential diagnosis, symptom management, and disease treatment in the primary care setting. You are expected to assess and manage common acute episodic and chronic health illnesses across gender and age span in consultation with your clinical preceptor. Initiation of health promotion and health maintenance activities with individuals and groups is stressed. This final clinical experience enables you to synthesize skills and knowledge gained across the curriculum.
Quarter Credit Hours: 5 | Prerequisite: MN581 or MN585

MN650: Specialized Pharmacology for the AGACNP Acute Care NP
This course builds upon knowledge attained in the advanced pharmacology course with special attention to the needs of the adult and geriatric population in an acute care setting. This course focuses on safe and effective prescribing of cost-effective pharmacotherapeutics in the acute care environment. You will examine ethical, legal, and regulatory prescribing practices of the advanced practice nurse. Communication plans for the interdisciplinary team, clients, and/or families for both prescriptive and nonprescriptive drug therapies will be explored.
Quarter Credit Hours: 2 | Prerequisite: MN551, MN552, MN553, and completion of all core courses in the Master of Science in Nursing

MN651: AGACNP Introduction to Acute Care Management
This course is an introduction to the role and responsibilities of the adult-gerontology acute care nurse practitioner (AGACNP). The course introduces the range of acute and chronic conditions experienced by patients in the acute care setting, which are within the scope of practice of the acute care nurse practitioner. Age-appropriate, culturally sensitive, evidence-based plans of care are created. Cooperative relationships with patients, families, and the interdisciplinary health care team are emphasized. You will explore common primary and acute care health conditions and health promotion/maintenance strategies that incorporate individual cultural and health beliefs and practices. An onsite acute care skills lab is required.
Quarter Credit Hours: 4 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, and MN650 (course may also be taken as a corequisite)

MN652: AGACNP Acute Care Diagnosis and Management I
This course introduces the theoretical foundation of assessment, diagnosis, and treatment of adult and geriatric acute episodic and unstable chronic health conditions in the acute care environment. Clinical practice guidelines will be explored. You will further develop conceptual knowledge of assessment and management of health, illness, and disease prevention. Interdisciplinary collaboration for the care of the client is introduced.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, MN650, and MN651

MN653: AGACNP Acute Care Diagnosis and Management Clinical I
This clinical (160 hours) course focuses on interviewing and physical examination techniques to formulate differential diagnoses and management of adult and geriatric acute episodic and unstable chronic health conditions in the acute care environment. You will have the opportunity to implement the role of the nurse practitioner with adults in an acute care setting. You are expected to assess and manage common acute episodic and chronic unstable illnesses and conditions in consultation with your clinical preceptor. Initiation of health promotion and health maintenance activities with individuals and groups is stressed.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, MN650, MN651, and MN652 (course may also be taken as a corequisite)

MN654: AGACNP Acute Care Diagnosis and Management II
This course builds on AGACNP Acute Care Diagnosis and Management I. The focus will be on the further development of knowledge related to the diagnosis, treatment, and evaluation of adult and geriatric patients with acute episodic and chronic health conditions in the acute care environment. Emphasis is placed on the formation and evaluation of evidence-based plans of care for acute episodic and chronic, unstable, multisystem disorders in adult and geriatric patients.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, MN650, MN651, MN652, and MN653

MN655: AGACNP Acute Care Diagnosis and Management Clinical II
This course (160 hours) provides you with continued opportunity to further refine the management of medically or surgically complex patients in the acute care setting under the supervision of a preceptor. You will develop a comprehensive list of differential diagnoses and order cost-effective diagnostic and laboratory tests for the patient’s symptoms and diseases. Applying diagnostic reasoning and clinical judgment, you will develop and evaluate individualized management plans that consider the numerous factors affecting client adherence to prescribed treatment plans such as health beliefs and cultural practices.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, MN650, MN651, MN652, MN653, and MN654 (course may also be taken as a corequisite)
MN656: AGACNP Critical Care Management
This course focuses on the advanced synthesis and management of critical care acute episodic and chronic health conditions for adult and geriatric patients in the acute care environment. Emphasis is placed on advanced proficiency in the formation and evaluation of evidence-based plans of care for acute episodic and chronic multisystem disorders in adult and geriatric patients. This course provides a comprehensive review of the acute care curriculum.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, MN650, MN651, MN652, MN653, MN654, and MN655

MN657: AGACNP Critical Care Management Clinical
This final clinical course requires 200 hours to be completed during the 10 weeks; 100 of those hours must be in an approved critical care setting, emergency department excluded. This course provides you the opportunity to immerse yourself in the role of the acute care nurse practitioner. An acute care preceptor and site are required for this course. You will be required to apply the principles of clinical judgment, assessment, and diagnostic reasoning to the evaluation and management of adult and geriatric acute episodic and chronic health conditions in the acute care environment. During this course, you will practice more independent decision-making skills while using the preceptor as a clinical resource and mentor. You are expected to develop a stronger identity as an advanced practice nurse as you implement all aspects of the role, including provider and educator, as well as demonstrate a commitment to ensuring quality care through consultation, collaboration, documentation, continuing education, certification, and self-reflection. This course includes a diagnostic readiness test for national certification.
Quarter Credit Hours: 5 | Prerequisite: MN551, MN552, MN553, completion of all core courses in the Master of Science in Nursing, MN650, MN651, MN652, MN653, MN654, MN655, and MN656 (course may also be taken as a corequisite)

Psychology (PS)

PS501: Foundations of Professional Psychology
This course will provide the graduate student with an overview of the skills needed to study about, and work within, the field of psychology. These skills, as they relate to the field of psychology, include academic writing, APA style formatting, critical reading and evaluation of scholarly literature, critical thinking, support and networking through school and professional resources, career exploration, and understanding state and national licensure/credentialing. Students will demonstrate use and application of these skills as they evaluate subfields of psychology and analyze theoretical and conceptual foundations of psychology.
Quarter Credit Hours: 5 | Prerequisite: None

PS502: Ethics and Standards of Professional Psychology
This course explores professional codes of ethics and standards related to research and the practice of psychology. Emphasis will be placed on application of the American Psychological Association Code of Ethics and standards in the field. Students will analyze and evaluate ethical and legal decision-making practices and operations within professional organizations. Cultural and social factors and the implications for scholar-practitioners are also explored.
Quarter Credit Hours: 5 | Prerequisite: None

PS504: Advanced Research Methods
This course provides an in-depth look at the conceptual underpinnings and methodologies of psychological research. Students will explore qualitative and quantitative research methods, learn about data analysis, and apply concepts to design hypothetical research studies. Topics include the Scientific Method, issues in experimental psychology, evaluation of internal and external validity, ethical considerations, and responsibilities in writing and reporting research findings. Students will also learn how to become critical evaluators of research.
Quarter Credit Hours: 5 | Prerequisite: None

PS505: Testing, Measurement, and Assessment
This course examines the theoretical and conceptual framework of psychological testing, measurement, and assessment. Students learn about psychological test construction and psychometrics, and survey specific assessments and tools related to intelligence, education, personality, and clinical situations. Students also explore the uses and limitations of psychological testing and assessment, as well as ethical issues involved in the administration and interpretation of psychological testing and assessment results.
Quarter Credit Hours: 5 | Prerequisite: PS504, or IX540 and enrollment in the Master of Science in Educational Psychology

PS506: Life Span Development
This course examines human development through the life span from birth to adulthood, concluding with issues surrounding death and dying. The student will use case studies to examine biological, social, and cognitive changes at each stage of life and their relevance to clinical, educational, and social problems. Students also evaluate the major psychosocial issues and conflicts that arise, and identify individual and social needs at each stage of development.
Quarter Credit Hours: 5 | Prerequisite: None

PS507: Ethics for Behavior Analysts
This course explores professional issues and ethics in the field of applied behavior analysis. Emphasis will be placed on ethical codes specific to the science and practice of behavior analysis. You will also analyze personal biases that may impact on the ethical decision-making process.
Quarter Credit Hours: 5 | Prerequisite: None

PS508: Ethics for Addictions Professionals
This course provides an in-depth study of the laws, ethics, confidentiality requirements, and protocols that guide clinical addictions work in professional settings. You will study the relevant codes of ethics in the addictions field. The curriculum will provide an in-depth understanding of ethical theory, an understanding of diverse populations, and knowledge of federal/state confidentiality laws. You will analyze and evaluate moral and legal issues, as well as any personal and socio-cultural influences, that may impact the ethical decision-making process. You will develop decision-making skills that will impact your analysis and responses to complex ethical issues.
Quarter Credit Hours: 5 | Prerequisite: None

PS510: Qualitative Analysis
This course provides an overview of some of the major concepts and issues in Qualitative Research as it applies to the field of Psychology. Learners will examine various methodological issues, data collection methods, interpretation and coding strategies, and conceptual and ethical issues involved in Qualitative Research. Learners are assisted in thinking critically about these conceptual issues, as well as the validity and reliability of these research methodologies.
Quarter Credit Hours: 5 | Prerequisite: None
PS511: Chemical and Psychological Dependency Counseling
This course provides an overview of dependency counseling strategies using a biopsychological approach to help identify, change, and maintain dependency-free behaviors. You will use your understanding of the biopsychological model in order to explore how addiction begins and intensifies as a complicated interaction between chemical and behavioral changes that occur during addiction. You will practice identifying diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and proposing appropriate interventions through evaluating and writing case studies.
Quarter Credit Hours: 5 | Prerequisite: None

PS512: Research Design in Applied Behavior Analysis
This course will introduce you to single-case research design (SCRD), an applied research approach used in applied behavior analysis (ABA) to evaluate the effectiveness of interventions with individuals. The term single-case research design is also referred to as single-subject research design (SSRD) in the behavioral sciences. The basic premise of this quantitative experimental approach is that research subjects serve as their own control. In this course, you will learn how to select from basic SCRD to determine the effectiveness of an intervention in applied settings (i.e., real-world scenario). You will also be introduced to the legal, ethical, and social validity aspects as they relate to the design and evaluation of an intervention through SCRD.
Quarter Credit Hours: 5 | Prerequisite: None

PS515: Learning and Behavior
This course provides an overview of some of the major concepts and issues in learning theory. Students will examine the scientific study of how learning is acquired, maintained, and adapted. Emphasis is placed on behavioral, social, cognitive, affective, and motivational factors in human learning. Students are assisted in interpreting available empirical research and in thinking critically about the ethical application of that research.
Quarter Credit Hours: 5 | Prerequisite: None

PS516: Psychopharmacology
This course surveys basic psychopharmacological concepts, the effects of various psychotropic drugs on the brain, and the actions of hormones released during addiction episodes. In the first part of the course, students focus on basic principles of psychopharmacology and drug-receptor interactions and dose-response relationships. In the second part of the course, students examine how specific drug families affect different parts of the brain causing interference with normal functioning. Students will use their understanding of basic psychopharmacology to propose appropriate diagnoses and interventions for hypothetical clients, and to evaluate current research studies.
Quarter Credit Hours: 5 | Prerequisite: PS511

PS517: Advanced Principles of Applied Behavior Analysis
This course covers advanced principles, theories, and concepts of Applied Behavior Analysis. The assessment and development of behavioral interventions are covered, along with real-life examples, case studies, and current research in this area of psychology.
Quarter Credit Hours: 5 | Prerequisite: None

PS520: Neuropsychology
This course provides an introduction to major concepts and issues in the field of Neuropsychology, including methodological and research issues. Students will explore the major components of neuroanatomy and the assessment and diagnosis of neuropsychological syndromes. Students will also examine ethical, legal, and forensic issues in the research and application of neuropsychology.
Quarter Credit Hours: 5 | Prerequisite: None

PS521: Group Counseling
This course focuses on the theory and practice of group counseling and its application to the chemical dependency counseling field. Concepts include stages of group development, theories of group counseling, including the interactional group model, strategies for group motivation, and group process. Students will engage in group simulation exercises wherein they will take on roles of different group archetypes in order to evaluate group situational reactions, evaluate current research studies, write a group session plan, and propose strategies for solving common group problems that arise during the course of treatment. The application of group counseling theory and practice to culturally diverse groups is addressed.
Quarter Credit Hours: 5 | Prerequisite: None

PS522: Behavioral Measures and Interpretation of Data
This course will provide you with a foundational knowledge in behavioral assessment used in the field of applied behavior analysis. Specific topics to be discussed include measurement of behavior, functional behavior assessment techniques, and experimental analysis (i.e., functional analysis and structural analysis). You will learn how to analyze and visually display data to communicate the results in a clear, efficient, and parsimonious manner.
Quarter Credit Hours: 5 | Prerequisite: None

PS525: Foundations of Psychopathology
This course explores the major concepts, issues, and the theory of psychopathology as behavior that is considered normal and that is considered pathological is reviewed. Topics include emotional, personality, psychotic, and development disorders; current research methodologies; and ethical/legal issues in clinical practice. You will be introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) system, which is used as a format for classification of disorders and choice of treatments for both child and adult mental disorders. Assessment strategies and limitations of diagnostic systems will also be examined.
Quarter Credit Hours: 5 | Prerequisite: None

PS526: Advanced Addictions Counseling
This course provides an in-depth examination of dependency and addiction dynamics. Students will use their knowledge of counseling theories common to dependency counseling, such as cognitive behavioral therapy, to evaluate case studies, diagnose dependency, and propose appropriate treatments. Ethical dilemmas that occasionally arise in the counselor/client relationship will be analyzed and discussed. Additionally, students will evaluate case studies that contain ethical, legal, and sociocultural issues using the code of ethics of addiction counseling.
Quarter Credit Hours: 5 | Prerequisite: None

PS527: Implementing Behavioral Change
This course covers the fundamentals of implementing a behavior change program in Applied Behavioral Analysis. Students will gain skill and practice in how to design an effective behavior change program through the use of real-life case study examples. The different factors involved in maintaining and promoting the generalization of behavioral change in real-world settings will be explored.
Quarter Credit Hours: 5 | Prerequisite: None
PS30: Cognitive Psychology
This course surveys the major concepts and issues in Cognitive Psychology. Topics include the scientific study of mind and mental functions including attention, memory, perception, problem solving, language, imagery and categorization, and human consciousness. Students will interpret and evaluate empirical research and use critical thinking to apply that research.
Quarter Credit Hours: 5 | Prerequisite: None

PS31: Co-Occurring Disorders and Treatments
This course will prepare students to work with clients diagnosed with an addiction and mental health disorder. Students will survey some of the special problems related to having addiction and various types of mental health disorders. Different treatment models will be discussed and students will practice using their knowledge of co-occurring theory to analyze research and case studies.
Quarter Credit Hours: 5 | Prerequisite: PS520

PS32: Clinical Applications of Applied Behavior Analysis
This course provides an overview of the various clinical methods of behavior change, along with current research on evidence-based best practices in Applied Behavioral Analysis. Students will consider the practical, ethical, legal, cultural, and social validity needs of a client into an effective behavior change plan.
Quarter Credit Hours: 5 | Prerequisite: None

PS35: Addictions Practicum I
The practicum experience in addictions is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.
Quarter Credit Hours: 5 | Prerequisite: None

PS36: Addictions Practicum II
Addictions Practicum II is an extension to the Addictions Practicum I experience and is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience and prepares the student for future training in professional psychology.
Quarter Credit Hours: 5 | Prerequisite: PS535

PS40: Industrial/Organizational Theory and Development
This course focuses on the structure, function, processes, and other organizational-level constructs that impact the behavior of individuals and groups in organizations. Emphasis is on classical and contemporary theories of organizations, organizational structure, organizational design, technology, and the process of organizational policy formation and implementation. The course explores theory and research into surveying and facilitating change in individuals, groups, and organizations to improve effectiveness, efficiency, satisfaction, work life quality, and retention.
Quarter Credit Hours: 5 | Prerequisite: None

PS41: Organizational Management and Behavior
This course examines the theoretical foundations of organizational management and behavior, and explores how organizations function. Topics include decision making and group processes in organizations; conflict management and resolution; nature and design of effective organizations; power, influence, and internal politics; and program and organizational development and evaluation.
Quarter Credit Hours: 5 | Prerequisite: None

PS42: Workplace Motivation and Attitudes
This course examines the individual/team and the workplace environment, paying particular attention to direction, strength, and persistence of relevant individual/team behavior in organizations when individual/team abilities and organizational constraints are held constant. The course will focus on human motivation and relevant psychological research and theory related to the field of industrial/organizational psychology. Emphasis is placed on determinants, consequences, and measurement of job satisfaction, work life quality, and related constructs such as involvement and commitment.
Quarter Credit Hours: 5 | Prerequisite: None

PS43: Organizational Leadership - Management, Training, and Evaluation
This course focuses on the development of skills for supervising, training, and evaluating employees. The course explores theory and practice in job and task analysis along with performance appraisal including legal aspects, techniques available, current research, cognitive aspects, and reliability and validity issues. Emphasis is on measuring and evaluating individuals as they perform organizational tasks and actions with individuals emerging from such appraisals, including coaching. The knowledge base includes a thorough understanding of rating scale construction and use, as well as understanding of the relative advantages of different rating sources (e.g., supervisory vs. peer).
Quarter Credit Hours: 5 | Prerequisite: None

PS44: Human Resources Management
This course examines psychological principles related to human resources management in both physical and virtual work environments. Topics include aspects of the hiring process, including employee selection and performance appraisal; affirmative action, labor laws, harassment, and equal-opportunity decision making; design and evaluation of training programs; training methods and leadership/management development; the work environment; compensation, benefits, and rate increases; and disciplinary action.
Quarter Credit Hours: 5 | Prerequisite: None

PS45: Industrial/Organizational Field Placement
The field placement experience in industrial/organizational psychology is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The field placement is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.
Quarter Credit Hours: 5 | Prerequisite: None

PS55: Applied Behavior Analysis Practicum
The practicum experience in applied behavior analysis is designed to provide students an opportunity to acquire new behavior-analytic skills related to the current BACB task list. These activities should be consistent with the dimensions of applied behavior analysis identified in the seminal article "Some Current Dimensions of Applied Behavior Analysis" by Baer, Wolf, and Risely (1968). Students will gain practical experience designing and implementing behavior change programs for clients in various real-world settings. This course is appropriate for students seeking to sit for the BCBA exam under the Supervised Independent Fieldwork Experience Category.
Quarter Credit Hours: 5 | Prerequisite: None
PS559: Practicum Field Placement Extension
This course will continue the mentored learning experience in the specialization area at the site approved by Kaplan University. This course may be taken after a psychology practicum or field placement course for the specific purpose of completion of the required hours.
Quarter Credit Hours: 0 | Prerequisite: Permission of Clinical Placement Team

PS600: Comprehensive Exam
This course is required for nonthesis-track students and is comprised of an exam that assesses the student's mastery of the core curriculum courses, specialization courses, and overall competency of program outcomes.
Quarter Credit Hours: 5 | Prerequisite: Successful completion of all comprehensive exam-track courses

PS601: Master's Research and Thesis I
This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student's chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
Quarter Credit Hours: 5 | Prerequisite: Successful completion of all thesis-track courses except PS602

PS601A: Master's Research and Thesis I
This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student's chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
Quarter Credit Hours: 0 | Prerequisite: None

PS602: Master's Research and Thesis II
The goal of this course is the completion of the Master of Science in Psychology thesis. Students complete their research, submit the completed thesis to their committee members for review, and orally present their statement of the problem, research design and methods, findings, conclusions, and recommendations during a scheduled thesis defense hearing. The thesis shall be prepared according to APA guidelines and according to Kaplan University guidelines. The final, approved product shall be submitted to appropriate personnel for binding and acquisition. If appropriate, the thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
Quarter Credit Hours: 0 | Prerequisite: None

Public Administration and Policy (PP)

PP500: Public Administration and Management
The course explores the theory and development of the field of public administration and the function of management. It will cover a wide range of topics further explored in the Master of Public Administration program. These topics may include federalism and intergovernmental relations, ethics and administrative leadership, and personnel and resource management. Students will study management processes in the context of a political environment and policy implementation.
Quarter Credit Hours: 5 | Prerequisite: None

PP504: Research and Writing in Public Administration
Strong research and writing skills are necessary in the field of public administration. This course is designed to prepare public administration students for the demands of academic and professional writing in their coursework, professional career, and for their final capstone project. Students will be introduced to applied research within the field of public administration; will create a problem definition; compose a background and legislative record; and will create a policy brief for a defined problem related to the field of public administration.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP510: Leadership in the Public Sector
You will study leadership within the public sector and the application of ethical and leadership principles to decision making, actions, and interactions within public administration. Topics covered may include: organizational behavior, interest-based negotiation, leading networks, mediation, and leadership style.
Quarter Credit Hours: 5 | Prerequisite: PP500 or enrollment in the Master of Science in Homeland Security and Emergency Management, Master of Science in Environmental Policy, or Master of Science in Fire and Emergency Services program

PP520: Finance and the Administration of Public Funds
This course examines the methods, processes, and challenges in the administration and budgeting of public funds. Students will examine the budgeting of public revenues, revenue generation, forecasting, cost control, and fiscal management. The importance of managing control issues and transparency will be addressed.
Quarter Credit Hours: 5 | Prerequisite: PP500 or enrollment in the Master of Science in Homeland Security and Emergency Management program
PP525: Public Finance
The ability of public administrators to manage budgets, distribute resources, and predict costs is crucial to the well-being of both public and nonprofit organizations. Students will examine the concepts, terminology, and techniques of public budgeting and financial administration. Students will use real-world examples, in the form of case studies and practical exercises, to analyze and evaluate various approaches to solving and/or determining the causes of public budgeting and financial administration issues.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP530: Human Resource Management in the Public Sector
In this course, students examine theories, processes, and systems related to human resources management in government, nonprofit, and multinational organizations. Topics explored include budget management; employee selection, development, compensation, and retention processes including job analysis and performance management; labor relations including conflict management and disciplinary action, diversity, and unity; legal, ethical, safety, risks, and security considerations in the work environment; and strengths and opportunities in public administration management. Students will apply course principles and concepts to real-world situations encountered in the public sector.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP600: Administrative Law in Public Administration
This course examines the fundamental concepts regarding administrative law in public administration and how public policy is crafted. Students will examine the intergovernmental relations and the political and practical constraints that influence administrative policy.
Quarter Credit Hours: 5 | Prerequisite: PP504

PP602: Comprehensive Exam Capstone
As a final step in the Master of Public Administration, students may choose the comprehensive exam option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the program. This exam is designed to carefully assess a student's overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.
Quarter Credit Hours: 5 | Prerequisite: Last term

PP610: Balancing the Budget - Budgetary Process
Students will study the fundamental concepts and practices of budgeting and financial management. The budget process and preparation, cost analysis, and budget reform will be covered in detail. Crisis management and balancing the budget are also addressed.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP611: Grant Writing
This course addresses the advanced skills necessary to create grant proposals to public and private funding sources. You will critically examine request for proposal (RFP) criteria, prepare grant budgets, create sustainability plans and project timelines, and incorporate evaluation metrics in your proposals. Content will cover grant research, proposal structure, financial planning, and the basic elements of a full grant proposal.
Quarter Credit Hours: 5 | Prerequisite: PP520, PP525, or approval from the Program Chair

PP612: Program Evaluation
This course explores the development and practice of program evaluation as it applies to the administration of public and nonprofit organizations. Summative and formative evaluation methodologies, logic models, outcome measurement, the development and application of data collection tools, data analysis, and the role of ethics in the process will be investigated. You will construct a complete evaluation plan for an organization and program of your choosing.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP620: Public Policy and Health Administration
This course examines important and current health care policies facing health care administration in the United States. Students will identify the strategic questions facing delivery and financing of health services including policy, funding, management, and delivery.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP630: Public and Private Partnerships
This course examines the relationship of business and government agencies in producing public services. Students will analyze policies and implementation in partnership and privatization models including outsourcing, contracting, and competition. The use of voluntary organizations will also be explored.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP640: Political and Economic Forces
Students will explore the impact and interaction of political and economic forces that affect public administration in domestic and international governmental and nonprofit sectors. Students will use economic reasoning to better explain this interaction between political entities and economic forces including governments' behavioral effects on markets, the role of competition in the provision of public goods, resource allocation, market failure, and government failure.
Quarter Credit Hours: 5 | Prerequisite: PP500

PP650: Public Policy Analysis
The course focuses on the analysis of public policy and approaches to problem solving. Students will study qualitative and quantitative methods of policy analysis that aid public policy and program analysts in informing the decision-making process. Examining policies at scales from local to global will enable students to apply tools and concepts across a wide range of issues.
Quarter Credit Hours: 5 | Prerequisite: PP500 or enrollment in the Master of Science in Fire and Emergency Services

PP693: Public Policy and Administration Internship
This course will provide graduate students in the School of Social and Behavioral Sciences' Master of Public Administration with practical experience in a professional field. During the 10-week term, 150 hours of service are required. This course is an opportunity to combine academic theory with new, career-related experience in legal studies, public administration, environmental policy, or a closely related field. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
Quarter Credit Hours: 5 | Prerequisite: Permission from the Dean, a GPA of 3.75, and completion of at least 25 graduate quarter credit hours
PP698: Master's Capstone in Public Administration
This capstone course is the culminating experience for the Master of Public Administration. This capstone course provides students with the opportunity to engage in research, analysis, and evaluation of current topics and challenges in the field of public administration. Students will integrate and synthesize the knowledge and skills acquired throughout their coursework, conducting their own research related to current topics and challenges in the field of public administration in order to demonstrate their mastery of program outcomes.
Quarter Credit Hours: 5 | Prerequisite: Last term or permission from the Dean

Public Health (PU)

PU500: Foundations in Public Health
This course provides an introduction to the world of public health. You will study the historical contexts of public health, and its underlying philosophy and values. The biological/genetic, behavioral/psychological, and social/cultural factors related to human health will be examined in relation to basic concepts of prevention. You will analyze the techniques of managing and leading the public health enterprise; locally, nationally, and globally. Globalization and the global burden of disease addressed by public health systems will be discussed. This course contains several public health case studies that will expose you to the interdisciplinary skills, knowledge, and critical thinking demanded by today's public health workforce.
Quarter Credit Hours: 4 | Prerequisite: None

PU505: Health Behavior
This course provides a conceptual grounding in theoretical approaches to health behavior, emphasizing the use of psychosocial theories and models of health behavior for effective health education and public health practice and research. You will apply the theories and models of health behavior to real-world scenarios encountered in health education and public health. The course focuses on the various factors that influence health behavior, the impact on health and disease of populations, and the implications for health programming.
Quarter Credit Hours: 4 | Prerequisite: None

PU520: Principles of Epidemiology
This course introduces the epidemiologic methods, concepts, and issues that are critical for the assessment, analysis, and interpretation of health-related data. Students study advanced epidemiologic methods used in surveillance, outbreak investigation, screening, and epidemiologic measures, and apply these methods to relevant public health issues.
Quarter Credit Hours: 4 | Prerequisite: None

PU530: Environmental Health
This course presents an overview of the basic concepts of environmental health. You will explore the relationships between human health and environmental contaminants, including those within a workplace. Major areas of focus include epidemiological studies, risk assessments, and environmental policies. You will explore different interventions to reduce exposure to environmental hazards, including regulation. The roles and responsibilities of local, state, national, and international health organizations are introduced.
Quarter Credit Hours: 4 | Prerequisite: None

PU535: Public Health Biology
The impact of biological processes in disease, as related to the mechanisms of causation, disease transmission, host risk factors, and host vulnerabilities, is presented. The pathophysiologic mechanisms are studied in order to plan control strategies and effective interventions to improve the health of the public.
Quarter Credit Hours: 4 | Prerequisite: None

PU545: Disaster Management for Public Health Professionals
This course examines incident preparedness and response from a variety of public health dimensions including: acute and chronic health care delivery, impact on vulnerable populations, delivery of basic human services, epidemiologic response, and effective collaborations in public health preparedness planning. Students learn how to prepare for and address disruptions of public health systems arising from disasters.
Quarter Credit Hours: 4 | Prerequisite: None

PU550: Public Health Leadership and Administration
Leading a health organization requires a diverse skill set. In this course, students will study the delivery, quality, and costs of health services for individuals, organizations, and populations in a variety of global settings. Students will study the structure, process, and outcomes of health services including the costs, financing, structure, outcomes, and accessibility of care. Students will study ways to improve health organizations and make ethical and economic decisions for organizational solvency. Each student will form a personalized leadership development plan for future professional growth.
Quarter Credit Hours: 4 | Prerequisite: Enrollment in the Master of Science in Health Education or Master of Public Health program

PU610: Public Health Program Development
Students are introduced to the principles of program development and evaluation in public health. Topics include methods of design, development, implementation, and evaluation of public health programs to improve individual and community health.
Quarter Credit Hours: 4 | Prerequisite: None

PU615: Grant and Contract Writing
This course provides a general overview of the grant-seeking process. Students study types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. Students design a grant application using a real-life scenario needs statement, develop a project that will address that need, write clear goals and objectives for that project, develop a budget, and identify an evaluation tool that could be used to measure outcomes for the project. All phases of the contract formulation process are addressed, and students learn how to write a statement of work document for commonly used contracts in public health administration.
Quarter Credit Hours: 4 | Prerequisite: None

PU630: Health Education and Communication
This course focuses on the role of health education and communication in the practice of health education and public health. The coursework will include the principles of successful health education, its basis in health behavioral theories, and methods of health education. The student will design a health education campaign using the modern and traditional methods of communication to deliver culturally appropriate, effective health education of public health importance.
Quarter Credit Hours: 4 | Prerequisite: None
**Teaching Literacy (LT)**

**LT504: Reading Diagnosis and Remediation**

This course will focus on the development and use of diagnostic instruments and practices that help teachers discern the nature of individual differences in literacy abilities, especially among readers and writers with special learning challenges. Methods of constructing individualized, corrective treatment plans and procedures for K-12 and adult learners will be discussed.

Quarter Credit Hours: 4 | Prerequisite: None

**LT516: Reading and Writing Across the Curriculum**

This course covers methods of teaching reading and writing across the K-12 curriculum. The focus is project-based teaching that incorporates strategies for prewriting, developing writing skills; developing writing skills, which include analysis, problem solving, and critical thinking; and integrating technology into instruction. Students will align lessons with National Council of Teachers of English (NCTE) and state standards. Teachers will learn the process of designing and implementing instruction that develops their students’ growth in functional and digital literacy.

Quarter Credit Hours: 4 | Prerequisite: None

**Teaching Special Needs (SN)**

**SN501: Teaching Exceptional Students in Inclusive Settings**

This course explores strategies for meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined including curriculum accommodations and modification in the content areas, instructional approaches, and behavioral supports in the general education classroom setting.

Quarter Credit Hours: 4 | Prerequisite: None

**SN502: Teaching Students With Learning Disabilities**

This course provides an overview of learning disabilities among K-12 students and discusses theoretical issues and teaching strategies. It focuses on building strategies for effective interventions and transition planning. Additionally, the course explores various procedures for working in a collaborative setting to meet the needs of students with learning disabilities.

Quarter Credit Hours: 4 | Prerequisite: None

**SN503: Teaching Students With Behavioral Disorders**

This course provides an overview of emotional and behavioral disorders (EBD) that have an impact on academic achievement in educational settings. Students will learn about the types of disorders and how to create an effective and supportive classroom environment. Students will review the federal, state, and local requirements for diagnosis and interventions in public and private educational environments, as well as alternative educational placements. The importance of working as a collaborative team for students with EBD will be emphasized.

Quarter Credit Hours: 4 | Prerequisite: None
SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

Mission Statement
The mission of the Kaplan University School of Professional and Continuing Education is to prepare individuals to advance and succeed in their careers. Through innovative professional education, the School of Professional and Continuing Education helps individuals attain and/or maintain industry-recognized licensures, certifications, and designations.

General Information
Overview
The School of Professional and Continuing Education provides license preparation, professional development, and continuing education programs to businesses and individuals in the accounting, insurance, securities, financial planning, and financial analysis. Through classroom instruction and online courses, the School of Professional and Continuing Education serves individuals who must comply with regulatory and continuing education requirements and who want to earn advanced professional designations to help them progress in their careers.

The School of Professional and Continuing Education is composed of the following divisions:

- Kaplan Financial Education
- Kaplan Schweser

Offerings
Certification and Licensing Exam Preparation
The School of Professional and Continuing Education offers web-based study solutions that feature interactive instruction and supportive learning tools. These offerings are designed to help individuals prepare to take various certification and licensing exams.

Although certain offerings are designed to prepare individuals to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or pass these exams.

Finance
- Certified Financial Planner™ (CFP®)
- Chartered Alternative Investment Analyst (CAIA®)
- Chartered Financial Analyst® (CFA®)
- Financial Risk Manager (FRM®)
- Securities Licensing

Insurance
- Insurance Licensing

Kaplan Professional Schools
With more than 50 locations, Kaplan Professional Schools offer both classroom and distance education, including online and textbook courses.

Insurance
- Insurance Continuing Education Courses

Professional Development and Continuing Education Courses
The School of Professional and Continuing Education offers a variety of online courses designed to help individuals remain current in their industry and meet mandatory continuing education requirements in their field.

Insurance
- Insurance Continuing Education Courses

Financial Planning
- Behavioral Financial Advice Courses

Professional Certificates
The School of Professional and Continuing Education offers online certificate programs in business and finance. These programs are designed to offer advanced training, professional development opportunities, and certification exam preparation.

Business and Finance
- Finance for Managers Certificate
- Project Management Certificate

Corporate Training
The School of Professional and Continuing Education provides training solutions specifically designed for individual and business needs. In-house professional development programs, team-building simulations, and online course offerings are designed to provide specialized business training for individuals seeking career advancement and employers who want to enhance their employees' business acumen.

- Business Challenge Workshops
- In-House Programs
- Firm Element Courses

Policies
For more information regarding the School of Professional and Continuing Education's policies and procedures, please visit www.kaplanprofessional.com (http://www.kaplanprofessional.com).
OPEN COLLEGE AT KAPLAN UNIVERSITY

Mission Statement
Open College at Kaplan University offers individualized, affordable education that integrates technology and personalized service to help learners meet their career, academic, and personal goals.

General Policies
While enrolled at Open College at Kaplan University, you will be held to all of the University’s policies as outlined in the Kaplan University Catalog, unless expressly stated otherwise in this section.

Admissions Requirements
If you have completed prior collegiate-level coursework from an accredited institution, you must submit unofficial transcripts prior to enrollment. Prior to final approval of your Individualized Learning Plan, you must provide the University with an official copy of all unofficial transcripts presented to the University. The transcripts must indicate a cumulative GPA of 2.0 or above from all previous coursework. Refer to the First-Term Responsibilities (p. 21) section for additional information.

Progression Requirements
By the end of your first term of study, you must complete an Individualized Learning Plan (ILP). During the process of creating your ILP, you and your faculty advisor will mutually agree on the pace at which you will complete your degree.

While enrolled in any of the Open College degree or certificate programs, you will be required to complete four professional competency tutorials (PCTs). Each tutorial session lasts two months and is made up of four to six live video conferences with a faculty member and a small group of fellow students. Upon completion of a PCT, the faculty member assesses your mastery of the associated Kaplan University professional competency and assigns a grade of pass or fail. Attendance and participation in these sessions is mandatory. If you miss more than one-third of your tutorial sessions for any given PCT, you must repeat the PCT. You may take more than one PCT at a time with the approval of the Dean or the Dean’s designee.

You will complete PR499 Bachelor’s Capstone in Professional Studies or PR299 Associate’s Capstone in Professional Studies as the final element of your coursework. This course will last 10 weeks.

While enrolled at the Open College at Kaplan University, you must earn 10 quarter-hour credits per calendar year through any combination of Kaplan University courses, course assessments, or credits transferred in from an approved provider. You will be academically dismissed should you not meet this requirement. If you are academically dismissed from Open College at Kaplan University, you may appeal directly to the Dean for readmission.

Prior Learning Assessment
You may use course assessments to complete any part of your degree with the exception of PR499 Bachelor’s Capstone in Professional Studies or PR299 Associate’s Capstone in Professional Studies.

General Guidelines
While enrolled in an Open College degree program, you may complete any program requirement, with the exception of PR499 Bachelor’s Capstone in Professional Studies or PR299 Associate’s Capstone in Professional Studies, with any combination of transfer credits, course assessments, open courses, professional competency tutorials, or courses completed at Kaplan University.

You may take a Kaplan University course assessment at any time during your enrollment. Open College degree students may attempt a course assessment a total of two times. If you are unable to achieve a passing score on the second attempt, you may only receive credit for the course via transfer credit from an accredited institution or by taking the course at Kaplan University. Exceptions to this policy may be made only at the discretion of the Dean of the program.

Attendance
While you are enrolled in Open College at Kaplan University, you are exempt from Kaplan University’s attendance policy unless enrolled in a for-credit course offered through Kaplan University, PR499 Bachelor’s Capstone in Professional Studies, or PR299 Associate’s Capstone in Professional Studies.

Academic Grades and Marks
Course assessments are graded on a pass/fail basis and appear as “AC” on your transcript. Transfer credit appears as “TC” on your transcript. Experiential credit appears as “EC” on your transcript. These academic marks do not contribute to a grade point average (GPA). Therefore, as you progress through your academic program, you may not have a GPA. Only courses taught through Kaplan University will appear with letter grades and will contribute toward a GPA.

Leave of Absence
While enrolled at Open College at Kaplan University, you will remain an active student so long as you pay the portfolio access fee each month. If you are unable to pay the portfolio access fee for a future month, you must petition for a leave of absence while you are an active student. If your petition is approved, you will be able to return to Open College at any time by paying a portfolio activation fee.

Financial Information
You are not eligible to use federal financial aid to pay for Open College at Kaplan University degrees or programs.

Refund Policy
Refer to your Enrollment Agreement for details of the Open College at Kaplan University Refund Policy.

Student Information and Services
As a student enrolled at Open College, you have access to the following resources:

- Kaplan University Online Library
- Career Services
- Kaplan University’s Academic Support Centers
Programs

Bachelor of Science in Professional Studies

The Bachelor of Science in Professional Studies degree is designed with self-motivated students in mind and offers you the opportunity to create a customized degree plan to meet your own individual professional goals.

View Program Details (p. 413)

Associate of Science in Professional Studies

The Associate of Science in Professional Studies degree is designed with a self-motivated student in mind and offers you the opportunity to create a customized degree plan to meet your own individual professional goals.

View Program Details (p. 414)
Bachelor of Science in Professional Studies

Description and Outcomes

The Bachelor of Science in Professional Studies (BSPr) degree is designed with self-motivated students in mind and offers you the opportunity to create a customized degree plan to meet your own individual professional goals. The open degree program provides you with the flexibility of learning through resources that come from within and outside Kaplan University, both prior to and during the course of the degree. You may receive transfer credit from an accredited institution, portfolio credit, open course credit, credit by exam, or credit for military training or other experiential learning. The degree program is focused on professional knowledge and skills, project management, problem solving, and strategic planning and culminates in a capstone class with a portfolio project.

Highlights

- Designed to allow creation of a program that meets professional and personal interests.
- Offers flexibility in choosing elective courses alongside required general education coursework.
- Applies to a wide variety of possible career outcomes based on your interests.
- Offers flexibility through an Individualized Learning Plan (ILP).
- Customized degree plan allows for previously earned credit to be applied in a more flexible fashion.

The Bachelor of Science in Professional Studies is an excellent choice if you are a student with transfer credit, open course credit, or experiential learning credit; or a student who wants to design your own degree program with curriculum from Kaplan University and beyond.

Designing Your Degree

When you matriculate, you will develop an Individualized Learning Plan (ILP) with the guidance of a Faculty Advisor. Together, you will choose up to two focus areas that align with professional and personal goals, as well as a planned course of study. The Individualized Learning Plan maps out the coursework to be completed as part of the degree plan, including any previously earned credit and the Kaplan University general education requirements, as well as a program outcome that matches your career goals. Throughout the course of your degree, you will work with the Faculty Advisor to update and make changes to your ILP.

Program Length

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

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge and Skills: Demonstrate mastery of fundamental concepts in a professional field of interest.
2. Problem Solving: Evaluate information from multiple sources to provide solutions to problems in diverse professional contexts.
4. Continuous Improvement: Apply data-driven approaches to making decisions and improving professional practice.
5. Career Outcome: Chosen by faculty and student. Based on student’s area of study, student works with Faculty Advisor to create a program-specific outcome matching his/her professional area of interest.

General Education Literacies and Professional Competencies

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability

For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies

Please refer to the school-specific policies (p. 411).

Degree Plan

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level</td>
<td>Arts and Humanities Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level</td>
<td>Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level</td>
<td>Science Course</td>
<td>5</td>
</tr>
<tr>
<td>200 Level</td>
<td>Professionalism Course</td>
<td>3</td>
</tr>
<tr>
<td>200 Level</td>
<td>Social Science Course</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Core Requirements</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Communication Courses</td>
<td>10</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Diversity and Culture Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Ethics Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Elective</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Requirements</td>
<td>15</td>
</tr>
<tr>
<td>300/400 Level</td>
<td>Major Electives</td>
<td>42</td>
</tr>
<tr>
<td>PR499</td>
<td>Bachelor’s Capstone in Professional Studies</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Major Requirements</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Open Elective Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Total Open Elective Requirements</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>180</td>
</tr>
</tbody>
</table>
Associate of Science in Professional Studies

Description and Outcomes
The Associate of Science in Professional Studies (ASPr) degree is designed to create a foundation for future studies through pursuit of a higher degree. The open degree program provides you with the flexibility of learning through resources that come from within and outside Kaplan University, both prior to and during the course of the degree. You may receive transfer credit from a regionally or nationally accredited institution, portfolio credit, open course credit, credit by exam, military training, or other experiential learning. The degree program is focused on professional knowledge and skills, project management, problem solving, and strategic planning and culminates in a capstone class with a portfolio project.

Highlights
• Designed to allow creation of a program that meets professional and personal interests.
• Offers flexibility in choosing elective courses alongside required general education coursework.
• Provides a foundation for future studies in higher education.
• Applies to a wide variety of possible career outcomes based on your interests.
• Offers flexibility through an Individualized Learning Plan (ILP).
• Customized degree plan allows for previously earned credit to be applied in a more flexible fashion.

The Associate of Science in Professional Studies is an excellent choice if you are a student with transfer credit, open course credit, or experiential learning credit; or a student who wants to design your own degree program with curriculum from Kaplan University and beyond.

Designing Your Degree
When you matriculate, you will develop an Individualized Learning Plan (ILP) with the guidance of a Faculty Advisor. Together, you will choose up to two focus areas that align with professional and personal goals, as well as a planned course of study. The Individualized Learning Plan maps out the coursework to be completed as part of the degree plan, including any previously earned credit and the Kaplan University general education requirements, as well as a program outcome that matches your career goals. Throughout the course of your degree, you will work with the Faculty Advisor to update and make changes to your ILP.

Program Length
The Associate of Science in Professional Studies program consists of a minimum of 90 quarter credit hours, including the standard general education requirements. Upon successful completion of the program, you will be awarded an associate of science degree.

Program Outcomes
Discipline-Specific Outcomes
1. Disciplinary Knowledge and Skills: Demonstrate mastery of fundamental concepts in a professional field of interest.
2. Critical Thinking and Problem Solving: Evaluate information from multiple sources to provide solutions to problems in diverse professional contexts.
4. Research and Analysis: Apply data-driven approaches to making decisions and improving professional practice.
5. Disciplinary Knowledge and Skills: Chosen by faculty and student. *Based on student’s area of study; student works with a Faculty Advisor to create a program-specific outcome matching his/her professional area of interest.

General Education Literacies and Professional Competencies
In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout your academic program. You can review the general education literacies and professional competencies associated with your academic program in the undergraduate School of General Education (p. 53) section of this Catalog.

Program Availability
For program availability, please refer to the U.S. State and Other Approvals (p. 7) section and the Program Availability Grid (https://www.kaplanuniversity.edu/catalog-state-approval-grid.pdf).

Policies
Please refer to the school-specific policies (p. 411).

Degree Plan
Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Composition Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Arts and Humanities Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Science Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Social Science Course</td>
<td>5</td>
</tr>
<tr>
<td>Total Core Requirements</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100/200 Level</td>
<td>Public Speaking Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>General Education Elective</td>
<td>10</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Requirements</td>
<td>15</td>
</tr>
<tr>
<td>100/200 Level</td>
<td>Major Electives</td>
<td>15</td>
</tr>
<tr>
<td>PR299</td>
<td>Associate's Capstone in Professional Studies</td>
<td>5</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Open Elective Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total Open Elective Requirements</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL CREDITS
90
Course Descriptions

EL206: Academic Prior Learning Portfolio
In this course, you will develop an academic prior learning portfolio that describes, organizes, and categorizes the college-level learning you have acquired through work, volunteer activities, and life experiences. You will explore what you already know, what you already have college credit for, your personal and professional goals, and how all of these pieces fit together into an academic prior learning portfolio. With the assistance of your instructor and your peers, you will create a portfolio that collects previously credited learning (college transcripts, standardized exams, pre-evaluated learning, etc.) as well as descriptive information about learning you have acquired outside the classroom. When complete, you may submit your prior learning portfolio for evaluation to determine if you are eligible for college credit for your learning and skills. This course will be graded pass/fail.
Quarter Credit Hours: 6 | Prerequisite: Previous success in one or more college course(s)

PR499: Bachelor's Capstone in Professional Studies
This capstone course is the culminating experience for the Bachelor of Science in Professional Studies. This course builds on the concepts covered within the program of study. The capstone course provides you with the opportunity to integrate and synthesize the knowledge and skills acquired throughout your coursework and to assess your level of mastery of the stated outcomes of your degree program.
Quarter Credit Hours: 6 | Prerequisite: Final term or permission from the Dean
CONCORD LAW SCHOOL

Mission Statement
Concord Law School of Kaplan University delivers an unrivaled legal education. Our intellectually rigorous programs prepare students to effectively advocate, making a positive impact. Our online curriculum allows students the opportunity to attend law school while staying in their communities and balancing work and family schedules.

Purposes
To accomplish its mission, Concord Law School of Kaplan University has established the following purposes:

1. Provide intensive and comprehensive instruction.
2. Assist students in developing professional attitudes, values, and skills expected of a legal professional.
3. Maintain the relevance of its programs to the expectations of legal professionals through regular review and assessment by faculty, staff, and members of the educational, professional, and business communities.
4. Provide a valuable legal education at a reasonable price.
5. Provide a learning platform that is readily accessible, flexible, and easy to navigate.

Programs
Juris Doctor
Students seeking to practice law and develop a wide range of career opportunities should enroll in the Juris Doctor program. The JD program focuses on the knowledge and skills necessary to be a responsible and effective member of the legal profession. Law study and the JD degree have also been widely recognized as providing a foundation for individuals who work in business, government, education, and public interest positions.

View Program Detail (p. 433)

Executive Juris Doctor
The EJD is a program pioneered by Concord to provide a law-based degree for those individuals who do not intend to become practicing attorneys. It is designed for individuals who are seeking an understanding of the U.S. legal system to enhance their current career, to open up employment opportunities, or for their personal growth. In addition to obtaining a thorough legal background, graduates will have sharpened their analytical reasoning and communication skills.

View Program Detail (p. 436)
Overview

At Concord Law School, you may choose a program of study leading to a Juris Doctor (JD) or Executive Juris Doctor (Executive JD/EJD) degree. Employing Internet-adaptive technologies, Concord programs offer excellent course instruction while allowing you the flexibility of choosing when and where you study. Graduates of the JD or EJD programs may register to take courses on an individual basis.

Concord History

Concord Law School was founded in 1998 as the nation’s first wholly online law school and one of Kaplan’s first efforts in the area of higher education. Concord was accredited by the Distance Education Accrediting Commission (DEAC, www.deac.org (http://www.deac.org)), formerly the Accrediting Commission of the Distance Education and Training Council (DETC), before it formally merged with Kaplan University. Concord is an institutional member of the Council for Higher Education Accreditation (CHEA, www.chea.org (http://www.chea.org)).

Concord is registered as a distance learning law school with the California Committee of Bar Examiners (www.calbar.ca.gov (http://www.calbar.ca.gov)). Concord’s Juris Doctor (JD) graduates meet the legal education requirements of the Committee of Bar Examiners, State Bar of California, and if other regulatory requirements are satisfied, may sit for the California Bar Examination.

Concord also awards an Executive Juris Doctor (EJD) degree, a professional law degree that offers individuals interested in an education in law the chance to take courses without becoming a licensed lawyer. The EJD is designed to offer students more flexibility in their studies, as the degree is not aligned with the requirements to sit for the California Bar Exam.

Accreditation

Concord Law School at Kaplan University is accredited by The Higher Learning Commission (HLC). For more information, visit their website at hlcommission.org (http://www.hlcommission.org). Use the links under "Contact Us" to reach the Commission.

Concord’s degree-granting authority in connection with its students qualifying to take the California Bar Examination and obtaining admission to the practice of law in California (Juris Doctor Program) is based on its registration as an unaccredited law school with the Committee of Bar Examiners.

Concord Law School is authorized to operate as a degree-granting institution in the state of California and is registered as an unaccredited law school in the distance learning category with the California Committee of Bar Examiners:

180 Howard Street
San Francisco, CA 94105
Tel: 415.538.2000
Website: www.calbar.ca.gov (http://www.calbar.ca.gov)

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

For additional state approval information, refer to the Accreditation, Approvals, and Memberships (p. 7) section.

American Bar Association Approval

Concord is not on the list of schools approved by the American Bar Association (ABA). The ABA Standards for the Approval of Law Schools currently do not allow for JD programs that are delivered fully or substantially online. The ABA does not formally approve any program other than the first degree in law (JD).

Curriculum

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor and Executive Juris Doctor degrees. Unlike most of its fixed-facility counterparts, Concord utilizes technology and the Internet to communicate its instructional material and enhance and streamline the learning process.

Concord's course of study is presented in a variety of formats. The casebooks and other textbooks required in the Concord programs are those regularly used at law schools nationwide. Lectures are presented over the Internet while assignments are researched and prepared using electronic research engines. You may access lectures, curriculum, and the law library virtually 24 hours a day, 7 days a week. In addition, Concord professors conduct classes over the Internet. You are required to complete online course modules that include multiple-choice tests and essays.

Student and Faculty Interaction

At Concord, you interact with faculty and fellow students through online classes, emails, interactive bulletin boards, and telephone calls. The program incorporates synchronous classes convened over the Internet at regularly scheduled times each week. These classes function like classes in a traditional law school setting. You are expected to come to class prepared on the day's assigned reading. The professor engages the class in a discussion of the assigned material, which includes questions that may be directed to the class or to a particular student in the class.

At the time of publication of this Catalog, these classes are generally audio/video streamed from professor to student and text-based responses are sent from student to professor. Professors can also arrange for students to respond by audio/video stream. The classroom is led by the professor, who has the capacity to transmit some or all of the responses that are offered to a particular question by students to the class as a whole. An online student roster provides an additional opportunity to contact fellow classmates. Those who have experienced the Concord classroom as either a student or teacher typically remark on the richness and interactivity of the class sessions.

Statement of Assessment

Exams are administered in a variety of forms, including:

- **Modular quizzes:** Administered asynchronously on the School site.
- **Essay writing assignments:** Administered asynchronously on the School site.
• **Final exams and first-year midterm exams**: Administered at fixed dates and times to be determined by the School administration. Unless otherwise noted in the specific course syllabus, all final exams and first-year midterm exams are taken under timed and closed-book conditions.

Each course may include any or all forms of these assessments. The specific assessments are listed in the grading policy of the individual course. Concord may scale assessment scores, including final exams, in certain courses.

**Statement of Nondiscrimination**

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

Concord’s policies and practices are in accordance with all applicable laws and regulations including:

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

Concord is committed to full compliance with these laws. Pursuant to the Rehabilitation Act of 1973 (Section 504) and the 1990 Americans With Disabilities Act (ADA), Concord will provide reasonable and individualized academic modifications for students who provide proper documentation outlining their disabilities and request reasonable and appropriate accommodations. Because each student’s disabilities may differ in degree and impact, reasonable accommodations will be made on an individual basis. However, it is the responsibility of persons with disabilities to seek available assistance and make their needs known at the time of enrollment or as the need arises due to disability.

Documentation to support the disability must be provided to Concord at the time of the request. Information pertaining to a student’s disability is voluntary and confidential. If this information is supplied, it will be used to seek to overcome the effects of conditions that limit the participation of qualified disabled students.

Questions regarding Concord’s Statement of Nondiscrimination or about ADA accommodations may be directed to:

Associate Dean
Concord Law School
10100 Santa Monica Blvd., Suite 362
Los Angeles, CA 90067
Policy Information

Concord Law School reserves the right to change provisions of this Catalog, with or without notice, subject to accreditation and licensing requirements. Where the Concord policies set forth in this section differ from general Kaplan University policies, the Concord policies apply to students in any of the Concord programs.

Admissions

Admissions Requirements

The below policies apply to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

You must complete Concord’s online admissions tests. The Law School Admissions Test (LSAT) is not required; however, if you have taken that test, you may also submit those scores.

If you have earned a bachelor’s degree from a regionally accredited institution approved by the State Bar of California, or if you have earned a bachelor’s degree from an institution accredited by an accrediting organization recognized by the U.S. Department of Education (such as the Distance Education and Accrediting Commission) and have met the prelegal education requirements of the State Bar of California, you may be considered. In addition to Concord’s admissions requirements, you must also meet the statutory requirements for prelegal education required by California law and State Bar rules. In general, you must have a 3.0 or better cumulative GPA from your undergraduate work.

You must provide an unofficial copy of your transcript that shows completion of a bachelor’s degree from an accredited institution acceptable to the State Bar of California. Applicants with a non-U.S. bachelor’s degree and a graduate degree from an accredited U.S. institution may apply with an official transcript of the graduate degree. Applicants with a non-U.S. bachelor’s degree may also provide a course-by-course evaluation prepared by a credential evaluation service approved by the State Bar of California.

By the 45th day of the first term, you must submit an official transcript showing completion of a bachelor’s degree to the Registrar’s Office. Failure to comply with this deadline will result in withdrawal from your program and blocked reentry until an official transcript is provided.

You must complete a telephone interview, which is crucial to determining your motivation, desire to succeed, and suitability for distance learning. Your completed application and admissions file is then reviewed and decided by the School’s Admissions Committee, or its designee, who will decide whether to admit you to the program.

If you have completed your undergraduate and/or graduate study outside the United States, you must have your study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by having earned a TOEFL score of 550/213/80 or higher or completion of at least 2 years of college-level study within the United States. All courses offered are conducted in English. You must be able to speak, read, and write English fluently. English abilities will be determined through the School’s interview and application process.

Concord Admissions Advisors are available to provide additional information on Concord’s admission requirements. For more information about the requirements of the State Bar of California, contact it directly at 213.765.1500 or via its website at http://www.calbar.ca.gov.

Application for Readmission

If you wish to return to Concord after withdrawing or having been dismissed, contact the Admissions Department for application documents.

A condition of your readmission could be a successful completion and approval of a satisfactory academic progress (SAP) appeal (p. 428). The written appeal must address extenuating circumstances that caused your inability to meet the satisfactory academic progress standards, and the corrective actions you have taken to ensure academic success if the appeal is granted. Provide supporting documentation, if necessary.

EJD Program

If you withdrew or were dismissed from your program, you may apply for readmission and, if admitted, enroll in the next available EJD term.

JD Program

If you withdrew or were withdrawn for nonattendance, financial, or other nonacademic reasons, you may apply for readmission and, if admitted, enroll in the next available JD term.

If you were dismissed for academic or disciplinary reasons, per State Bar of California Guideline 5.34 of the Guidelines for Unaccredited Law School Rules, you may apply for readmission and enroll in a JD term that begins a minimum of 24 months from the date of dismissal.

If you feel you can present credible evidence that the prior academic dismissal was caused by extenuating circumstances (a traumatic event or serious hardship) that prohibited you from performing at your normal level, you may petition to apply for readmission after a minimum of 12 months from the date of dismissal as part of your SAP appeal.

Technology Requirements

As part of the admission process to Concord Law School at Kaplan University, you are required to attest to certain competencies in the use of technology, have access to a computer, and meet the hardware and software requirements. Refer to the Concord Technical Requirements (https://www.concordlawschool.edu/admissions/technical-requirements) page for details.

Some courses may have additional software and hardware requirements, which are outlined in the course materials.

Admitted Students

Fundamentals Program

The Concord experience begins with a thorough orientation to the study of law and the online learning environment. Orientation is a nonmandatory, three-module course in which you will learn how to navigate the online platform, how to access resources available at Concord, and basic legal terminology to help you build a good foundation as you set out on your law school journey.

Many law students start their law school career with little knowledge of the legal system, what is expected of them, or how to get the most from their studies. The course provides an introduction to the skills necessary for a successful start and the background and context that are important for first-year studies at Concord.
As a first-term student admitted to the JD or EJD program, you will be enrolled into a specific Fundamentals course depending on your requested term’s start date. Once enrolled, you will receive a robust orientation to Concord and the study of law within a cohort-based online program. The course modules and assignments mirror what you will experience in your first-term courses. You are expected to complete this program prior to the start of your first term. The Fundamentals Program is not available if you are accepting advanced standing admission to Concord.

Deferment of Start Date

You are accepted for a specific term, for example, January or June. After acceptance, but before you complete the orientation, you may request to defer your start date to the next term.

A deferral may be approved prior to the end of the first week of the term. After the first week of the term, you are subject to the Withdrawal Policy (p. 425).

Deferrals are granted with the understanding that you must begin your studies the next term.

- **Example 1.** If you are a first-year student accepted for the September term, a deferral may be requested to start the following January, which is the start of the next term.
- **Example 2.** If you are an upper-division student starting in January, a deferral may be requested to start in July, which is the start of the next term.

### Student Information and Services

In this section, you can find information on student conduct, the honor code, educational rights and privacy, directory information, and student services. Concord’s problem resolution and grievance procedures are also included. For information about the Sexual Misconduct Policy, please refer to the Important Resources section of the Catalog.

### Family Educational Rights and Privacy Act (FERPA)

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

1. Online student records are maintained for a minimum of 6 years from the end of the award year aid was last awarded or award year you last attended. Campus student records are retained for a minimum of 5 years from the end of the award year aid was last awarded or award year you last attended. Academic transcripts are maintained indefinitely.
2. You have the right to inspect and review your education records during normal school hours with an appointment within 45 days of the day the Campus President/Executive Director receives a written, dated request for access. You are not permitted to inspect or review confidential student guidance notes maintained by the University, nor financial records, including any information those records contain, of your parents or guardians.
3. You have the right to request the amendment of education records that you believe are inaccurate, misleading, or a violation of privacy.

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

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

5. You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

### Inspection/Review of Academic Records

If you are a current or former student and wish to inspect or review part of your academic record, other than standard transcript information, you must make a request in writing in an administrative email or a letter sent to:

Office of the Registrar
Concord Law School at Kaplan University
550 West Van Buren Street, Suite 700
Chicago, IL 60607
Fax: 800.588.4127

The request must identify specifically which record(s) you wish to inspect and whether the inspection of the records will be in person at Concord’s Office of Academic Administration in Los Angeles or by receipt of a copy by U.S. mail. If any portion(s) of the academic record requested for review are maintained in electronic format, they will be made available in printed form, in general, or offered by the relevant software application.

### Requesting a Review in Person

To request an in-person review, you must suggest the date and time for the review with a minimum of 10 days advance notice. Reviews must
take place during the normal business hours of the Office of Academic Administration.

Requesting Copies by Mail
Requests for copies will be answered within 45 days of receipt of the request and are normally sent by U.S. Priority Mail, Certified, Return Receipt Requested. Other methods of delivery are available upon request. You must pay in advance a fee to cover the cost of copying and delivering the documents.

Requests for amendments to any academic records must be made in writing as set forth above. If Concord declines to amend the academic record, a reason will be provided in writing. This decision may be reviewed using the Problem Resolution and Grievance Procedures (p. 424).

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

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) (p. 35), Concord Law School at Kaplan University maintains an online directory for the School community. Upon the first day of attendance at the School, your profile listing, including your name and user name, become available to the School community (students, faculty, and administrators). The online directory may also include information commonly referred to as “directory information.” The School designates the following categories of student information as directory information:

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

The School does not accept responsibility for information published by users in the directory and reserves the right to delete or modify information posted to the directory that is abusive, inflammatory, defamatory, infringing of intellectual property, or otherwise inappropriate in an academic environment. If you improperly use the directory or any information it contains, you may be subject to disciplinary action.

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

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

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

1. You have the right to clarity of information. This includes clarity about:
   a. The impartial, objective evaluation of your academic performance
   b. The method of evaluating progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined
   c. The requirements for completing your degree
   d. Fees and other financial obligations to the University

2. You have the right to freedom from unlawful discrimination on the basis of race, sex, religion, color, age, national origin or ancestry, disability, marital status, parental status, sexual orientation, genetic information, gender identity, gender expression, or status as a military veteran.

3. You have the right to due process. Disciplinary sanctions will not be imposed without proper regard for due process. Formal procedures have been instituted to ensure adequate notice and response for all students subjected to disciplinary proceedings.

4. You have the right to freedom of inquiry, freedom of thought, and freedom of expression. The University encourages the search for truth and knowledge and does not abridge searches’ rights to reveal their findings, by both spoken and written word, even if in so doing they might find themselves at variance with their peers, as well as the lay community. To dissent or to disagree with generally accepted truth and knowledge is acceptable and, in many ways, is essential to free debate and inquiry. Accordingly, you are responsible for learning the academic content of the course, but are free to discuss and express any view relevant to the subject matter presented by the instructor or other students. However, in exercising this freedom, you may not interfere with the academic process of the class by speaking to or behaving toward others in a manner constituting unwelcome, targeted conduct that is so severe, pervasive, and objectively offensive, and that so undermines and detracts from the educational experience of those to whom the speech or behavior is targeted, that the targeted person is effectively denied equal access to the University’s resources and opportunities.

5. You have the right to participate in course and instructor evaluations to give constructive criticism regarding the instruction, learning environment, and curriculum, and regarding the services provided by the University.
6. You have the right to develop personally through opportunities such as formal education, work and volunteer experiences, extracurricular activities, and involvement with others.

**Student Conduct**

**Code of Student Conduct**

You are expected and required to abide by the laws of the United States and the rules and regulations of Kaplan University, to conduct your academic and scholarly pursuits with the highest levels of ethical and honest behavior, to conduct yourself in accordance with accepted standards of social behavior, to respect the rights of others, and to refrain from any conduct that tends to obstruct the work of the University or to be injurious to the welfare of the University. By violating these general standards of conduct you may be subject to informal actions. If the violation falls within one of the categories of conduct listed below, you may also be subject to disciplinary sanctions.

The following actions constitute conduct for which you may be subject to informal action or disciplinary sanctions:

1. Dishonesty in connection with any University activity. The expectation to uphold the standards of academic integrity and honesty is a responsibility of every member of the University community. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty. Accordingly, the following behaviors will be considered violations of these standards and are subject to disciplinary action as set forth in these procedures.
   a. Cheating: You are expected to adhere to the guidelines provided by instructors for academic work so that you do not gain an unfair advantage. Using or attempting to use unauthorized materials, information, study aids, notes, or any other device in any academic exercise will not be tolerated. Unauthorized materials may include anything that or anyone who gives assistance that has not been approved by the instructor in advance.
   b. Plagiarism:
      i. Using another person’s words, ideas, results, or images without giving appropriate credit to that person; giving the impression that it is your own work.
      ii. Copying work, written text, or images from another student, the Internet, or any document without giving due credit to the source of the information.
      iii. Purchasing or contracting another person or company to complete coursework, including obtaining a paper from the Internet, from a term paper company, or from another student, and submitting it as your original work.
   c. Fabrication: Intentional and/or unauthorized falsification or invention of any information or citation in any academic exercise. This includes but is not limited to:
      i. The changing and/or manipulation of research data, results, processes, or research record
      ii. The omission of results from the research record
      iii. The alteration and resubmission of a graded academic exercise, except as permitted by the Coursework Resubmission Policy (p. 423).
   d. Multiple Submissions: The submission of substantial portions of the same academic work for credit more than once without authorization from the instructor as described in the Coursework Resubmission Policy (p. 423).
   e. Collusion: Intentionally or knowingly helping or attempting to help another to violate any regulation governing the standards of academic integrity described in these regulations. You may only collaborate on academic work within the limits prescribed by the instructor.

2. Theft of, attempted theft of, unauthorized use or possession of, unauthorized exertion of control over, or causing damage to property of any kind belonging to the University, a member of the University community, a campus visitor, or a person or agency participating in a University activity.

3. Any conduct that substantially threatens or interferes with the maintenance of appropriate order and discipline in the operation of the University, or any conduct on University property or in connection with a University activity that invades the rights of others. Examples include, but are not limited to:
   • Inappropriate or profane behavior that causes a disruption of teaching, research, administration, disciplinary proceedings, or other Kaplan University activities
   • The use of tobacco/vaping/related products in University buildings, and eating or drinking in the classrooms or any location other than designated areas
   • Bringing animals onto Kaplan University property unless they are assisting the physically impaired or are being used as classroom subjects
   • Bringing children into Kaplan University teaching areas
   • Failure to comply with all emergency evacuation procedures, disregarding safety practices, tampering with fire protection equipment, or violation of any other health and safety rules or regulations
   • Disruptive use of mobile phones or other electronic devices; all personal electronic devices must be in the "off" position while in the classroom

4. Failure to conduct yourself in a professional manner with University staff and faculty, peers, or clients in an institutional, clinical, externship, or lab setting.

5. Failure to comply with directions of University officials acting in the performance of their duties including, but not limited to, failing to present identification upon request of a University official acting in the official capacity of his/her position.

6. Violation of any Kaplan University regulations. This includes, for example, regulations contained in official University publications or announced as administrative policy for a University official or other person authorized by the President of the University.

7. Physical abuse of any person or conduct that threatens or endangers the health or safety of any other person, whether or not such conduct occurs on University property. For information about the Sexual Misconduct Policy, please refer to the Important Resources section of the Catalog.

8. Unauthorized entry or access to, or unauthorized use or occupancy of, any University property including, without limitation, lands, buildings, structures, telecommunications, computer or data processing equipment, programs, systems, software, or other facilities or services connected with a University activity. See Responsible Use of University Technology (p. 423) for further details on prohibited activities with respect to University technology.

9. The use, possession, sale, manufacturing, or distribution of alcohol, illegal drugs, or narcotic or prescription drugs, except as expressly...
communicate with others. When you use any Sites to post or transmit content, some Kaplan University Sites allow you to post your own content or participate in discussions. To facilitate social networking and to establish a sense of community, you may engage in discussions through the internal email system.

University Violence Prevention
Kaplan University values freedom of expression and encourages diverse viewpoints. However, the University expects you to act in a responsible, ethical, and legal manner when using the Sites. The Sites include, but are not limited to, the online classroom, online seminars, virtual campus, discussion boards, and internal email system.

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

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

Coursework Resubmission Policy
If you are retaking the same Kaplan University course following an unsuccessful attempt, you may resubmit coursework and papers in their entirety without penalty. You must notify the instructor prior to submission and cite the original date of submission on the work itself. It is your responsibility to ensure that the previously submitted coursework materials meet current course requirements.

Citation Example: This assignment was originally submitted on [Give the date] for [Give the course and the instructor].

Resubmission of coursework is only allowed when retaking a Kaplan University course. Repurposing coursework or reusing parts of an assignment or papers for subsequent courses has different requirements. See the Kaplan University Student Coursework Resubmission Policy Resource (https://kuportal-a.akamaihd.net/ascmedia/reusepolicy.pdf) for additional information.

The Coursework Resubmission Policy is not applicable to Concord Law School students.

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

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

Kaplan University Sites are intended to be used for business and educational purposes only. You must agree that your User Content, which includes information posted or communicated that is not considered an educational record under the Family Educational Rights and Privacy Act of 1974 (FERPA) (p. 35), may not:

1. Infringe on the intellectual property, trade secret, privacy, or publicity rights of others or contain copyright-protected material without the written permission of the copyright owner.
2. Contain any material that conflicts with any article of the Student Bill of Rights (p. 30) and/or Code of Student Conduct (p. 422).
3. Be posted in a false name or the name of another person, or include impersonations of any person, except where such impersonations are obvious and are included exclusively for the purpose of parody.
4. Include illegal material or encourage, solicit, or glorify illegal activity.
5. Contain false statements or misrepresentations.
6. Include commercial advertisements or solicitations, except if the University has specifically authorized their inclusion.
7. Include material that is otherwise objectionable to the University.

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

If you see or hear inappropriate User Content on Kaplan University Sites, you should promptly report it pursuant to the procedures set forth in the Problem Resolution and Grievance Procedures (p. 33) section.

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

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

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

General

You are expected to conduct yourself as a committed member of the Kaplan University academic community, in compliance with both the spirit and letter of the rights and regulations of the institution. When each member of our community adheres to this commitment, the spirit of academic inquiry and discovery is best preserved for each and all.

A violation of the Code of Student Conduct (p. 422) may result in one or more actions including, but not limited to:

- Verbal warning
- Written warning
- Grade reduction
- Suspension
- Dismissal

The University's administration will determine the action(s) to be taken based on the severity of the infraction and your prior disciplinary record.

You may submit a written appeal to the Office of Student Relations within 10 business days of receiving notification of the disciplinary action. All grade-related and plagiarism appeals are to be directed to the Academic Appeals Committee. The appeal must include a General Report/Compliance Form (available from your Education Advisor or a compliance coordinator) and sufficient information to permit fact-finding and investigation.

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

Dishonesty

Violations involving academic dishonesty may result in the following sanctions, though this order may not be adhered to, depending on the circumstances of the infraction:

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

All charges are recorded in Kaplan University's database and remain there permanently. All offenses you accumulate while completing a program will be carried over to any subsequent program, if and when you reenroll.

Procedures for processing an allegation of academic dishonesty are as follows:

1. The instructor notifies you of any charge of academic dishonesty brought against you.
2. The charge is submitted in writing by the instructor to the Office of the Chief Academic Officer.
3. The Office of the Chief Academic Officer sends you a copy of the Code of Student Conduct (p. 422) and notification of the charge.
4. The Office of the Chief Academic Officer, after a full review, sends you and the instructor notification of the findings with regard to the subject charge.
5. The Office of the Chief Academic Officer maintains a database of academic dishonesty charges.

6. Please see the University's Academic Appeals Policy (https://catalog.kaplanuniversity.edu/policy-information/academic-standards/appeals-policy) for information on how to appeal a charge of academic dishonesty.

Academic Appeals Policy

Grading and Academic Dishonesty Appeals Procedures

You must follow the below procedures to appeal a grade or an academic dishonesty charge. (See Concord Law School's Problem Resolution and Grievance Procedures (p. 424) for additional policies regarding academic dishonesty charges.)

Step 1: If you wish to appeal a grade or an academic dishonesty charge (e.g., plagiarism, cheating), you must first discuss the issue with your faculty member within 10 days of receiving the grade or the academic dishonesty charge.

If you are appealing a grade you believe is unfair, a departure from the established grading policy, or a clear mistake by the School, you should provide your instructor with a clear explanation of why. Please review the course's grading rubrics and late policies first, as these will often resolve confusion over how a grade was calculated.

If you are appealing an academic dishonesty charge, you should provide your instructor with a clear explanation of why. Please review Kaplan University's Code of Student Conduct (p. 30) first, as it explains the types of actions that are academically dishonest.

If the faculty member decides that a change to the grade and/or the withdrawal of an academic dishonesty charge is the correct decision, the faculty member will work with the Office of the Chief Academic Officer and Registrar as required to resolve the issue.

Step 2: If the problem has not been resolved and you wish to pursue an appeal of the faculty member's decision, you must complete and send the Academic Appeal form to the Office of the Chief Academic Officer which will forward your appeal to the Academic Appeals Committee which will review your case and make a decision. The Academic Appeals Committee consists of faculty and one or more administrators.

Step 3: If you disagree with the Academic Appeals Committee’s decision, you must send a written letter of appeal to the Office of the Chief Academic Officer within 10 days of the Committee's decision. The Office of the Chief Academic Officer will review the material presented and make a final ruling.

Problem Resolution and Grievance Procedures

Please refer to the Problem Resolution and Grievance Procedures (p. 33) for policy and procedure information.

Additional Information for Concord Law Students Regarding Policy on Petitions Not Related to Academic Appeals

Petitions seeking an exception to administrative policies, such as exam rescheduling, late enrollment, and readmission requirements, may be submitted via the Petition—Associate Dean form, by email
to CLSAssociatedean@kaplan.edu. These petitions shall be reviewed by the Associate Dean for the program, the Associate Dean’s designee, or a committee convened by the Associate Dean.

The grant of any petition is at the sole discretion of the School.

Additional Information for Concord Law School Students Regarding Academic Appeals

You may request a hearing before a panel of disinterested members of the faculty and/or administration in a disciplinary proceeding. These hearings are typically conducted based on written submissions.

You may have the assistance of counsel, at your expense, who may be present during any disciplinary proceeding. Counsel may not question witnesses or address the panel during the proceedings. You may also provide the names and contact information of any witnesses on your behalf along with a short description of the witnesses’ expected testimony.

Student Services

Career Services

Career Services is a student-focused provider of career assistance and is available to currently enrolled degree-seeking students and to eligible graduates. Career Services is committed to supporting your efforts to enter the legal field or law-related employment after graduation and to obtain legal experience while enrolled at the School. Recognizing that career development is an ongoing, lifelong process, the Career Services team strives to help you understand the importance of self-assessment, occupational exploration, decision making, goal setting, networking, the job search, and developing productive connections in the workplace.

The Career Services team keeps you informed throughout law school about how to best gain experience, network, and prepare materials for a successful job search pre- and postgraduation. They provide individualized support and feedback, resource materials, and lectures designed to assist in thinking about and planning a legal job search, exploring employment opportunities, preparing application documents, and developing and utilizing a personal and professional network.

Career services offered by the School are not an obligation or guarantee of employment. Although Career Services will assist you, finding a job is ultimately your responsibility. Concord’s programs are designed to prepare you to pursue employment in the law, or in related fields. However, Concord does not guarantee that you will be placed in any particular job, eligible for job advancement opportunities, or employed at all. Some jobs may require additional training or certification.

Student Groups

Concord Law School recognizes and registers student groups that comply with the established procedures for registration of such groups. This registration remains in effect as long as the group conducts itself in accordance with Concord’s policies and procedures. A proposed student group applies to the Dean of Students or the Dean’s designee for recognition using the procedures and forms provided on the Concord School site. Once a group is recognized and registered, it must maintain a roster of at least 10 active members at all times. All members must be current JD or EJD students who are actively engaged in legal studies and who have access to the site. Should the number of active members fall below 10, the group may be delisted. The membership roster on the site is the official roster for group membership.

A recognized student group may use “Concord Law School” in its group’s name. Concord supports registered student groups in a variety of ways, including with a link on the Concord School site under the Student Organizations tab, a bulletin board, and other technical support as appropriate.

Groups must specifically obtain permission from the Dean of Students or the Dean's designee to use the Concord Law School logo and may not have any other logo that identifies the group. See the Student Groups tab on the Concord School Site for further instructions on forming official student groups and student group guidelines. All Concord student groups are bound by the Honor Code, the Academic Use policy, the Net Etiquette policy, and any other Concord polices that govern student behavior and communication on the Internet and elsewhere.

Law Library

You can access a complete law library from your computer. On Concord’s website, a law library interface is available that gives you access to the Internet’s free legal library. The library includes, among other things, all U.S. Supreme Court cases, the U.S. Constitution (with annotations to Supreme Court cases), all U.S. Codes, the Federal Rules of Evidence, the Federal Rules of Civil Procedure, codes of professional responsibility, all California codes and laws, and recent appellate cases and law review articles.

The School provides you with access to Westlaw, an electronic legal library, after you have been enrolled for a month. In addition to the Concord Librarian’s tutorial, Westlaw offers research training and materials to help navigate through the wealth of information available.

The School also provides you with access to HeinOnline, an image-based retrospective of more than 1,000 law journals with substantial historical coverage, as well as access to historical copies of the Federal Register, U.S. treaties, and other international agreements.

The Concord Law Librarian is also available to assist you in developing research skills to find the resources you need on the Internet.

Academic Information

The below policies apply to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

Academic Calendar

Review the Concord Law School Academic Calendar (https://www.concordlawschool.edu/assets/documents/concord-academic-calendar.pdf) for important dates, including term start and end dates, withdrawal deadlines, and official school holidays.

Concord records its courses in semester credit hours.

Attendance

Attendance is defined as posting to a discussion board, virtual office, or drop box, attending a seminar, or participating in a quiz or other classroom activity.
You are encouraged to attend class every day and to be on time for scheduled meetings. It is your responsibility to learn the material covered while absent and to see that you make up missed work in compliance with Concord's guidelines. Hours of makeup work cannot be accepted as hours of class attendance, and makeup work is not permitted for the purpose of receiving veterans' educational training benefits.

Refer to the Withdrawal policy for information about withdrawal due to nonattendance.

**Leave of Absence**

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

You must complete and sign a Leave of Absence Request Form and submit it through Education Advising for approval. As appropriate, provide documentation to support your request. If you are seeking a leave of absence in the middle of a term, there may be impacts to your funding; therefore, you should speak with Financial Aid prior to submitting the leave request.

You may request up to one period of leave per calendar year. A leave may be no less than nine weeks to no more than one complete term in duration, though your return date will be dependent on course and term scheduling and availability.

If you request and receive approval for a leave of absence effective before the completion of a term, you will receive a "W" for each attended course at the start of the leave. You are strongly encouraged to register for those courses again in your returning term.

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

If you do not return to class by the scheduled date and later choose to return to Concord Law School, you will need to reapply for admission to the current version of the program. If you are on a leave of absence, it might impact your financial aid. Please note that your lender entitles you to a 6-month grace period before entering repayment on your student loans. If you have already exhausted your student loan grace period, you will enter loan repayment immediately.

**Term Break Leave of Absence**

Based on the academic calendar, if the break between the end of your current term and the start of the next term is longer than two weeks, you will be administratively placed on a leave of absence after the term ends for a scheduled return on the next eligible term start. This applies to fall/spring track students who must shift to the standard winter/summer track after the first year of study. If you wish to resume your studies on a later term than the next eligible term, you may request a standard leave of absence or an FYLSE leave of absence (JD students only).

**Withdrawal**

**Add/Drop Policy for Courses**

After the term begins, you will have a 7-day add/drop period in which to add or drop courses without penalties.

Withdrawal from individual courses after the add/drop period is at the discretion of Concord and may be subject to conditions. Withdrawal after the start of the term is, in general, reflected with a "W" for course grades on the transcript. Course withdrawals are not permitted in the last 60 days of the term.

If you are enrolled in the JD program, you are responsible for ensuring that you are carrying sufficient credit hours for a qualifying half-year of law study, as required by the State Bar of California.

**Requesting to Withdraw from the University**

Circumstances sometimes require that you withdraw from the School. If your situation warrants withdrawal, please first refer to the Refund Policy (p. 429) and then follow the steps below:

1. Meet with an Education Advisor via telephone or electronically to discuss your decision to withdraw. We will seek to make reasonable efforts to assist you in continuing your education.

2. Once you have officially notified your advisor of your intent to withdraw, you should meet with a representative of the Financial Aid Office only if you intend to withdraw in the middle of a term. The Financial Aid Office can answer questions regarding financial obligations to the School and student loan repayment responsibilities. Refer to the Refund Policy for specific calculation information.

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

4. A request to withdraw from the School during the final 60 days of a term will be treated as an end-of-term withdrawal request and will be processed after grades have been posted for that term.

If you withdraw from the School and wish to return, you must apply for readmission following the Application for Readmission (p. 419) procedures for Concord.
Withdrawal Due to Nonattendance

Attendance has important effects on your enrollment status at the School:

- If you are a first-term or returning student and do not log attendance in any of your classes within the add/drop period, your enrollment will be cancelled.
- If you do not log attendance in any of your classes for 21 consecutive calendar days (excluding scheduled breaks), you will be administratively withdrawn from your program.
- If you are withdrawn due to nonattendance, grades of “W” will be posted for your courses, except when the period of nonattendance occurs in the last 60 days of the term when “F” grades will be posted.

If you are withdrawn due to nonattendance, you must apply for readmission following the Application for Readmission (p. 419) procedures for Concord. If you feel an error has been made in your attendance calculation, you may appeal to the Associate Dean by filing a petition.

Transfer Credit

Transfer Credit for Prior Law Studies

You must complete at least one-half of the program requirements at Concord to qualify for the degree. No credit is offered for experiential learning (work experience).

JD Students

All credit transfers will be made in compliance with the requirements of Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules), Rule 4.31, and Guidelines for Unaccredited Law Schools Rule 5.35. Transfer credit will be considered only for courses taken in a JD program at a school that is: (a) ABA approved; (b) accredited by the State Bar of California; or (c) registered with the State Bar of California. Law courses taken in a non-JD program, such as a master’s degree program, or in a JD program at a school that does not meet (a), (b), or (c) cannot be considered.

If you completed study at a law school described above, you must have your legal study evaluated and certified by the Committee of Bar Examiners prior to Concord’s acceptance and application of those credits into its JD program. If you completed law study outside of the United States, it is recommended that you obtain an evaluation of your law studies by the Committee of Bar Examiners.

EJD Students

In addition to law school courses that may qualify for transfer credit for the JD program, transfer credit may also be considered for courses taken in a JD program at a state-approved law school whose graduates may sit for the bar exam in that state. Transfer credit will be granted at the discretion and determination of the Associate Dean.

If you completed preapproved Kaplan University courses while a Kaplan University student or have completed similar courses in graduate programs, you may petition for transfer credit for these previously completed courses after the completion of your first year of study.

Transfer Credit for Concurrent Outside Law School Courses

You may make arrangements to take elective courses at other appropriately accredited law schools. If you wish to receive credit for an external course you must petition for approval from the Associate Dean prior to taking the course. The petition should include a statement of your academic credentials, a course description (usually available in the School Catalog), syllabus (if available), and dates the course begins and ends.

Requirements for Acceptance of Credit into JD Program

1. Prior approval from Concord is obtained.
2. The course is offered through a JD program at an appropriately accredited school.
3. The education must meet all requirements to be considered qualifying legal education under the rules of the State Bar of California.
4. The entire course must start and end within your Concord Law School term.
5. You are responsible for ensuring that you are admitted to the external JD program, enroll and complete the course in a manner that will meet the State Bar of California requirements, and maintain the appropriate course load at Concord to earn a qualifying year of legal education.
6. If you enroll in excess credit hours in a single year, you must still receive passing grades in at least 10 semester credit hours per term at Concord to receive credit for that half year from the State Bar of California.

At the conclusion of the course, you must provide Concord with an official transcript indicating course grades before credit can be awarded.

Transfer of Concord Credits to Other Schools

If you wish to continue your education at other schools, you must not assume that credits earned at Concord Law School of Kaplan University will be accepted by the receiving institution. It is your responsibility to acquaint yourself with the requirements of the selected school and the requirements of that state’s licensing, certification board, and accrediting body. Institutions of higher education vary in nature and number of credits they will accept toward any program. It is at the sole discretion of that receiving institution to accept credits earned at Concord Law School at Kaplan University. This is standard transfer of credit procedure. Neither Concord Law School nor Kaplan University can guarantee the transferability of any credits to other institutions.

Program Changes

As a JD student, you may request to change to the EJD program prior to the completion of your second year of study.

As an EJD student, you may only request to transfer to the JD program if you successfully completed your first year of law study in the JD program, have passed the First-Year Law Students’ Exam (FYLSE), are in good academic standing in the EJD program, and have not attempted more than 70 credits at Concord Law School. Note that none of the coursework you completed in the EJD program can satisfy JD program requirements for acceptance of credit into the JD program.
requirements, so you may be required to retake previously passed courses.

EJD students who do not meet all of the above stipulations may not transfer to the JD program and must withdraw and reapply for JD admission. If you previously completed any coursework in the JD program, you may be required to petition to restart your studies with the State Bar of California. Refer to the Application for Readmission (p. 419) policy for more information.

**Academic Standards**

In this section, you can find information on academic grades, honors, and satisfactory academic progress.

**Academic Grades**

The below policies apply to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

Concord generally grades examinations using standards similar to those employed by the Committee of Bar Examiners of the State Bar of California. All exams, written assignments, and other assessments are governed by the Concord Honor Code.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>83-100</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>80-82</td>
<td>3.7</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>78-79</td>
<td>3.3</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>73-77</td>
<td>3.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>C+</td>
<td>68-69</td>
<td>2.3</td>
<td>Proficient</td>
</tr>
<tr>
<td>C</td>
<td>63-67</td>
<td>2.0</td>
<td>Proficient</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
<td>JD Students: Below Standard Proficiency; EJD Students: Proficient</td>
</tr>
<tr>
<td>D+</td>
<td>58-59</td>
<td>1.3</td>
<td>Below Standard Proficiency</td>
</tr>
<tr>
<td>D</td>
<td>53-57</td>
<td>1.0</td>
<td>Below Standard Proficiency</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
<td>Below Standard Proficiency</td>
</tr>
<tr>
<td>F</td>
<td>Below 50</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>TC</td>
<td></td>
<td></td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

**Retaken Work Policy**

You must successfully complete all required courses for the degree program. You must repeat any required course for which you received a failing grade. When you repeat a course, all attempts are included on the transcript, and all grades received are included in the calculation of the cumulative GPA; however, you can only earn credit hours toward program completion and a qualifying half-year of law study for the State Bar of California once. If you choose to retake a previously passed course, you may only receive financial aid for one additional retake of that course.

In retaking a course, the Honor Code applies, and you are not permitted to utilize outlines or other materials that you may have had rightful access to or possession of during the original taking, if non-retaking students would not.

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

**Satisfactory Academic Progress**

The below policies apply to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

**Maximum Time Frame**

You may not attempt more than 150 percent of the published program length, as measured in credit hours. For example, if a program requires successful completion of 72 credit hours, you may not attempt more than 108 credits (72 x 1.5). Credit awarded for prior learning will affect the maximum time frame (see below).

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

**Academic Progress Evaluations**

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

In addition to the cumulative academic progress standards, JD students must earn a minimum term GPA and minimum term pace each term. Please also refer to JD Progression requirements (p. 433) for additional academic standards.

**Program** | **Minimum CGPA** | **Minimum Pace of Completion** | **Minimum Term Progress**
--- | --- | --- | ---
Juris Doctor | 2.0 | 66.6% | 2.0 Term GPA; 100% Term Pace
Executive Juris Doctor | 1.7 | 66.6% | N/A

If you do not meet the satisfactory academic progress standards, you could lose your eligibility for federal financial aid. Financial aid recipients should refer to the Academic Eligibility for Financial Aid (p. 429) section.

**Academic Probation and Dismissal**

**Academic Probation**

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

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

**Satisfactory Academic Progress Appeals**

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

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

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

**Final Academic Probation**

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

If your satisfactory academic progress appeal is approved, the School will make a determination either to place you on final academic probation for a payment period (an academic term) or create a customized academic plan that will define the academic standards you must meet in order to comply with the satisfactory academic progress standards by a specific point in time.

**Academic Dismissal**

You will be academically dismissed from the School if:

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

Notwithstanding the above, if you do not earn a cumulative GPA of 1.70 or higher (JD students) or 1.50 or higher (EJD students) at the end of your first term of enrollment with the School, you will be subject to immediate dismissal. In addition, if you are a JD student and do not earn a 2.00 CGPA by the end of the first year, or fail any class during the first year, you will be academically dismissed from the School.

**Grades Affecting Academic Progress**

All credit hours attempted toward your current program of study will be considered when evaluating academic progress. Course withdrawals and repeated courses will be considered credit attempts for which no credit is earned. Noncredit-bearing courses will not affect satisfactory academic progress.

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

**Academic Honors**

**Term Honors**

You may receive term honors if you earn a GPA in a given term of 3.0 to 3.29 ("Dean's List") or 3.3 or higher ("Distinguished Scholar"). This honor will appear on your transcript.

**Degree Honors**

You may receive degree honors if you graduate from your program with a cumulative GPA of 3.0 to 3.29 ("With Honors") or 3.3 or higher ("With Highest Honors"). This honor will appear on your diploma and your transcript.

**Financial Information**

To view tuition and fee information, visit www.concordlawschool.edu/admissions/tuition (https://www.concordlawschool.edu/admissions/tuition).

The below policies apply to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

**Enrollment Status and Definition of an Academic Year**

Your enrollment status can impact financial aid eligibility.

The academic year is 48 weeks, which is divided into two, 24-week terms of instruction, during which a full-time student will complete at least 22 semester credit hours. Thus, enrollment status is defined as:

- Full-time: 11 credit hours per term
- Three-quarter-time: 9 credit hours per term
- Half-time: 6 credit hours per term

The Veterans Administration may have different definitions for full-time and part-time status. If you are receiving veterans benefits, you should talk to the School’s Certifying Official.

**Academic Eligibility for Financial Aid**

To remain eligible for federal financial aid, you are required to maintain satisfactory academic progress (p. 428) toward completion of your program.

**Financial Aid Warning**

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

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

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

Financial Aid Probation

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

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

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

Financial Aid Services

Prior to enrolling at Concord, you are encouraged to explore all options available for financing your education including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by the School’s Financial Aid Office to help you understand your options.

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

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

You may be eligible for third-party funding sources from outside agencies and are encouraged to seek out such funding and familiarize yourself with the policies of such agencies. Although the School will assist you in completing the necessary forms and will provide any required information to the agency, it is ultimately your responsibility to ensure the agency’s requirements are met.

Some alternative loans are only available to pay any direct tuition charges that are not covered by federal, state, or institutional funding. You are encouraged to take advantage of federal Title IV funding before applying to alternative loan programs. You and, when applicable, your parents have the right and ability to choose any lender you wish, and Concord does not require that any loans be obtained from any particular lender or source.

Concord is approved for the following loans and programs:

- Loans (available to all students, subject to eligibility requirements)
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans
- Other Agencies or Programs
  - Promise Jobs
  - Veterans Administration Benefits
  - Division of Vocational Rehabilitation
  - Defense Activity for Non-Traditional Education Support (DANTES)

Refund Policy

Notice to Students

Return of Title IV Financial Aid

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

1. To determine the percentage of the payment period or term completed, the number of days completed up to the last date of academic attendance is divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.) This percentage is also the amount of Title IV financial aid earned.
2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, you will have earned 100 percent of the federal financial aid funds already disbursed to you. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in you owing additional funds to the School to cover tuition charges previously paid by federal financial aid prior to your withdrawal. If you earned less aid than was disbursed, the institution would be required to return a portion of the funds and you are required to return a portion of the funds. Keep in mind that when Title IV funds are returned, you, the student borrower, may owe a debt balance to the institution. If you earned more aid than was disbursed to you, the institution would owe you a post-withdrawal disbursement, which must be paid within 180 days of your withdrawal.
If you plan to withdraw from the School, you should contact the Financial Aid or Business/Bursar’s Office to determine the amount of funds that must be returned on your behalf, if applicable. All refunds due will be made within 45 days of your effective withdrawal date. The last date of actual attendance is used in calculating any refund amount.

Refunds are allocated in the following order:

a. Unsubsidized Federal Stafford Loan
b. Subsidized Federal Stafford Loan
c. Federal Perkins Loan
d. Federal Parent (FPLUS) Loan
e. Federal Pell Grant
f. Federal Supplemental Educational Opportunity Grant
g. Other Title IV assistance
h. Other state funds (unless otherwise mandated by the state)
i. Private and institutional aid
j. Student

Withdrawal After Commencement of Classes
The effective withdrawal date shall be when any of the following occur:

1. The date you notify Concord of withdrawal or the date of withdrawal, whichever is earlier,
2. The last date of attendance if you do not attend within the first 7 days of the term start date,
3. The last date of attendance if you fail to complete academically related activities for 21 consecutive calendar days (not including breaks),
4. The last date of attendance prior to the date when Concord terminates your enrollment,
5. The date you are scheduled to return from a leave of absence and fail to do so.

All refunds due will be made within 45 days of your effective withdrawal date. The last date of actual participation is used in calculating any refund amount.

A term is considered completed if a student receives a letter grade for any class and no tuition refund will be granted (please see Iowa Residents Tuition Refund Chart for exception details).

If you have obtained a loan to pay for tuition, it is your responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. You are advised that some financial refunds are due directly to the lender.

Tuition Refund Chart
If you begin a term, you are entitled to a prorated refund of tuition paid, up to the time 50 percent of the academic term has lapsed. Thus, if you withdraw from or are dismissed by the School any time after commencing instruction, but prior to 50 percent of the academic term, you will receive a prorated refund.

Students Withdrawing Refund
Prior to the first day of the term 100% Tuition
During the first day through 10% of the term 90% Tuition
After more than 10% and through 25% of the term 50% Tuition

Florida Residents
If you reside in the state of Florida and withdraw or are terminated after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:

Students Withdrawing Refund
Prior to the first day of the term 100% Tuition
During the first 7 calendar days of each term 100% Tuition
After 7 calendar days and through 25% of the term 50% Tuition
After more than 25% and through 50% of the term 25% Tuition
After more than 50% and through 100% of the term 0% Tuition

Less the Administrative Fee

Refunds shall be made within 30 days of the date of withdrawal or termination, not including the nonrefundable application fee or administrative fee.

Iowa Residents
For all Iowa residents attending Concord Law School the following refund policy shall apply:

Students Withdrawing Refund
Prior to the first day of the term 100%
During the first 6 days of the term (first time students only) 100% Tuition
For the remainder of the term until completion, the tuition refund will be calculated as follows:

- Number of calendar days remaining in the term/number of calendar days in the term multiplied by the total tuition multiplied by 90%.
- A term is considered completed if a student receives a letter grade of “A” through “D” for any class and no tuition refund will be granted.
- No administrative fee will be charged to a student who withdraws from Concord.

For Iowa Servicemembers and Their Spouses With Dependent Children
Any Kaplan University student residing in the state of Iowa who is a military servicemember (active duty, guard, or reservist) who gets deployed or mobilized, or is a spouse with a dependent child of a servicemember who gets deployed or mobilized, may request a full refund of tuition and fees for all classes attended in the term for which the deployment or mobilization occurred.

Maryland Residents
If you reside in the state of Maryland and withdraw or are terminated after completing only a portion of a course, program, or term within the
applicable billing period, the institution shall pay a minimum refund as follows:

<table>
<thead>
<tr>
<th>Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>90%</td>
</tr>
<tr>
<td>10% up to but not including 20%</td>
<td>80% Tuition</td>
</tr>
<tr>
<td>20% up to but not including 30%</td>
<td>60% Tuition</td>
</tr>
<tr>
<td>30% up to but not including 40%</td>
<td>40% Tuition</td>
</tr>
<tr>
<td>40% up to but not including 60%</td>
<td>20% Tuition</td>
</tr>
<tr>
<td>60% through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

Less the Administrative Fee

The refund due shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. You will not be charged the administrative fee if you withdraw from the School after completing 50 percent or more of any given term.

New Mexico Residents

At the student’s request, Concord Law School will provide, within 5 business days, an estimated accounting of any amounts retained, and will provide a final accounting following the Department of Education’s determination regarding any federal financial aid disbursed.

Oregon Residents

If you reside in the state of Oregon and withdraw after completing only a portion of a course, program, or term within the applicable billing period, the institution shall pay a minimum refund as follows:

<table>
<thead>
<tr>
<th>Students Withdrawing</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>After more than 0% and through 10% of the term</td>
<td>90% Tuition</td>
</tr>
<tr>
<td>After more than 10% and through 20% of the term</td>
<td>80% Tuition</td>
</tr>
<tr>
<td>After more than 20% and through 30% of the term</td>
<td>70% Tuition</td>
</tr>
<tr>
<td>After more than 30% and through 40% of the term</td>
<td>60% Tuition</td>
</tr>
<tr>
<td>After more than 40% and through 50% of the term</td>
<td>50% Tuition</td>
</tr>
<tr>
<td>After more than 50% and through 60% of the term</td>
<td>40% Tuition</td>
</tr>
<tr>
<td>After more than 60% and through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

Less the Administrative Fee

Refunds shall be made within 45 days of the date of withdrawal or termination, not including the nonrefundable application fee or administrative fee.
Juris Doctor

Description and Outcomes

The below policies apply to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

Students seeking to practice law and develop a wide range of career opportunities should enroll in the Juris Doctor program. The JD program focuses on the knowledge and skills necessary to be a responsible and effective member of the legal profession. Law study and the JD degree have also been widely recognized as providing a foundation for individuals who work in business, government, education, and public interest positions.

The JD program at Concord strives to develop students' abilities, skills, and perspective in legal fundamentals, professional and practical skills, and critical thinking skills.

The JD program at Concord is a 92 credit hour, 4-year program. You are required to successfully complete at least 22 credit hours of coursework over two 24-week terms each year. The program consists of required courses and electives. You are required to submit periodic statements of the time spent in study, class preparation, and class attendance. These statements will be embedded in each course. You will have earned a juris doctor degree and met the legal education requirement of the Committee of Bar Examiners of the State Bar of California upon graduating from this program and may apply for admission to the State Bar of California.

Learning Outcome Objectives

Concord has established the following core learning goals in connection with its Juris Doctor program:

- Demonstrates knowledge of the role of law in society and the U.S. legal system.
- Demonstrates ability to analyze and explain legal solutions to a particular fact situation (critical thinking).
- Communicates clearly and effectively both in writing and orally.
- Demonstrates competency with legal practice skills.
- Demonstrates knowledge of the law in courses tested on the California bar exam.
- Demonstrates the knowledge and skills to recognize and resolve dilemmas in an ethical manner.
- Models professionalism and knowledge of the importance of service to the profession and to the community at large.

Required Disclosures

The method of instruction at this law school for the Juris Doctor (JD) degree program is principally by technological means including interactive classes.

After you successfully complete the first year of law study in the JD degree program at this law school, you must pass the First-Year Law Students’ Examination required by Business and Professions Code 6060(h) and Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules) as part of the requirements to qualify to take the California Bar Examination. If you pass the First-Year Law Students’ Examination within three (3) administrations of the examination after first becoming eligible to take it, you will receive credit for all legal studies completed to the time the examination is passed. If you do not pass the examination within three (3) administrations of the examination after first becoming eligible to take it, you must be promptly disqualified from the law school's JD degree program. If you pass the examination subsequent to dismissal, you are eligible for re-enrollment in this law school’s JD degree program, but will receive credit for only 1 year of legal study.

Study at, or graduation from, this law school may not qualify you to take the bar examination or satisfy the requirements for admission to practice in jurisdictions other than California. If you are intending to seek admission to practice law in a jurisdiction other than California, you should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Policies

State Bar Registration

As a student enrolled in the Juris Doctor program, you must register with the State Bar of California after beginning law studies at Concord.

Pursuant to Rule 4.16 (B) of Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules), "The Application for Registration must be filed first, before any other application is transmitted to the Committee. The applicant is required by law either to provide the Committee with a Social Security Number or to request an exemption because of ineligibility for a Social Security Number. Registration is deemed abandoned if all required documentation and fees have not been received within sixty days of filing. No refund is issued for an abandoned registration."

For more information, see http://www.calbar.ca.gov.

Note: registration as a first-year student is distinct from registering to sit for the California State Bar First-Year Law Students' Examination (FYLSE). If you successfully complete your first year at Concord and satisfy all other requirements, you will be certified to sit for this examination.

Progression Requirements

To maintain good academic standing in the JD program at Concord, you must actively progress toward the completion of each academic year as required by the State Bar of California. You must maintain a module pace dictated by State Bar of California rules that require students to complete their studies (a minimum of 864 hours of Concord curriculum) within 48 to 52 weeks in each year of the program. You must also meet the Satisfactory Academic Progress Standards (p. 428).

First-Year Requirements

In the first academic year you must earn a CGPA of 2.00 or higher to be certified for the First-Year Law Students’ Examination (FYLSE). Furthermore, should you fail any individual course during either term, you will not be certified for the FYLSE. If you do not earn a 1.70 CGPA by the end of your first term, do not earn a 2.00 CGPA by the end of the first year, or fail any class during the first year, you will be academically dismissed from the School.

Upper-Division FYLSE Requirements

You are required to take and pass the FYLSE, unless you qualify for an exemption based upon attendance at a prior law school or because you have already passed the FYLSE. If you have prior law studies, Concord may require, as a condition of admission, that you petition the State Bar of California to restart your law studies.
Upon successful completion of the first year, before starting the second year, you must either pass the FYLSE or complete CL900 First-Year Intensive (FYI) with a grade of “B-” or better. If you achieve such a grade, while you are permitted to continue and complete the second year of studies while the second or third administration to pass the FYLSE is pending, under no circumstances may you begin the third year at Concord in the JD program without successfully passing the FYLSE.

You may be enrolled into CL900 First-Year Intensive (FYI) so long as you are still within the first three administrations of the FYLSE after becoming eligible, but only the grade for the first enrollment into CL900 First-Year Intensive (FYI) will be used to determine if you may continue on to the second year in the JD program if you have not yet passed the FYLSE. There are no course credits associated with CL900 First-Year Intensive (FYI).

If you complete CL900 First-Year Intensive (FYI), but do not earn a grade of “B-” or better, and have not yet received the results of your FYLSE by the next second year academic start, you may begin your second year pending results of your FYLSE. You may not continue on to the second semester of your second year until you receive the results that you have passed the FYLSE.

If you need to devote additional time to studying for the exam, you can elect to take an FYLSE leave of absence within the first three administrations of the FYLSE after becoming eligible to temporarily suspend your studies. (See FYLSE Leave of Absence (p. 425))

If you fail to pass the FYLSE within three consecutive administrations of first becoming eligible to take the examination, you may not continue in the JD program. (Note: the three administrations rule runs from the point of eligibility, i.e., completion of the first year, not from the time you first choose to take the examination.) If you pass the FYLSE on a fourth or subsequent administration, you may be readmitted to the JD program, but all credits earned beyond the first qualifying year of study will be disqualified. If you are otherwise in good academic standing, you may be eligible to transfer to the nonbar-track EJD program (See Program Changes (p. 425)).

Requirements for a Qualifying Half-Year of Study
To be eligible to sit for the California Bar Examination, you must complete eight qualifying half-years of study, each with a minimum of 432 hours of preparation and study completed in not less than 24 weeks or more than 26 weeks. To receive credit for a qualifying half-year of study for the State Bar, you must earn at least 10 credit hours each semester. If you fail to complete the minimum credit hours required for a qualifying half-year of law study in any term, you may be eligible to continue your studies at Concord but any passing grades received in that term will be disqualified, and you will have to make up the failing half-year of law study.

You shall be allowed to make up 2 half-years of law study. If you achieve another failing half-year, you are not eligible to continue in the JD program.

Final Exam Qualification Policy
You are required to attend regularly and punctually to your studies. To be able to take the final examination in a course, you must complete 100% of the required work by finishing all modules and participating in all seminars, either live or through the archive, prior to the scheduled final examination date.

Graduation Requirements
You must successfully pass all required courses and complete at least 92 credit hours with a minimum 2.00 CGPA to graduate with a JD degree from Concord.

You must be in good financial standing to graduate and must have successfully completed all academic requirements to participate in the graduation ceremony.

Courses in Partnership With Other Law Schools
Advanced Advocacy: Civil Litigation (8200)
Offered at the Mitchell Hamline School of Law (MHSL) in St. Paul, Minnesota, this is an 8-day, in-person course. The 3-credit course is an intense, learning-by-doing trial skills course. You register directly with, and pay tuition at the MHSL JD rate, directly to Mitchell Hamline School of Law. To be eligible, you must have successfully completed Trial Advocacy—Theories, Tactics, and Techniques at Concord Law School.

Course Description
Covers all aspects of advocacy involved in jury trials, bench trials, administrative hearings, and arbitration. Students learn by performing videotaped exercises in every class, and are critiqued by experienced lawyers and judges. The course covers case preparation, opening statements, direct examination, cross-examination, exhibits, expert witnesses, jury selection, summation, and advocacy ethics. Cases cover a range of civil and criminal problems. Students prepare written questions, outlines, and a trial brief, and try a complete bench trial or arbitration case and a full-day jury trial. Offered as a full-semester course during the fall and spring semesters, and in a concentrated format during summer session.

Degree Plan
The below course information applies to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL600</td>
<td>Introduction to Legal Analysis I</td>
<td>1</td>
</tr>
<tr>
<td>CL601</td>
<td>Introduction to Legal Analysis II</td>
<td>1</td>
</tr>
<tr>
<td>CL610</td>
<td>Contracts I</td>
<td>4</td>
</tr>
<tr>
<td>CL611</td>
<td>Contracts II</td>
<td>4</td>
</tr>
<tr>
<td>CL620</td>
<td>Torts I</td>
<td>4</td>
</tr>
<tr>
<td>CL621</td>
<td>Torts II</td>
<td>4</td>
</tr>
<tr>
<td>CL630</td>
<td>Criminal Law I</td>
<td>3</td>
</tr>
<tr>
<td>CL631</td>
<td>Criminal Law II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total First Year Requirements</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL660</td>
<td>Real Property I</td>
<td>4</td>
</tr>
<tr>
<td>CL661</td>
<td>Real Property II</td>
<td>4</td>
</tr>
<tr>
<td>CL670</td>
<td>Civil Procedure I</td>
<td>3</td>
</tr>
<tr>
<td>CL671</td>
<td>Civil Procedure II</td>
<td>3</td>
</tr>
<tr>
<td>CL685</td>
<td>Criminal Procedure</td>
<td>4</td>
</tr>
<tr>
<td>CL727</td>
<td>Legal Analysis and Writing</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Second Year Requirements</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CL728</td>
<td>Advanced Legal Analysis and Writing - Regulatory and Transactional</td>
<td>2</td>
</tr>
<tr>
<td>or CL729</td>
<td>Advanced Legal Analysis and Writing - Litigation</td>
<td></td>
</tr>
<tr>
<td>CL730</td>
<td>Electronic Legal Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Second Year Requirements</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Third Year Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL650</td>
<td>Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>CL651</td>
<td>Constitutional Law II</td>
<td>3</td>
</tr>
<tr>
<td>CL700</td>
<td>Corporations and Business Organizations I</td>
<td>2</td>
</tr>
<tr>
<td>CL701</td>
<td>Corporations and Business Organizations II</td>
<td>2</td>
</tr>
<tr>
<td>CL710</td>
<td>Evidence I</td>
<td>3</td>
</tr>
<tr>
<td>CL711</td>
<td>Evidence II</td>
<td>3</td>
</tr>
<tr>
<td>CL735</td>
<td>Professional Responsibility</td>
<td>2</td>
</tr>
<tr>
<td>CL740</td>
<td>Future of Law Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Open Electives</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Third Year Requirements</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

**Fourth Year Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL750</td>
<td>Estates, Wills, and Trusts I</td>
<td>2</td>
</tr>
<tr>
<td>CL751</td>
<td>Estates, Wills, and Trusts II</td>
<td>2</td>
</tr>
<tr>
<td>CL760</td>
<td>Community Property</td>
<td>2</td>
</tr>
<tr>
<td>CL761</td>
<td>Family Law Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CL770</td>
<td>Remedies I</td>
<td>2</td>
</tr>
<tr>
<td>CL771</td>
<td>Remedies II</td>
<td>2</td>
</tr>
<tr>
<td>CL780</td>
<td>Capstone I</td>
<td>2</td>
</tr>
<tr>
<td>CL781</td>
<td>Capstone II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Open Electives</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Fourth Year Requirements</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>
Executive Juris Doctor

Description and Outcomes

The below information applies to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

The Executive Juris Doctor (EJD) program is a program pioneered by Concord to provide a law-based degree for those individuals who do not intend to become practicing attorneys. It is designed for individuals who are seeking an understanding of the U.S. legal system to enhance their current career, to open up employment opportunities, or for their personal growth. In addition to obtaining a thorough legal background, graduates will have sharpened their analytical reasoning and communication skills. Students in the EJD program will not be certified as meeting the requirements of the State Bar of California to sit for the California Bar Examination. The EJD offers more flexibility than the JD program without sacrificing a rigorous education in core legal subjects.

The EJD program requires completion of a minimum 72 credit hours, consisting of 32 credit hours in specific core classes and an additional 40 credit hours of electives. Upon successful completion of the program, you will be awarded an executive juris doctor degree.

Concentrations

In addition to general law studies, you may further specialize your degree by selecting one of four concentrations: law and technology, business law, health law, and education law.

The law and technology concentration is designed for individuals with a technology background who seek to enhance their current position or who seek new employment opportunities.

The business law concentration could be beneficial for students who seek to enhance their knowledge of the law for use in their current position or to seek new employment opportunities in both private and public sector industries as well as nonprofits.

The education law concentration could be beneficial to students who are interested in the educational system or advocating for parents and students, including students with disabilities, in the education process. It is also a good fit for students who have a background in, or currently work in, a K-12 or postsecondary education setting who seek to enhance their knowledge of the law for use in their current position, or to seek new employment opportunities.

The health law concentration is designed for individuals with a background in the health care profession who seek to enhance their current position or seek new employment opportunities.

While the concentrations are designed to prepare you to pursue employment in your field of study, or in related fields, Concord does not guarantee that you will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

Learning Outcome Objectives

Concord has established the following core learning goals in connection with its Executive Juris Doctor program:

- Demonstrates knowledge of the role of law in society and the U.S. legal system.
- Demonstrates ability to analyze and explain legal solutions to a particular fact situation.
- Communicates clearly and effectively both in writing and orally.
- Demonstrates competency with specific legal practice skills.
- Demonstrates knowledge of the law in foundation law courses.
- Demonstrates the knowledge and skills to recognize and resolve dilemmas in an ethical manner.
- Models professionalism and knowledge of the importance of service to the profession and to the community at large, and an understanding of the unauthorized practice of law.

Required Disclosures

The method of instruction at this law school for professional law degree programs other than the Juris Doctor degree is principally by technological means including interactive classes.

Completion of a professional law degree program at this law school, other than the Juris Doctor degree, does not qualify you to take the California Bar Examination or satisfy the requirements for admission to practice law in California. It may not qualify you to take the bar examination or satisfy the requirements for admission to the practice of law in any other jurisdiction. If you are intending to seek admission to practice law, you should contact the admitting authority in the jurisdiction where you intend to qualify to sit for the bar examination or for admission to practice to receive information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Policies

Progression Requirements

You must complete both parts I and II of Contracts, Torts, and Introduction to Legal Analysis prior to taking any other courses in your program, with the exception of Criminal Law, which may be taken concurrently.

Notwithstanding any other policy regarding satisfactory academic progress or academic probation, if you are an EJD student and do not earn a 1.50 CGPA by the end of your first term, you will be academically dismissed from the School.

Graduation Requirements

You must successfully pass all required courses, complete 72 credit hours, and maintain a cumulative GPA of 1.7 to graduate with an EJD degree from Concord.

You must be in good financial standing to graduate and must have successfully completed all academic requirements to participate in the graduation ceremony.

Degree Plan

Program Requirements

The below course information applies to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses (https://catalog.kaplanuniversity.edu/concord-law-school/policy-information/admissions/Prior_Concord_Policies.pdf).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Requirements</td>
<td></td>
</tr>
</tbody>
</table>
CL600  Introduction to Legal Analysis I  1
CL601  Introduction to Legal Analysis II  1
CL610  Contracts I  4
CL611  Contracts II  4
CL620  Torts I  4
CL621  Torts II  4
CL650  Constitutional Law I  3
CL651  Constitutional Law II  3
CL727  Legal Analysis and Writing  2
CL728  Advanced Legal Analysis and Writing - Regulatory and Transactional  2
or CL729  Advanced Legal Analysis and Writing - Litigation
CL730  Electronic Legal Research  2
CL745  Cross Professional Ethics  2
Total Core Requirements  32

Open Elective Requirements
Open Electives  40
Total Open Elective Requirements  40
TOTAL CREDITS  72

Concentration Requirements
Concentration courses are completed within the open electives requirement of the degree plan.

Law and Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL660</td>
<td>Real Property I</td>
<td>4</td>
</tr>
<tr>
<td>CL661</td>
<td>Real Property II</td>
<td>4</td>
</tr>
<tr>
<td>CL670</td>
<td>Civil Procedure I</td>
<td>3</td>
</tr>
<tr>
<td>CL671</td>
<td>Civil Procedure II</td>
<td>3</td>
</tr>
<tr>
<td>CL820</td>
<td>Intellectual Property</td>
<td>4</td>
</tr>
<tr>
<td>CL821</td>
<td>Cyber Law</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Law and Technology Electives</td>
<td>6</td>
</tr>
</tbody>
</table>
TOTAL CREDITS  28

Business Law

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL700</td>
<td>Corporations and Business Organizations I</td>
<td>2</td>
</tr>
<tr>
<td>CL701</td>
<td>Corporations and Business Organizations II</td>
<td>2</td>
</tr>
<tr>
<td>CL811</td>
<td>Administrative Law</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Business Law Electives</td>
<td>8</td>
</tr>
</tbody>
</table>
TOTAL CREDITS  16

Education Law

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL811</td>
<td>Administrative Law</td>
<td>4</td>
</tr>
<tr>
<td>CL850</td>
<td>Education Law</td>
<td>4</td>
</tr>
<tr>
<td>CL855</td>
<td>Special Education Law</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Education Law Electives</td>
<td>6</td>
</tr>
</tbody>
</table>
TOTAL CREDITS  16

Health Law

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL811</td>
<td>Administrative Law</td>
<td>4</td>
</tr>
<tr>
<td>CL830</td>
<td>Health Law</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Health Law Electives</td>
<td>8</td>
</tr>
</tbody>
</table>
TOTAL CREDITS  16
Course Descriptions

The below course information applies to students enrolled in terms starting after March 22, 2017. All other students should refer to Prior Concord Policies and Courses.

CL500: Fundamentals
The Fundamentals course is designed to give you a glimpse into the law school experience and the tools and systems you will use while at Concord Law School so that you are prepared to begin your studies on the first day of class. While not required and no credit is given, participation is highly encouraged as it will provide foundational knowledge of the law and how to best prepare for your law school journey.
Credit Hours: 0 | Prerequisite: None

CL600: Introduction to Legal Analysis I
This first-year course is designed to introduce you to the study of law and the American Legal System. It teaches you the ability to spot and analyze legal issues in factual situations. The course also introduces you to legal reasoning and legal writing.
Credit Hours: 4 | Prerequisite: None

CL601: Introduction to Legal Analysis II
This course is a continuation of CL600: Introduction of Legal Analysis I. This first-year course is designed to introduce you to the study of law and the American Legal System. It teaches you the ability to spot and analyze legal issues in factual situations. The course also introduces you to legal reasoning and legal writing.
Credit Hours: 1 | Prerequisite: CL600

CL610: Contracts I
This course examines the legal theories and principles relating to parties and agreements and their resultant obligations or benefits. Covered topics include: formation, conditions, and remedies of contracts; bargained-for consideration; third-party contracts (including assignments and delegations); statute of frauds; parol evidence; impossibility of performance; and frustration of purpose.
Credit Hours: 4 | Prerequisite: None

CL611: Contracts II
This course is a continuation of CL610: Contracts I. This course examines the legal theories and principles relating to parties and agreements and their resultant obligations or benefits. Covered topics include: formation, conditions, and remedies of contracts; bargained-for consideration; third-party contracts (including assignments and delegations); statute of frauds; parol evidence; impossibility of performance; and frustration of purpose.
Credit Hours: 4 | Prerequisite: CL610

CL620: Torts I
This course explores the study of civil liability relating to intentional acts and violation of duties imposed by law. In addition, legal wrongs committed by a private person upon the person or property of another independent of a contractual relationship are covered in detail in this course. Topics include intentional torts, negligence, strict liability, product liability, nuisance, defamation, invasion of privacy, and misrepresentation.
Credit Hours: 4 | Prerequisite: None

CL621: Torts II
This course is a continuation of CL620: Torts I. This course explores the study of civil liability relating to intentional acts and violation of duties imposed by law. In addition, legal wrongs committed by a private person upon the person or property of another independent of a contractual relationship are covered in detail in this course. Topics include intentional torts, negligence, strict liability, product liability, nuisance, defamation, invasion of privacy, and misrepresentation.
Credit Hours: 4 | Prerequisite: CL620

CL630: Criminal Law I
This course examines the state’s ability to punish individuals for wrongs committed. Homicide, theft (including robbery and burglary), assault, rape, kidnapping, and arson as well as attempts, conspiracies, and solicitation are covered in depth. The state of mind required to commit a crime, including justifications and excuses, is thoroughly covered.
Credit Hours: 3 | Prerequisite: None

CL631: Criminal Law II
This course is a continuation of CL630: Criminal Law I. This course examines the state’s ability to punish individuals for wrongs committed. Homicide, theft (including robbery and burglary), assault, rape, kidnapping, and arson as well as attempts, conspiracies, and solicitation are covered in depth. The state of mind required to commit a crime, including justifications and excuses, is thoroughly covered.
Credit Hours: 3 | Prerequisite: CL630

CL650: Constitutional Law I
This course examines the organization and framework of the federal government, the distribution of political and governmental authorities and functions, and the fundamental principles that regulate the relationship between the government and its citizens. Specific topics include the source of judicial review, the powers of legislative and executive branches, the authority reserved for the states, due process, equal protection, and First Amendment freedoms.
Credit Hours: 3 | Prerequisite: None

CL651: Constitutional Law II
This course is a continuation of CL650: Constitutional Law I. This course examines the organization and framework of the federal government, the distribution of political and governmental authorities and functions, and the fundamental principles that regulate the relationship between the government and its citizens. Specific topics include the source of judicial review, the powers of legislative and executive branches, the authority reserved for the states, due process, equal protection, and First Amendment freedoms.
Credit Hours: 3 | Prerequisite: CL650

CL660: Real Property I
The law governing all aspects of real property and the creation of rights is the focus of this course. Additional topics include ownership rights (including present estates), co-tenancy, future interests, and the relations between landlord and tenant. Real property contracts, statute of fraud problems, real property mortgages, conveyancing, and adverse possession are also discussed.
Credit Hours: 4 | Prerequisite: None
**CL661: Real Property II**
This course is a continuation of CL660: Real Property I. The law governing all aspects of real property and the creation of rights is the focus of this course. Additional topics include ownership rights (including present estates), co-tenancy, future interests, and the relations between landlord and tenant. Real property contracts, statute of fraud problems, real property mortgages, conveyancing, and adverse possession are also discussed.
Credit Hours: 4 | Prerequisite: CL660

**CL670: Civil Procedure I**
Access to the U.S. court system is the focus of this course. Proper jurisdiction and venue (including long-arm statutes and minimum contacts) are covered in detail. Other topics include pleadings, joinder of parties and claims, class actions, discovery, summary judgment, directed verdict, res judicata, collateral estoppel, and the appeal process.
Credit Hours: 3 | Prerequisite: None

**CL671: Civil Procedure II**
This course is a continuation of CL670: Civil Procedure I. Access to the U.S. court system is the focus of this course. Proper jurisdiction and venue (including long-arm statutes and minimum contacts) are covered in detail. Other topics include pleadings, joinder of parties and claims, class actions, discovery, summary judgment, directed verdict, res judicata, collateral estoppel, and the appeal process.
Credit Hours: 3 | Prerequisite: CL670

**CL681: Criminal Procedure II**
This course is a continuation of CL680: Criminal Procedure I. This course focuses on the law governing the rights of the accused. The topics of arrest, search, seizure, confession and self-incrimination, police lineups, and ineffective assistance of counsel are covered in detail.
Credit Hours: 2 | Prerequisite: CL680

**CL685: Criminal Procedure**
This course focuses on the law governing the rights of the accused. The topics of arrest, search, seizure, confession and self-incrimination, police lineups, and ineffective assistance of counsel are covered in detail.
Credit Hours: 4 | Prerequisite: CL650 (can be taken as a corequisite)

**CL700: Corporations and Business Organizations I**
This course covers the area of law relating to artificial persons or legal entities, consisting of members acting with a common purpose. Particular emphasis is placed on the formation of the corporate unit, the sale of shares (including federal securities law), the operation and management of the corporation, and the law covering dividends, repurchases, and redemptions.
Credit Hours: 2 | Prerequisite: None

**CL701: Corporations and Business Organizations II**
This course is a continuation of CL700: Corporations and Business Organizations I. This course covers the area of law relating to artificial persons or legal entities, consisting of members acting with a common purpose. Particular emphasis is placed on the formation of the corporate unit, the sale of shares (including federal securities law), the operation and management of the corporation, and the law covering dividends, repurchases, and redemptions.
Credit Hours: 2 | Prerequisite: CL700

**CL710: Evidence I**
This course covers the substance of and means by which alleged matters of fact are proved or disproved in court. Central topics include the requirements for the introduction and impeachment of evidence, relevancy, character evidence, expert testimony, privileges, and hearsay. The course also covers the roles of judges and juries in the evaluation of evidence.
Credit Hours: 3 | Prerequisite: None

**CL711: Evidence II**
This course is a continuation of CL710: Evidence I. This course covers the substance of and means by which alleged matters of fact are proved or disproved in court. Central topics include the requirements for the introduction and impeachment of evidence, relevancy, character evidence, expert testimony, privileges, and hearsay. The course also covers the roles of judges and juries in the evaluation of evidence.
Credit Hours: 3 | Prerequisite: CL710

**CL721: Legal Analysis and Writing II (JD)**
This course is a continuation of CL720: Legal Analysis and Writing I (JD). This course covers the practical basis of "how to" write the kinds of documents that make up a lawyer's traditional practice: a client advice letter, an office (research) memorandum, and a memorandum of law in support of - or in opposition to - a dispositive motion, for example, a Motion for Summary Judgment. The course will also include an oral argument.
Credit Hours: 2 | Prerequisite: JD only; CL720

**CL726: Legal Analysis and Writing II (EJD)**
This course is a continuation of CL725: Legal Analysis and Writing I (EJD). This legal writing and analysis course will teach you how to synthesize complex information, analyze and formulate strategy, and predict outcomes in client letters and office memorandums. You will learn to communicate in "plain English" to avoid legalese, unnecessary jargon, and other styles that call attention to the writing itself or in other ways obscure or detract attention from the meaning. You will develop professional skills and values pertinent to legal analysis.
Credit Hours: 2 | Prerequisite: CL725

**CL727: Legal Analysis and Writing**
This course teaches you how to synthesize complex information, analyze and formulate strategy, predict outcomes, and advocate for a client. You will develop objective and persuasive writing skills and ethical values in legal writing. The course covers the client interview, letters and other communications, and a pretrial brief.
Credit Hours: 2 | Prerequisite: CL601

**CL728: Advanced Legal Analysis and Writing - Regulatory and Transactional**
This course teaches you how to analyze and write in legal and professional fields. You will develop skills and ethical values in analyzing issues using objective and persuasive writing. Course projects will provide instruction and practice in advanced writing skills that are useful to anyone in legal and professional fields, such as drafting of an employee handbook provision, evaluation of a settlement offer, and regulatory analysis.
Credit Hours: 2 | Prerequisite: CL727

**CL729: Advanced Legal Analysis and Writing - Litigation**
This course gives you an opportunity to practice analysis and writing in the context of a variety of tasks in which litigators typically engage. You will develop skills and ethical values in formulating legal strategy; drafting legal documents to file with a court, including a brief; and presenting an oral argument.
Credit Hours: 2 | Prerequisite: CL727
**CL730: Electronic Legal Research**
This course focuses on research skills and techniques, including the use of an online library. You will learn to plan the research process, evaluate research resources, find relevant legal authorities, and evaluate the weight of authority.
Credit Hours: 2 | Prerequisite: None

**CL735: Professional Responsibility**
The law relating to the ethical standards that govern attorneys and judges is the focus of this course. It covers the ABA Model Rules of Professional Conduct, the ABA Model Code of Judicial Conduct, and some California Rules of Professional Conduct. The course will also include materials on professional conduct of the attorney, the role of a lawyer, the lawyer as an officer of the court, and the relationship of the lawyer to society.
Credit Hours: 2 | Prerequisite: JD only

**CL740: Future of Law Practice**
This course will explore emerging topics in law practice. Topics will include challenges and opportunities emerging in ethics, societal and legal industry change, and technology. Specific emphasis will be placed on application of the ABA Rules of Professional Responsibility to contemporary law practice. Skills emphasized in the course are research, analysis, communication, and business planning.
Credit Hours: 2 | Prerequisite: JD only; CL730

**CL745: Cross Professional Ethics**
This course is divided into two segments. The first focuses on fundamental, contemporary ethical questions in the practice of law and examines the basic premises underlying the lawyer-client relationship and some of the duties of lawyers including duties to clients, the public, the courts, and other professionals. The second segment compares the ethics of the legal profession with other professions including medicine and the clergy. The disciplinary process and professional malpractice are considered. The course incorporates various forms of media to illustrate ethical dilemmas in everyday professional life, including movies, television, and print media, in addition to a traditional text.
Credit Hours: 2 | Prerequisite: JD only; CL730

**CL750: Estates, Wills, and Trusts I**
This course covers the law of estates and trusts as applied in California and gives a general overview of how it applies in the rest of the country. Issues dealing with the validity and revocation of wills are examined in particular, as they may affect distribution of assets of an estate. In addition, the laws of express trusts (including creation and administration), charitable trusts, and consecutive trusts are covered.
Credit Hours: 2 | Prerequisite: None

**CL751: Estates, Wills, and Trusts II**
This course is a continuation of CL750: Estates, Wills, and Trusts I. This course covers the law of estates and trusts, including different types of trusts; the formation, modification, and termination of trusts; the rights of beneficiaries and creditors to trust assets; the duties of trustees; and the rights and remedies available to beneficiaries in the event of trustee breaches. Related topics such as powers of appointment and future estates are also addressed. In addition, the course will revisit wills topics addressed in CL750, examine the requirements for basic estate planning, and teach practical skills related to interviewing estate planning clients, planning estates, and drafting wills.
Credit Hours: 2 | Prerequisite: CL750

**CL760: Community Property**
This course covers the Law of Community Property and Division of Marital Assets in California. Specific topics include the characterization of property as separate or community, creditors' rights, third-party transfers, and the resolving of disputes upon the termination of a relationship or the death of a party.
Credit Hours: 2 | Prerequisite: None

**CL761: Family Law Practicum**
This course continues where CL 760 left off, incorporating practical community property and family law skills and concepts. Family law is a very common practice area for solo and small firm attorneys, particularly early in their careers, and there is a societal need for representation in this area, given that 80 to 90 percent of family law litigants are self-represented. Family law is at the intersection of law, social policy, and the most intimate of human relations, marriage and parentage. This course will explore topics including jurisdiction over the family, separation, dissolution, annulment, parenting time, parenting responsibility, child support, partner support, and domestic violence. Much of family law is policy driven and designed with a policy outcome in mind. This class will help you analyze legal policy to determine if, in application, it meets the policy goal. You will engage in practical exercises in the context of California law and procedure.
Credit Hours: 2 | Prerequisite: CL760

**CL770: Remedies I**
This course reviews both legal and equitable remedies, focusing on the underlying liability theories that give rise to the remedy and the remedy itself. Special attention is given to contract and tort remedies. Students will be exposed to the types of problems that they may encounter in law practice, with particular emphasis on ones that cross a variety of disciplines. Final papers are similar to the performance tests currently administered by the State Bar of California.
Credit Hours: 2 | Prerequisite: None

**CL771: Remedies II**
This course is a continuation of CL770: Remedies I. This course reviews both legal and equitable remedies, focusing on the underlying liability theories that give rise to the remedy and the remedy itself. Special attention is given to contract and tort remedies. Students will be exposed to the types of problems that they may encounter in law practice, with particular emphasis on ones that cross a variety of disciplines. Final papers are similar to the performance tests currently administered by the State Bar of California.
Credit Hours: 2 | Prerequisite: CL770

**CL780: Capstone I**
This course provides you with an effective means of integrating what you have learned over the course of your legal education, building on a strong substantive and skills foundation to make critical judgments about the law and policy as a practicing attorney. Special attention will be devoted to the skills necessary for success on the California Bar Examination. Through work with testing forms currently employed by the California Committee of Bar Examiners, you will refine your ability to analyze legal principles and express your thoughts in an appropriate legal fashion.
Credit Hours: 2 | Prerequisite: Fourth year JD only
CL781: Capstone II
This course is a continuation of CL780: Capstone I. This course provides you with an effective means of integrating what you have learned over the course of your legal education, building on a strong substantive and skills foundation to make critical judgments about the law and policy as a practicing attorney. Special attention will be devoted to the skills necessary for success on the California Bar Examination. Through work with testing forms currently employed by the California Committee of Bar Examiners, you will refine your ability to analyze legal principles and express your thoughts in an appropriate legal fashion.
Credit Hours: 2 | Prerequisite: CL780

CL800: Commercial Law
This course provides an overview of the general principles and legal concepts governing the transfer of interests in personal property and the means by which the obligation to pay is secured and satisfied. Commercial Law will expose you to a wide variety of concepts governed by the Uniform Commercial Code including Sales (Article 2), Negotiable Instruments (Article 3), and Secured Transactions (Article 9). You will gain experience working with statutory law in the commercial arena. Special attention will be paid to security interests, checks, and securities. This is an important course if you seek exposure to fundamental business law concepts, creditor/debtor issues, and banking transactions.
Credit Hours: 2 | Prerequisite: None

CL801: Contract Drafting
A lawyer once said, "Legal drafting is legal thinking made visible." The drafter’s work makes explicit the parties’ understanding of the deal, but also fills the "gaps" sometimes left in contract negotiations and anticipates problems that might arise in the future. This course uses contract drafting to (1) exemplify the principles of contract law; (2) illustrate those principles in a planning context rather than a litigation context; and (3) develop the legal skills of reading, writing, and analysis. Through a series of readings and drafting exercises, you will learn to analyze and draft contracts that accomplish the particular needs and objectives of your client.
Credit Hours: 2 | Prerequisite: None

CL802: Business Planning and Skills Training - Practicum
This course focuses on the role of the lawyer as an advisor to closely held businesses and their owners. The required course materials include an online cyberworkbook entitled Drake on Representing Closely Held Entities, which is written by Dwight Drake on business planning and integrates case study problems written by Andrea Johnson. During the course, you will study and plan the creation, operation, and dissolution of a closely held company called "Compu Devices." This course's workbook integrates a primary textbook, course materials, and assessment tools that focus on California law. This is a practicum course and, as such, the focus in this course will be to provide hands-on skills training for business lawyers in devising strategies, negotiating agreements, and drafting business documents. You will work individually and in teams to negotiate and draft different types of documents used during the life of a business. You will be required to participate in one or more small group projects and must be able to accommodate conference calls and virtual meetings with your business partners outside of the regularly scheduled classes. Note: this course will utilize additional technologies that will require you to have a working headset and microphone, in addition to a high-speed Internet connection. You are also required to have Microsoft PowerPoint.
Credit Hours: 4 | Prerequisite: CL700 and CL701 (can also be taken as a corequisite)

CL805: Federal Taxation
This course examines the fundamental concepts underlying the federal income tax system, with emphasis on its history and current operation. Major topics that will be explored include determination of gross income and deductions, timing issues, and disposition of property, with emphasis on taxation of the individual. You will gain an understanding of the research tools used by lawyers in analyzing taxation issues.
Credit Hours: 4 | Prerequisite: None

CL811: Administrative Law
This course provides an overview of administrative law and procedure, including the creation and authority of federal agencies and the ways that agencies exercise their authority to govern certain areas. It includes a review of agency rulemaking, investigation, and adjudicatory functions. It also includes judicial review of administrative agency actions. The assessments in the course give you hands-on opportunities to apply what you learn by completing projects on federal agencies in which you are interested and by addressing situations based on real agency actions.
Credit Hours: 4 | Prerequisite: None

CL813: Employment Discrimination
This course will focus on the federal statutory responses to the issues surrounding employment discrimination on the basis of age, disability, race, color, religion, sex, national origin, and alienage. In this context, you will examine the manner in which Congress and the federal courts have balanced the competing interests of preserving the rights to control private property with the nation’s commitment to equal opportunity in employment. To that end, you will carefully examine the provisions of Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex, the nineteenth-century federal Reconstruction Civil Rights Acts, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.
Credit Hours: 2 | Prerequisite: None

CL816: Immigration Law
Immigration law has a significant impact on individuals, families, businesses, nonprofits, and national security. Immigration intersects with employment, criminal, and family law. This course will prepare you for practical application of immigration law. You will learn about obtaining the various kinds of visas, permanent residency, grounds and process for removal and asylum, as well as the path to citizenship. You would benefit from taking Constitutional Law and Criminal Procedure before this course, but are not required to do so.
Credit Hours: 2 | Prerequisite: CL601

CL820: Intellectual Property
This is a survey course in the field of intellectual property law. Topics that are covered include examination of the statutory basis and rationale for protection of inventions (patents), creative works (copyright), and brands (trademarks). The course will include review of the processes involved in obtaining federal protection of intellectual property and the threshold criteria for qualifying for such protection. The enforcement of intellectual property rights will also be discussed, including where subject matter and personal jurisdiction may be found.
Credit Hours: 4 | Prerequisite: CL650, CL651, CL660, CL661, CL670, and CL671 recommended (can be taken as a corequisite)
CL821: Cyber Law
This broad survey course is designed to explore the legal, ethical, and technological issues involved in cyberspace. Topics will include: Internet history, policy development, governance, and regulation; jurisdiction; First Amendment and privacy; copyright and fair use; and trademark. The course lends itself to active discussion of issues. Discussion may require additional research and bluebook citation and, to promote active discussion, will have deadlines.
Credit Hours: 4 | Prerequisite: CL651 and CL661 recommended

CL822: Patent Law Fundamentals
This class focuses on the law relating to the procurement and enforcement of patent rights. The course begins with an examination of the statutory basis for patents and how that relates to the "patentability requirements." The patentability requirements are also discussed in the context of patent litigation, where a failure to meet the requirements can provide a defendant a way to invalidate a patent that is asserted against it. In this course you will gain a broad overview of the patent laws as interpreted by the U.S. Patent and Trademark Office and applied by the various federal courts (primarily the U.S. Court of Appeals for the Federal Circuit) that have exclusive jurisdiction to hear patent matters.
Credit Hours: 2 | Prerequisite: None

CL823: Patent Litigation
This course will focus on the law associated with enforcing patents through the U.S. district court system including the elements of the complaint (i.e., standing/jurisdiction, infringement, damages), issues arising in discovery (potential defenses), trial (the role of the judge and jury), and a potential appeal to the U.S. Court of Appeals for the Federal Circuit (CAFC).
Credit Hours: 2 | Prerequisite: CL820 or CL822, CL670, and CL671 (can also be taken as corequisites)

CL824: Patent Claim Drafting
This class will focus almost entirely on the law and rules associated with writing claims that pass muster at the U.S. Patent and Trademark Office. Such claims must be written to cover the invention and, at the same time, avoid the "prior art." Such claims should be of varying scope, commercially relevant, and stand up to validity challenges during litigation. This course will introduce you to sufficient principles regarding patent law to be able to understand the patent application prosecution process and write claims.
Credit Hours: 2 | Prerequisite: CL820 or CL822 (can also be taken as corequisites)

CL830: Health Law
This course introduces you to the legal issues involving the health care system and health care providers. Areas covered include licensing and discipline, informed consent, confidentiality, patient-professional relationships, liability of health care professionals and institutions, fraud and abuse, and beginning of life and end of life issues.
Credit Hours: 4 | Prerequisite: None

CL831: Medical Malpractice/Professional Liability
This course examines the duty of health care professionals and organizations to provide appropriate care by addressing specific tort issues, practice guidelines and standards, applicable regulations, and data bank issues.
Credit Hours: 2 | Prerequisite: CL830

CL833: Medical Products Liability
This course explores the legal aspects of health-related products liability, including medical devices, pharmaceuticals, and genetically engineered treatment modalities, plus relevant toxic tort issues. You will evaluate the current laws applicable to these areas and how they are applied through product liability claims and through administrative agencies like the U.S. Food and Drug Administration (FDA). The course will emphasize health law issues in products liability and will also cover aspects of administrative law. The course assessments provide you with some hands-on opportunities to apply what you learn in a "real-world" way by completing projects on the FDA and on litigation involving medical devices and pharmaceuticals and by drafting pleadings and a judicial decision to address hypothetical situations.
Credit Hours: 2 | Prerequisite: None

CL834: Risk Management in Health Care
This course explores various models and trends in risk management programs, along with their components. The course will focus on all forms of risk and risk management in health care environments, from initiation of care through completion of care.
Credit Hours: 2 | Prerequisite: CL830

CL836: Health Law Independent Study
This course affords you the opportunity to write a major paper on a health law topic. Papers will have to be original, be significant in length, and reflect a high level of research and thorough analysis of a topic. You will develop a thesis or prepare an expository piece on a particular area of health law.
Credit Hours: 2 | Prerequisite: CL830

CL840: Trial Advocacy - Theories, Tactics, and Techniques
This course introduces you to the fundamentals of the courtroom and oral advocacy. Interactive modules allow you to study the foundation of effective advocacy and to learn by doing. You are exposed to trial tactics and techniques including opening statements, direct and cross examinations, introduction of evidence, and closing arguments. You are assessed and receive feedback on your own performances via online video presentations. You must have access or arrange access to a webcam or other recording device that allows you to record videos online.
Credit Hours: 3 | Prerequisite: CL670 and CL671; CL710 and CL711 (can be taken as a corequisite)

CL841: ADR and Technology
ADR and Technology explores how technology can facilitate dispute resolution and problem solving. You will analyze online dispute resolution platforms that already exist, and you will have an opportunity to resolve disputes using those platforms. You first will be introduced to different traditional offline dispute resolution processes. You then will use and critically evaluate different audio, video, and text-based technologies that can assist in resolving disputes; become familiar with several existing dispute resolution software programs that are available commercially; study and discuss current literature concerning technology-mediated dispute resolution; and be expected to use video and audio technology to make a presentation to the entire class. You are expected to attend select live class sessions. You must have, or have ready access to, a web camera (webcam) as well as a sufficiently fast Internet connection to participate in a direct negotiation via webcam. You are also required to participate in dispute resolution simulations using email and instant messaging.
Credit Hours: 2 | Prerequisite: None
CL842: Oral Argument Training and Practice
This course covers effective oral argument and how to implement presentational skills in the context of how to argue a case before an appellate court. The skills, however, apply equally to (1) students who will argue a motion before a trial court and (2) students who never intend to practice law but, on occasion, need to speak before a group of people. You will analyze and apply legal principles and policy to a complicated fact pattern and improve your skills in organization and logical thinking. While there are written assignments, success in the course turns on two oral arguments, one on each side of the case. You will work with partners and on teams. The overarching goal of this course is “collaborative learning,” and you will research, analyze, and plan arguments in “law firm” teams. This is an opportunity to work in cooperative groups toward a final collective goal.
Credit Hours: 2 | Prerequisite: None | Corequisite: CL730

CL843: Virtual Law Practice
Virtual law practice is a fact of operation for the vast majority of modern law firms; even law firms that would not be considered to be wholly virtual nonetheless incorporate components of virtual practice. This course will focus on the practical aspects of virtual law practice management, and the constituent technology inputs that make up such a practice, making this a useful overview if you wish to incorporate any aspect of virtual practice into what you will do. This course will also address ethical considerations, client acquisition tactics, staffing, data management, and the future of virtual law firms.
Credit Hours: 2 | Prerequisite: None

CL845: Administrative Advocacy
In this course, you will develop skills related to interviewing clients, presenting evidence, and making legal arguments at administrative hearings. You will participate in a mock hearing using a free video chat platform assigned by the professor. You will interact with your professor and fellow classmates by email, phone, and face-to-face using the video chat platform. You must have, or have ready access to, a web camera (webcam), a microphone, and a sufficiently fast Internet connection in order to participate in these interactions and in the mock hearing.
Credit Hours: 2 | Prerequisite: CL601

CL850: Education Law
Education Law provides you with an overview of key topics in the field by examining the constitutional principles, statutes, agency regulations, and judicial decisions that have shaped public and private education. The course will help you understand how these various sources of law affect schools and their students and staff. Topics include: foundational principles; school funding; employment issues; school liability; instruction and curricular issues; privacy rights and right-to-know laws; student and teacher rights in areas such as the First Amendment, discipline, discrimination, and religion; search, seizure, and interrogation; special education; other federal laws; and cutting-edge topics such as electronic speech, discipline for off-campus behavior, cyberbullying, strip searches, and education reform. The course uses a problem-based approach that allows you to apply what you learn by discussing and addressing real-world situations through various problems, activities, and assessments. You will also go outside of the classroom materials to gather information about how education law works in practice in your own state.
Credit Hours: 4 | Prerequisite: None

CL855: Special Education Law
Special Education Law provides you with an overview of key topics in the field by examining the statutes, agency regulations, and judicial decisions that have shaped special education. Topics include evaluations, eligibility, the meaning of a free and appropriate public education (FAPE), Individual Education Programs (IEPs), placement, least restrictive environment requirements, discipline, procedural safeguards, dispute resolution, Section 504/ADA, and remedies. The course will help you understand how the legal standards that govern these topics impact the services that schools must provide to students with disabilities. The course allows you to apply what you learn by discussing and addressing real-world situations through various problems and assessments. You will also go outside of the classroom materials to gather information about how special education law works in practice and in your state.
Credit Hours: 2 | Prerequisite: None

CL880: EJD Practicum
The EJD Practicum provides you with the opportunity to experience the law in a practical setting. You will apply your knowledge of the law in a business or other appropriate setting that may be law related but is not the practice of law. You will work with the Director of the EJD Practicum to identify and obtain approval for an appropriate externship in your location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.
Credit Hours: 4 | Prerequisite: 48 credits completed in EJD program; minimum 2.0 cumulative GPA

CL885: Legal Education Experience Program
The Legal Education Experience Program (LEEP) provides you with the opportunity to experience the law in a practical setting. You will work under a supervising attorney in a judicial, law firm, public law office, corporate, or government setting. You will work with the Director of LEEP to identify and obtain approval for an appropriate externship in your location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.
Credit Hours: 4 | Prerequisite: JD only; minimum 2.0 cumulative GPA

CL890: Independent Study
This course requires you to design and execute a research project that generally will result in a paper of at least 30 pages. If you are considering this elective, you should review the Independent Study Request Form for further information on the expectations for student work in the course and the process for getting approval of an independent study project.
Credit Hours: 2 | Prerequisite: Preapproval via Independent Study Request Form, cumulative GPA requirement | Corequisite: CL727
CL892: Independent Study
This course requires you to design and execute a research project that generally will result in a paper of at least 60 pages. If you are considering this elective you should review the Independent Study Request Form for further information on the expectations for student work in the course and the process for getting approval of an independent study project. As an alternative to the research paper, if you are a member of Concord’s moot court competition teams, you may also qualify for independent study credit. Concord’s moot court competition teams will consist of fourth-term JD students and third-term JD students who are invited to participate in the Moot Court Honors Program by the Moot Court Team Advisor. You must be willing to travel to the chosen competition locale to participate in the oral argument portion of the competition, as well as prepare and submit an appellate brief that conforms to the requirements of the moot court competition in which they participate. You must also prepare for and participate in all practice appellate arguments, as directed by your advisor, in advance of the competition date. Independent study credit will also be determined by the Moot Court Team Advisor consistent with Concord’s credit hour requirements.
Credit Hours: 4 | Prerequisite: Preapproval via Independent Study Request Form, cumulative GPA requirement | Corequisite: CL727

CL900: First-Year Intensive (FYI)
First-Year Intensive (FYI) is an extensive program designed to prepare students for the First-Year Law Students’ Exam (FYLSE). The course is a full review of the substantive law covered on the FYLSE, together with lectures on the techniques necessary to succeed on the exam. Finally, this course also contains extensive practice materials to allow you to hone the necessary skills needed to successfully complete the exam.
Credit Hours: 0 | Prerequisite: JD only

CL950: Second Time Success
The Second Time Success (STS) program is designed to help you focus your studying as you prepare to retake the First-Year Law Students’ Exam. In addition to individual feedback and support, STS is centered on a series of five seminars. The first seminar reviews your experiences in preparing for the FYLSE and discusses strategies for overcoming obstacles to preparedness. STS also includes lectures and written assignments from the Concord First course and concludes with FYLSE seminars which begin approximately one month prior to the exam.
Credit Hours: 0 | Prerequisite: None
ACADEMIC LEADERSHIP AND ADMINISTRATION

Senior Administrators

Betty Vandenbosch
President
PhD, MBA, and BSc, Western University

David Starnes
Chief Academic Officer
PhD, Walden University
MBA and BS, Davenport University

Carolyn Nordstrom
Vice President, Faculty and Academic Resources
PhD, MS, and BS, Northwestern University

Howard Rogoff, CPA
Vice President, Finance
BS, New York Institute of Technology

Academic Leadership

Thomas C. Boyd
Dean and Vice President, School of Business and Information Technology
PhD, University of North Carolina at Chapel Hill
MBA, Florida Atlantic University
BS, Oakland University

Martin Pritikin
Dean and Vice President, Concord Law School
JD, Harvard Law School
BA, University of Southern California

Jodene DeKorte
Dean, School of General Education and Open College
PhD, Colorado State University
MA and BA, University of Northern Colorado

Sara Sander
Dean and Vice President, College of Social and Behavioral Sciences and the School of Education
PhD, Capella University
MA and BA, University of Arkansas at Fayetteville

Joyce Schnur, CFP®, ChFC
Dean, School of Professional and Continuing Education
MBA, Duquesne University
BA, Grove City College

Keith Smith
Dean and Vice President, School of Health Sciences
EdD, Seattle University
MA, Fuller Theological Seminary
MBA, City University
ThB, Multnomah University

Marilyn Wideman
Dean and Vice President, School of Nursing
DNP, Rush University College of Nursing
MSN and BSN, St. Louis University

University Administrators

Matthew Braslow
Director, Assessment and Research
PhD, Ohio State University
MA, Ohio State University
BA, Northwestern University

Marla Cartwright
Director, Center for Teaching and Learning
MA and BA, Middle Tennessee State University

Matthew Cote
President, Kaplan University, Augusta Campus
MS, Southern New Hampshire University
BS, University of Southern Maine

Jean Kotsiovos
Executive Director, Curriculum Operations
PhD, Northcentral University
MA, Governors State University
BS, University of Illinois

Jennifer Lasater
Vice President, Employer and Career Services
MAEd, Argosy University
BS, Illinois State University

Michael Lorenz
Registrar, Kaplan University
MA, Indiana University
BA, Knox College

Suzanne Marshall-Caby
President, Kaplan University, St. Louis Campus
EdD, Maryville University
MA and BA, Webster University

W. Christopher Motz
President, Kaplan University, Maryland Campuses
MA, Ball State University
MCM and BA, Huntington College

Carolyn Nordstrom
Vice President, Faculty and Academic Resources, Kaplan University, Indianapolis Campus
PhD, MS, and BS, Northwestern University

David Palmer
Executive Director, Assessment, Analysis, and Reporting
BA, Antioch College

Anne Ryan
President, Kaplan University, Lewiston Campus
EdD, University of New England
MSHE, Kaplan University
BS, University of New Hampshire

Brett Sander
President, Kaplan University, Nebraska Campuses
MBA, Bellevue University
BS, University of South Dakota

Latisha Spence
Academic Dean and Interim Campus President, Kaplan University, Milwaukee Campus
MSHE, Kaplan University
MA and BA, Marquette University

Susan Spivey
President, Kaplan University, Cedar Falls, Cedar Rapids, and Mason City Campuses
MBA, University of Iowa
BA, William Penn College

Matt Stevons
Director, Library Services
MLS and BA, Indiana University

Lisa Wallace
Executive Director, Curriculum
PhD, Loyola University Chicago
MHR, University of Oklahoma
BS, University of Maryland University College

Kacy Webster
President, Kaplan University, Davenport and Des Moines Campuses
MEd, Rivier College
BS, Franklin Pierce College
AAS, New Hampshire Community College

Kaplan University Board of Trustees

Kay K. Runge (Chair)
Library Consultant
KK Runge Associates

Dr. Paul Bott (Vice Chair)
Educational Consultant
Professor Emeritus
California State University, Long Beach

Ed Eldridge
Engineering Manager
Hewlett Packard Enterprise

Lucien Gosselin
Business and Government Consultant
Former President
Lewiston/Auburn Economic Growth Council

Bill Hughes
President
Open4 Learning

Lt. Gen. Normand Lezy
U.S. Air Force (Retired)

Gregory Marino
Chief Executive Officer
Kaplan Higher and Professional Education

Lisa Gefen Sicilian (Secretary)
Chief Administrative Officer
Kaplan Higher and Professional Education
Click on the links below to view faculty rosters.

- College of Social and Behavioral Sciences (p. 448)
- School of Business and Information Technology (p. 462)
- School of Education (p. 471)
- School of General Education (p. 472)
- School of Health Sciences (p. 480)
- School of Nursing (p. 485)
- Campus and Learning Center (p. 490)
- Concord Law School (p. 489)
## College of Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Beverly</td>
<td>MSW</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Adamson, Gerald</td>
<td>PhD</td>
<td>Alliant International University</td>
</tr>
<tr>
<td>Aleem, Yasmeen</td>
<td>MS</td>
<td>Illinois State University</td>
</tr>
<tr>
<td>Alexander, Gary T.</td>
<td>PhD</td>
<td>Capella University</td>
</tr>
<tr>
<td>Alstot, Crystal</td>
<td>MS</td>
<td>California State University - Stanislaus</td>
</tr>
<tr>
<td>Alvarez, Danielle</td>
<td>MA</td>
<td>National University</td>
</tr>
<tr>
<td>Ammer, Mark</td>
<td>MA</td>
<td>Roosevelt University</td>
</tr>
<tr>
<td>Anderson, Barbara</td>
<td>DSW</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Anderson, Thomas</td>
<td>MS</td>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>Araujo, Katia</td>
<td>PsyD</td>
<td>Nova Southeastern University</td>
</tr>
<tr>
<td>Arnold, Victor</td>
<td>MA</td>
<td>Western Illinois University</td>
</tr>
<tr>
<td>Ashar, Linda</td>
<td>JD</td>
<td>University of Akron</td>
</tr>
<tr>
<td>Athens, Elizabeth</td>
<td>PhD</td>
<td>University of Florida</td>
</tr>
<tr>
<td>Atkin, Suzanne</td>
<td>MS</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Atkins, Ramona</td>
<td>JD</td>
<td>Western State University College of Law</td>
</tr>
<tr>
<td>Ayala, Chrystal</td>
<td>MS</td>
<td>Florida Institute of Technology</td>
</tr>
<tr>
<td>Ayers, James</td>
<td>MA</td>
<td>Central Michigan University</td>
</tr>
<tr>
<td>Bachman, Joleen</td>
<td>PhD</td>
<td>Union Institute &amp; University</td>
</tr>
<tr>
<td>Bailey, Nancy</td>
<td>PhD</td>
<td>Capella University</td>
</tr>
<tr>
<td>Balawejer, Teresa</td>
<td>MS</td>
<td>Saint Joseph's University</td>
</tr>
<tr>
<td>Baldin, Valerie</td>
<td>PhD</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Barnes, William</td>
<td>JD</td>
<td>Baylor School of Law</td>
</tr>
<tr>
<td>Barnett, Sara</td>
<td>MS</td>
<td>Mercy College</td>
</tr>
<tr>
<td>Barrett, Deborahah</td>
<td>MS</td>
<td>University of North Florida</td>
</tr>
<tr>
<td>Barrett, Karlene</td>
<td>PhD</td>
<td>Walden University</td>
</tr>
<tr>
<td>Bashore, Thomas</td>
<td>MA</td>
<td>Bellevue University</td>
</tr>
<tr>
<td>Bass, Christina</td>
<td>MEd</td>
<td>Strayer University</td>
</tr>
<tr>
<td>Battista, Ludmila</td>
<td>MA</td>
<td>Montclair State University</td>
</tr>
<tr>
<td>Bauer, Joanna</td>
<td>MS</td>
<td>California State University</td>
</tr>
<tr>
<td>Baughman, Patricia</td>
<td>MA</td>
<td>Mercer University</td>
</tr>
<tr>
<td>Baum, Mark</td>
<td>JD</td>
<td>Gonzaga University</td>
</tr>
<tr>
<td>Beath, Melanie</td>
<td>MA</td>
<td>Alliant International University</td>
</tr>
<tr>
<td>Berman, Erin</td>
<td>MS</td>
<td>Radford University</td>
</tr>
<tr>
<td>Bermingham, John</td>
<td>JD</td>
<td>Catholic University of America</td>
</tr>
<tr>
<td>Bernholdt, Erik</td>
<td>MS</td>
<td>Lewis University</td>
</tr>
<tr>
<td>Berry, Diane</td>
<td>JD</td>
<td>University of Wisconsin</td>
</tr>
<tr>
<td>Berry, Katherine</td>
<td>MS</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>Berry Austin, Kitty</td>
<td>MS</td>
<td>Indiana State University</td>
</tr>
<tr>
<td>Berube, John</td>
<td>JD</td>
<td>University of Maine</td>
</tr>
<tr>
<td>Beuerlein, Alissa</td>
<td>PhD</td>
<td>Trevecca Nazarene University</td>
</tr>
<tr>
<td>Bilodeau, Daniel</td>
<td>MS</td>
<td>Lewis University</td>
</tr>
<tr>
<td>Binder, Farrell</td>
<td>JD</td>
<td>The George Washington University</td>
</tr>
<tr>
<td>Bingaman, Aaron</td>
<td>MEM</td>
<td>University of Richmond</td>
</tr>
</tbody>
</table>
Bishop, Janice  
MS, Portland State University

Black, Andrew  
JD, Valparaiso University

Blackman, Gabrielle  
PhD, George Mason University

Block, Sara  
JD, Loyola University of Chicago

Boling, Rachel  
MS, East Carolina University

Bondanza, David  
JD, Quinnipiac University

Bonnevier, Nancy  
MA, Saint Xavier University

Boone, Kelly  
EdD, Nova Southeastern University

Bowman, Michelle  
JD, John Marshall Law School

Boykin, Scott  
JD, University of Alabama

Bradley, Juliet  
PhD, University of Delaware

Brady, Marybeth  
MSW, Adelphi University

Brady, Patrick  
PsyD, Our Lady of the Lake University

Brantley, Janet  
MED, University of South Alabama

Breiden, Kenneth  
JD, Nova Southeastern University

Britton, Karen  
MED, Florida Atlantic University

Brock, William  
PhD, University of Southern California

Brogan, Raymond  
PhD, SUNY - State University of New York

Brooks, Joyce  
PhD, Capella University

Brown, Douglas  
MPA, University of Central Florida

Brown, Maria  
MS, Capella University

Brown, Russell  
MS, Everest University formerly Florida Metropolitan University

Bruner, Troy  
EdD, Argosy University

Bryant, Michael  
MS, University of Cincinnati

Budzinski, Jessica  
MSW, University of Michigan

Bugda, Gena  
MS, Nova Southeastern University

Bullock, Kara  
MA, National University

Bunger, Amy  
MS, Capella University

Bushway, Scott  
MA, Anna Maria College

Butler, Mary  
EdD, Clark Atlanta University

Cal, Rosanna  
JD, Inter American University of Puerto Rico

Call, Matthew  
MS, Ferris State University

Callaway, Stacey  
JD, West Virginia University College of Law

Camp, Jamie  
MS, Towson University

Campbell, William  
DPA, Nova Southeastern University

Campbell, Terry  
MPA, University of Arkansas at Little Rock

Capalbo, Valerie  
MSW, SUNY University at Albany

Capuano, Angela  
PhD, Bowling Green State University

Carlin, Timothy  
JD, University of Dayton

Carone, Gary  
MS, Eastern Michigan University

Carotti, Corrina  
MS, Florida Institute of Technology

Catron, Laura  
JD, Gonzaga University

Chandler, Patricia  
PhD, Saybrook Graduate School and Research Center

Chara, Kathleen  
PhD, Capella University
Chiacchia, Monique
JD, New England School of Law

Chikeleze, Mike
PhD, Benedictine University

Christine, Allison
MEd, Pennsylvania State University

Chung, Natasha
PhD, University of Kansas

Chusid, Howard
EdD, Argosy University

Clark, Breanne
MS, Capella University

Cleveland, Patrick
JD, Pace University

Cline, Kenneth
EdS, Troy University

Clouston, Derrick
MPA, University of North Carolina at Pembroke

Cohen, Nichola
PhD, University of Durham

Cohn, Jonathan
MS, Cardinal Stritch University

Contino, Gregory
MS, Jacksonville State University

Cooper, Himilse
MS, Florida International University

Cooper, Robin
MSW, Barry University

Cordett, Sarah
MA, National University

Craft, Jackie
PhD, Liberty University

Craig, Brian
JD, University of Idaho

Craig, Clyde
LLB, Saint Louis University

Crawford, Marsha
MEd, Wright State University

Cresap-Blomquist, Candace
MS, Capella University

Crickenberger, Leslie
PhD, Walden University

Crockett, Hamaria
PhD, Capella University

Crossley, Michelle
PhD, North Carolina State University

Crowley, Kristy
MA, Adler School of Professional Psychology

Crush, Deborah
MA, Pepperdine University

Cruz, Theresa
MS, Capella University

Cruz, Yulema
MS, Florida State University

Cuevas, Jessie
MCJ, Boston University

Cumella, Edward
PhD, University of North Carolina at Chapel Hill

Cunningham, Kimberly
MA, Concordia University

Cusick, Roger
PhD, SUNY at Albany

D’Angelo, Michael
PhD, Capella University

Dahl, Patricia
PhD, University of Colorado

Daigle, Justin
MA, McNeese State University

Dalrymple, Joshua
JD, Regent University

Daniel, Alan
JD, Barry University

Danigole, Brian
MS, University of Phoenix

Davis, Deborah
PhD, University of Oregon

Dawe, Heather
MS, Baruch College, City University of New York

Delger, Suzanne
MA, Western Michigan University

Demeter, Stephen
MS, Grand Canyon University

Denner, Maryann
MS, University of Cincinnati

Dennis, Toi
PhD, Capella University

DeSecottier, Leon
EdD, Texas Tech University
DeSpain, George  
MEd, William Woods University

Dilka, Shaneika  
PhD, Walden University

DiMarzo, Dawn  
EdD, Nova Southeastern University

DiPaola, Thomas  
PsyD, Forest Institute of Professional Psychology

DiPrenda, Carlene  
JD, Seton Hall University

Dixon, Nelly  
EdD, Walden University

Dixon, Rae  
MFS, Nebraska Wesleyan University

Dolecki, Constance  
MS, Walden University

Dombrowski, Fredrick  
PhD, Capella University

Donnellan, Elizabeth  
MEd, Rhode Island College

Doocy, Ruth  
MA, University of Kansas

Dorman, Jon  
MS, Kaplan University

Dorriety, Jonathan  
MSCJ, University of Alabama

Douglass, Christine  
MS, Eastern Michigan University

Dowden, Kelly  
MA, Southwestern Baptist Theological Seminary

Drenner, Karla  
PhD, Saint Louis University

Duncan, Nancy  
MSW, California State University

Dunker, Steven  
JD, University of Missouri - Kansas City

Durbin, Erica  
PsyD, Widener University

Early, Kristin  
PhD, Florida State University

Eastwood, Deborah  
MS, University of Wyoming

Edwards, Phillip  
MA, Bellevue University

Effler, Chet  
MA, Western Carolina University

Egan, Tiffany  
MS, University of Texas at Arlington

Eggins-Alston, Evelyn  
MA, Liberty University

Embaye, Nikayo  
PhD, SUNY - State University of New York

Engels, Andrea  
PhD, Capella University

Erdakos, Susan  
MA, National-Louis University

Evans, Cynthia  
MA, Liberty University

Farmer, Philip  
PhD, University of Texas at Arlington

Farrar, Monica  
MS, University of Buffalo

Fernandez, Alvaro  
MPA, Northern Illinois University

Figueroa, Rhonda  
MS, Adelphi University

Findley, Jerry  
PhD, Capella University

Fioritto, Nancy  
JD, Cleveland State University

Fischer, Michelle  
MSW, Temple University

Flanagan, Dennis  
PhD, Temple University

Flynn, Terry  
MS, Central Michigan University

Foley, Martin  
MEd, Loyola University of Chicago

Foote, Kris  
JD, Syracuse University

Forbes, William  
MPA, University of Nebraska

Fox, Andrew  
JD, Illinois Institute of Technology Chicago-Kent College of Law

Frank, Harla  
MS, Florida State University

Fulton, Lorena  
DSW, Capella University
Gates-Crandall, Trevor  
PhD, University of Illinois at Chicago

Gauna, Monica  
PhD, University of Maryland

Gauvin, Jessica  
JD, University of Connecticut School of Law

Gavette, Christopher  
MS, Florida State University

Gellens, Suzanne  
MSED, University of Kansas

Gentius, Paula  
JD, University of Detroit Mercy

Gettle, Mark  
PhD, Capella University

Gibbons Jr., John  
MS, Calumet College of St. Joseph

Gibson, Margaret  
EdD, Nova Southeastern University

Gill, Jodi  
JD, Duquesne University

Gill, Jeffrey  
MPA, University of New Mexico

Gill, Sally  
PhD, Walden University

Giovannelli, Lisa  
PhD, University of Akron

Glazer, Maggie  
MS, Saint Cloud State University

Glensor, Ronald  
PhD, University of Nevada

Golling, Lacey  
JD, University of The Pacific

Goodwin, William  
MA, Liberty University

Govea, Kimberly  
MA, University of Phoenix

Graveline, Patrick  
PsyD, The Institute for the Psychological Sciences

Graves, Winifred  
EdD, Fielding Graduate University

Gray, John  
JD, Faulkner University Jones School of Law

Green, Dan  
PhD, Grand Canyon University

Griffin, Jerry  
PhD, University of Tulsa

Gross, David  
MS, University of Central Florida

Gulley, Jeffrey  
JD, Indiana University

Gunther, Michelle  
MS, Lewis University

Gurin, William  
JD, Brooklyn Law School

Guyant, Christopher  
MS, Central Michigan University

Haak, Danielle  
PhD, University of Nebraska

Hadley, Jared  
MS, Weber State University

Halbleib, Brent  
JD, Washington University St. Louis

Hale, Lynne  
PhD, University of North Texas

Hall, Kristin  
MS, Minot State University

Hall, Wendy  
MSW, University of Illinois at Urbana-Champaign

Hamm, Jessica  
PhD, Capella University

Hammond, Jessica  
EdD, Johnson & Wales University

Hardgrave, Steven  
JD, Washington and Lee University

Harrell, Candace  
PsyD, The Chicago School of Professional Psychology

Harrell, Delores  
PsyD, Argosy University

Harrison, Antonio  
PhD, The Chicago School of Professional Psychology

Harwell, Donna  
JD, University of Richmond

Hauck, Jeffrey-Peter  
JD, Widener University School of Law

Hawf, Cassidy  
MS, Capella University

Hayden, Virginia  
EdS, Piedmont College
Hazel, James
JD, University of Toledo

Heard, Catherine
PhD, Chicago School of Professional Psychology

Heckert, Christopher
MEd, Western Washington University

Heim, Justin
PhD, Northcentral University

Hemdon, Christine
MA, Ashford University

Hicks, Theresa
PhD, Northcentral University

Hirko, Carol
PhD, Capella University

Ho, Grace
PhD, The Wright Institute

Hoke, Mary
PhD, Capella University

Holt, Harry
PhD, Pennsylvania State University

Hopkins, Seth
JD, Louisiana State University

Horner Lawrence, Sherri
JD, University of North Carolina at Chapel Hill

Horton, Nancy
PhD, SUNY - State University of New York

Horwath, Cheryl
MS, Lewis University

Houston, Jessica
PhD, Capella University

Howard, Christopher
JD, Capital University

Howser, Michele
PhD, Capella University

Hudson, Kelly
PhD, Saybrook University

Hughes, William
MFA, Columbia University in the City of New York

Hulvat, Jennifer
JD, DePaul University College of Law

Humber, Roger
MS, Auburn University

Humphreys, Alison
MS, Loyola College in Maryland

Hurless, Bonnie
PhD, Bowling Green State University

Hurley, Jill
MEd, University of Pittsburgh

Hynes, Laura
JD, The John Marshall Law School

Ioimo, Ralph
DPA, Nova Southeastern University

Isaacson, Todd
PhD, Capella University

Jackson, Lisa
PhD, University of Michigan

Jackson, Tracy
PhD, Capella University

James, Ramona
EdD, Argosy University

Janha, Kimberly
PhD, Capella University

Jared, Cara
MA, Ohio State University

Jenkins, Cynthia
EdS, Georgia State University

Johnson, Kristin
JD, University of Iowa

Johnson, George
MA, Pennsylvania State University

Johnson, Cindy
MS, Florida State University

Johnson, LaKeysa
MSW, University of South Carolina

Jones, Lisa-Marie
Doctor of Behavioral Health, Arizona State University

Jones, Craig
JD, Indiana University

Jones, Darryl
PhD, Capella University

Jones, DeAnn
PhD, Utah State University

Julian, James
PhD, Walden University

Jurowski, Kimberly
MS, Southern Illinois University

Kaplan, Jill
PhD, University of Miami
Kapperman, Robyn
DBA, Northcentral University

Keefauver, Raymon
MCJA, Mountain State University

Kehm, Dennis
JD, University of Missouri

Keith, Sandra
MA, Teachers College at Columbia University

Kelley, Brian
MA, Saint Xavier University

Kennedy, Sara
MA, University of Arizona

Kent, James
JD, Thomas M. Cooley Law School

Kepner, Terresa
MS, University of Phoenix

Kimler, Rochelle
MA, University of Phoenix

Kimbrell, Misty
MA, University of Phoenix

King-Carr, Leia
MA, Goddard College

Kingsdorf, Sheri
PhD, University of Miami

Kinsella, Susanne
JD, Valparaiso University

Kirchgraber, Todd
MCJ, Saint Leo University

Klein, Steven
PhD, University of North Carolina at Chapel Hill

Knapp, Christiana
MA, Western Illinois University

Knighton, Tanisha
PhD, Walden University

Kowalski, Michelle
PhD, Bowling Green State University

Kowaluk, Gary
PhD, University of Missouri

Kozyra, Timothy
JD, South Texas College of Law

Krois, Dina
PhD, University Of Tennessee

Lagerwall, Theodore
JD, DePaul University

Laman, Carol
MS, University of North Dakota

Lamer, Maryann
PhD, Oklahoma State University

Lamariello-Perez, Ann
JD, Illinois Institute of Technology

Lang, Sharon
MA, Northcentral University

Lannon, Mary
PhD, Northcentral University

Larsen, Carolee
PhD, Northwestern University

Latimer, Kelsey
PhD, University of North Texas

Lazarre, Steve
PsyD, Alliant International University

Leerburger, Marian
PhD, University of Maryland

Legursky, Candida
MS, Kaplan University

Leib, Howard
JD, Yeshiva University

Leiva, Myeisha
MS, Pacific Graduate School of Psychology

Lenz, Peter
PhD, University of Wisconsin

Leon-Veiguela, Maritza
MS, Florida International University

Leonard, Kristina
MS, Texas A & M University

Leonard, Rodney
MS, Troy University

Levit, Jodi
MA, University of Illinois

Levy, Darlene
MSW, Fordham University

Libby, Janet
JD, Boston College

Libert, Thomas
MPA, Illinois Institute of Technology

Lick, John
MCJ, Washburn University

Limoges, Clint
MS, Henderson State University
Lindquist-Karci, Jessica
MS, California State University

Linkin, Lisa
MA, Pepperdine University

Littrell, Crystal
JD, University of Denver

London, Charmaine
MS, Kaplan University

Lucabaugh, Jeremy
PhD, Capella University

Luckas, Alfred
MS, Northeastern University

Machin, Ariane
PhD, University of North Texas

Madden, John
MA, Lewis University

Maggio, James
PhD, University of Florida

Mainwaring, Tina
MS, Lewis University

Maitland, Patricia
PhD, Northcentral University

Major, Aline
MA, The George Washington University

Makin, David
PhD, Washington State University

Mancuso, Leah
PhD, Alliant International University

Manock, Julianne
MS, Drake University

March, Michelle
PhD, Capella University

Marchionda, Joseph
JD, Florida State University

Marcum, Catherine
PhD, Indiana University of Pennsylvania

Marling, Kimberly
MA, Bethel University

March, Clifford
EdS, Walden University

Martel, Marci
PhD, Capella University

Marton, Staci
MEd, University of Florida

Marvel, Michele
PhD, Walden University

Maschio, Jill
MS, Walden University

Mastrorocco, Sarah
MEd, Brenau University

Matlock, Jeryl
PhD, Florida State University

Matoesian, Gregory
PhD, University of Missouri

Matthews, Tara
PhD, Capella University

Mauer, Mitchell
MS, Grand Canyon University

Mauri, Monica
MA, Liberty University

McCarty, Alan
MPA, Columbus State University

McClure, Bonita
MSW, North Carolina A&T State University

McConnell, Michael
PhD, Northcentral University

McCovey, Keri
MS, Duquesne University

McCoy, Jack
MS, Troy University

McEelligott, Jane
JD, Suffolk University Law School

McGinley, James
PhD, Northcentral University

McGovern, Carolyn
MS, University of Alabama

McIlwain, Susan
MS, Mississippi College

McKeon, Carolyn
PhD, Capella University

McLamb, Annette
MA, Concordia University St. Paul

McNamara, James
JD, University of Washington

McNamara, Lynn
JD, The George Washington University

Mead, Jonathan
MAS, Everglades University
Mearidy-Bell, Lakisha  
PhD, Capella University

Medenblik, Jacqueline  
JD, University of Tulsa

Mellott, Laura  
MEd, University of Pittsburgh

Mertens, Val  
MPA, University of Illinois

Metcalf, Kenneth  
MS, Saint Leo University

Metts, Gary  
DBA, Northcentral University

Meyerhofer, Russell  
PhD, Saybrook Graduate School and Research Center

Mighdoll, Preston  
JD, New England School of Law

Miller, Melissa  
EdD, Walden University

Miller, Kim  
PhD, Capella University

Milliron, Mark  
Master of Homeland Security, Pennsylvania State University

Milne, Stephanie  
PsyD, Argosy University

Mitchell, Barbara  
PhD, Florida State University

Mitton, Lynda  
MS, Capella University

Moore, Bruce  
MPA, Western Michigan University

Moravcik, Beverly  
JD, DePaul University

Moretti, Nancy  
MS, Nova Southeastern University

Morley, Patrick  
JD, Illinois Institute of Technology Chicago-Kent College of Law

Morrison, Lynn  
MS, Indiana State University

Moskalewicz, James  
MEd, University of Illinois at Urbana-Champaign

Mueller, Eve  
MS, Oakland City University

Muniak, William  
JD, Cleveland State University

Murray, Michelle  
MA, University of Northern Iowa

Navarro, Myra  
JD, St Marys University

Neeley, Melissa  
MSW, Barry University

Nemeth, Tammy  
MSW, Governors State University

Nevel, David  
EdD, Nova Southeastern University

Ng, Amy  
MS, Tiffin University

Ngwako, Abigail  
MEd, National-Louis University

Niebusch, Richard  
PhD, Capella University

Niemann, Richard  
MA, American Military University

Nikolova, Ani  
PhD, Claremont Graduate University

Nolan, Christina  
JD, Saint Louis University

Norby, Marguerite  
MA, University of Wisconsin

Noriega, Kristina  
MS, Chaminade University of Honolulu

Norwell, Mary  
JD, The John Marshall Law School

Nothnagel, Tracy  
JD, University of Detroit Mercy

O'Bryan, Angela  
PhD, Walden University

O'Deane, Matthew  
PhD, Walden University

O'Hara, M.  
PhD, University of Hawaii at Manoa

Odom, Lakisha  
PhD, Tuskegee University

Oland, Alyssa  
PhD, University of Pittsburgh

Olsen, Cheryl  
JD, Massachusetts School of Law

Orpustan-Love, Denise  
PhD, California Institute of Integral Studies
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution and Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owenby, Kelly</td>
<td>MA, Argosy University</td>
</tr>
<tr>
<td>Palkovich, Carrie</td>
<td>MS, Indiana State University</td>
</tr>
<tr>
<td>Palma, Cynthia</td>
<td>MSW, Fordham University</td>
</tr>
<tr>
<td>Palmer, Sara</td>
<td>MS, Capella University</td>
</tr>
<tr>
<td>Pape, Nabilah</td>
<td>MA, University of Baltimore</td>
</tr>
<tr>
<td>Patzak-Vendetti, Marcie</td>
<td>JD, Cleveland State University</td>
</tr>
<tr>
<td>Pearce, Scott</td>
<td>JD, University of Southern California</td>
</tr>
<tr>
<td>Pedersen, Jean</td>
<td>MA, Bradley University</td>
</tr>
<tr>
<td>Peerbolte, Stacy</td>
<td>PhD, Walden University</td>
</tr>
<tr>
<td>Perez-Menon, Rebeca</td>
<td>PhD, University of Kansas</td>
</tr>
<tr>
<td>Person, Wanda</td>
<td>EdD, Auburn University</td>
</tr>
<tr>
<td>Phelps, Christopher</td>
<td>MPA, Nova Southeastern University</td>
</tr>
<tr>
<td>Phillips, Anne</td>
<td>JD, Arizona State University</td>
</tr>
<tr>
<td>Phillips, Lorraine</td>
<td>M.Phil, The City University of New York</td>
</tr>
<tr>
<td>Phillips, Lisa</td>
<td>PhD, Duquesne University</td>
</tr>
<tr>
<td>Pincus, Adam</td>
<td>JD, Nova Southeastern University</td>
</tr>
<tr>
<td>Pintar, Jo Anna</td>
<td>MA, Marist College</td>
</tr>
<tr>
<td>Pinter, Kelly</td>
<td>MA, University of Illinois at Chicago</td>
</tr>
<tr>
<td>Platt, Kimberly</td>
<td>MSW, University of Connecticut</td>
</tr>
<tr>
<td>Poirier, Dean</td>
<td>JD, University of North Carolina</td>
</tr>
<tr>
<td>Ponzetti, Robert</td>
<td>MCJ, Boston University</td>
</tr>
<tr>
<td>Post, William</td>
<td>MS, Florida State University</td>
</tr>
<tr>
<td>Pover, Evi-Luise</td>
<td>MA, New York Institute of Technology</td>
</tr>
<tr>
<td>Powell, Veronica</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Pozesny, Michael</td>
<td>MSED, Kaplan University</td>
</tr>
<tr>
<td>Prentice, Catherine</td>
<td>MA, California State University</td>
</tr>
<tr>
<td>Preus, Jennifer</td>
<td>MS, Minnesota State University</td>
</tr>
<tr>
<td>Price, Jamie</td>
<td>MCJ, University of South Carolina</td>
</tr>
<tr>
<td>Quarles, Valerie</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Quesinberry, Jeffrey</td>
<td>MBA, Strayer University</td>
</tr>
<tr>
<td>Raichel, Jill</td>
<td>MPA, Portland State University</td>
</tr>
<tr>
<td>Rakowski, David</td>
<td>JD, New York Law School</td>
</tr>
<tr>
<td>Ramos, James</td>
<td>PhD, Michigan State University</td>
</tr>
<tr>
<td>Raphael, Michael</td>
<td>PhD, University of Akron</td>
</tr>
<tr>
<td>Reed, Daniel</td>
<td>PhD, University of Tennessee Knoxville</td>
</tr>
<tr>
<td>Rego, Elise</td>
<td>JD, New England School of Law</td>
</tr>
<tr>
<td>Reiley, Robert</td>
<td>LLM, George Washington University</td>
</tr>
<tr>
<td>Reyes-Fournier, Elizabeth</td>
<td>PhD, Keiser University</td>
</tr>
<tr>
<td>Rhoades, John</td>
<td>MS, Grand Canyon University</td>
</tr>
<tr>
<td>Rhoades, Jason</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Richard, Lisa</td>
<td>JD, New York Law School</td>
</tr>
<tr>
<td>Richard-Jones, Anjanette</td>
<td>MS, Nova Southeastern University</td>
</tr>
<tr>
<td>Richards, Melissa</td>
<td>MS, University of Florida</td>
</tr>
<tr>
<td>Richardson, Robert</td>
<td>PhD, Capella University</td>
</tr>
</tbody>
</table>
Rico-Lawhorn, Rechilda
MA, St. Joseph College of Quezon City

Rivera, Tiffany
MA, Grambling State University

Rivera, Bridget
PhD, Alliant International University

Robbins, Zakia
DM, University of Phoenix

Robbins, Cory
MS, Troy State University

Roberson, Clifford
PhD, Alliant International University

Robertson, Jennifer
MS, Indiana State University

Robinson, Chloe
MA, University of Illinois at Chicago

Robinson, Michael
MA, Bowie State University

Robinson, Douglas
MS, Valdosta State University

Robinson, Deborah
PhD, Florida State University

Robison, Brian
MS, Ferris State University

Rocha, Erin
MS, San Diego State University

Roche, James
LLM, Boston University School of Law

Rollins, Nicole
MA, Argosy University

Romano, Cheryl
PsyD, Loma Linda University

Romanowski, Tara
MS, The College of Saint Rose

Rosenbaum, Lacey
MEd, George Mason University

Rozwadowski, Emily
JD, Loyola University of Chicago

Rudas, Michelle
MS, Florida State University

Ruffin, Shavonne
PhD, Capella University

Rupard, Melinda
PhD, North Carolina State University

Russell, Amanda
MSW, University of Maryland

Ryan, Emily
JD, Mississippi College School of Law

Ryan, James
MS, Grand Canyon University

Ryan, Michael
MS, Jacksonville State University

Sadik, Suhad
EdS, University of South Carolina

Santos, Tad
MA, Edinboro University of Pennsylvania

Sartain, James
PhD, Capella University

Savarese, Karen
MA, Yeshiva University - Ferkauf Graduate School of Psychology

Scherry, Albert
MS, Capella University

Schroeder, Nicolle
MSM, Colorado Technical University

Schwartz, Joseph
MEd, The William Paterson University

Scott, Eddie
EdD, Northern Arizona University

Scott, Lorri
JD, Loyola University of Chicago

Sellen, David
MA, American Military University

Sellers, Kathryn
MS, Auburn University

Seloves, Matthew
MBA, Gardner-Webb University

Semcesen, Tanya
PhD, University of North Carolina

Serrie Berger, Leigh
PhD, University of South Florida

Servedio-Panbechi, Danielle
PsyD, Chicago School of Professional Psychology

Sever, Brion
PhD, Florida State University

Shade-Monuteaux, Dena
PhD, Tufts University

Shahriari, Kurosh
EdD, Ball State University
Shanley, Joshua  
MBA, Bay Path College

Sherman, Jamie  
MA, University of Iowa

Shumrak, Danielle  
MEd, Barry University

Simon, Linda  
EdD, Argosy University

Simon, Donald  
JD, The John Marshall Law School

Sempkins, Michelle  
MS, Augusta State University

Sisk-Fandrich, Dusti  
PsyD, University of the Rockies

Smith, Marilyn  
MPA, University of Utah

Smith Chupik, Ellen  
MPA, Troy State University

Smulley, Crystal  
MA, Pennsylvania State University

Sonderman, Rodney  
MS, Aurora University

Sorich, Michael  
JD, The John Marshall Law School

Spencer, Monty  
MA, Bellevue University

Spruill Nealy, Angelique  
MSW, University of California

Standley, Andrea  
PhD, Capella University

Stewart, Carla  
EdD, Argosy University

Stewart, James  
MS, Nova Southeastern University

Stone, William  
MS, University of Central Florida

Straight, Benjamin  
JD, University of Florida

Strbiak, Dee  
MA, University of Northern Colorado

Stroud, Tony  
JD, Faulkner University Thomas Goode Jones School of Law

Stull, Jacob  
MS, Kaplan University

Sturzenbecker, Michael  
MS, Oklahoma State University

Sullivan-Ham, Katheryn  
PhD, Walden University

Tannahill, John  
MA, Lewis University

Tarhan, Sait  
JD, University of Kentucky

Taylor, Bryan  
PhD, Oklahoma State University

Taylor-Springs, Katrena  
MS, Capella University

Teague, Anthony  
MA, Appalachian State University

Terrill, Christine  
MA, Florida Atlantic University

Thakkar, Shital  
JD, Illinois Institute of Technology Chicago-Kent College of Law

Thiel, Jen  
PhD, Capella University

Thomason, David  
PhD, Arizona State University

Thompson, Angela  
Master of Health Science, University of Florida

Torres, Julie  
MEd, Grand Canyon University

Townsend, Tracy  
MS, Jacksonville State University

Toy, Maria  
JD, CUNY - The City University of New York

Treat, Mary  
MA, Tennessee Technological University

Trombley, Kelly  
PhD, University of Phoenix

Trovatore, Sara  
MSW, Indiana University

Vakili, Laurie  
MS, Walden University

Valdes, Heather  
JD, Saint Thomas University School of Law

Valentino, Heather  
MSW, University of California, Los Angeles

Valverde, Hugo  
JD, Regent University
Van Horn, Kathryn
EdS, Troy University

Vandemark, Marjorie
MA, West Chester University of Pennsylvania

VanOver, Cecelia
EdD, Argosy University

Venema, Michael
MA, Western Illinois University

Vukoder, Kristy
MA, Seton Hall University

Wachtel, Lois
MS, Walden University

Wade, Lee
MPA, University of West Georgia

Wagner, John
PhD, St. Louis University

Walker, Kevin
MA, Oakland University

Wallen, Shari
LLM, Western New England University

Warmock, Robert
MA, Lewis University

Washburn, James
MBA, Saint Xavier University

Watson, Karen
MS, California University of Pennsylvania

Watts, Alicia
MA, Southwestern Baptist Theological Seminary

Weber, Michele
PhD, Capella University

Wegner, Jennifer
MA, University of St. Thomas

Weigel, David
JD, Nova Southeastern University

Weiss, Shannon
MS, Southern Illinois University Carbondale

Westerman, Leah
JD, Pennsylvania State University

Whitaker, Elizabeth
MA, Ohio State University

White, Juanita
MSW, Rutgers

White, David
PhD, Northcentral University

Wilcox, Mark
Doctor of Industrial Technology, University of Northern Iowa

Wilkerson, Chipper
MS, Oklahoma State University

Williams, Mary
EdS, Winthrop University

Williams, Tomicka
MPA, Nova Southeastern University

Williams, Juanita
MS, California State University

Williams, Dorothy
PhD, Walden University

Wilson, Mike
JD, University of Kentucky

Wilson, Robert
MS, Grand Canyon University

Wilson, Susan
PhD, Walden University

Winfield, Chaniece
PhD, Capella University

Winters, Robert
JD, Western State University College of Law

Wolf, Michele
JD, Hamline University

Womer, Denise
PhD, Capella University

Wood, Holly
PhD, Capella University

Wright, Lisa
PhD, University of Missouri

Yarber, Karen
MS, The Sage Colleges

Yohman, Donna
MS, Kaplan University

York, Mary
MS, California State University, Northridge

Yosick, Rachel
PsyD, Georgia School of Professional Psychology at Argosy University

Young, Stephanie
JD, Vermont Law School

Young, Richard
MS, University of Southern Mississippi

Youtsey, Georgia
MA, University of Phoenix
Zimmerman, Gregory  
PhD, SUNY - State University of New York

Zukowski, Susan  
PhD, Walden University
School of Business and Information Technology

Aaltonen, Priscilla
PhD, Old Dominion University

Abate, Jason
DBA, Walden University

Abramson, Jonathan
MSIT, Kaplan University

Acolatse, Tanae
PhD, Walden University

Adair, Jeffrey
MBA, Tiffin University

Adu-Boateng, David
DBA, Nova Southeastern University

Aguiar, Robert
MBA, University of Massachusetts-Dartmouth formally Southeastern Massachusetts University

Albert, Mary
MBA, Florida Atlantic University

Alley, Brian
MS, American InterContinental University

Altinoz, Cuneyt
PhD, North Carolina State University

Anderson, Verl
DBA, Arizona State University

Anweiler, Larry
MBA, Pepperdine University

Apolinariss, Leticia
MSW, Fordham University

Argo, Robin
MBA, Upper Iowa University

Atsidis, Deborah
MS, Columbia University in the City of New York

August, Andrew
MS, Nova Southeastern University

Avery, Kimberly
MS, University of Phoenix

Ayanou, Tilahun
PhD, Southern Illinois University Carbondale

Babb, Danielle
PhD, Capella University

Baldon-Gutter, Janice
MS, University of Louisville

Banafa, Ahmed
MS, Lehigh University

Bardill Moscaritolo, Lisa
PhD, Barry University

Barreto, Henrique
PhD, Colorado State University

Beaubien, Louis
PhD, University of Western Ontario

Becker, Gerard
PhD, Capella University

Beckman, Patricia
MS, Wayne State College

Beiser, Paula
MBA, College of William and Mary

Bell-Smith, Janet
MS, Emporia State University

Bellamy, Patty-Jo
PhD, University of Manitoba

Benson, Charles
MBA, Dallas Baptist University

Berghofer, Catherine
MEd, University of South Florida

Bertrand, Thomas
MSIT, Kaplan University

Biasca, Rodolfo
MS, Capella University

Bickham, Shaniece
PhD, University of Southern Mississippi

Biersack, Paul
MBA, University of Dayton

Bietsch, Samantha
DBA, Argosy University

Bjorling, Terra
MS, University of Maryland University College

Blix, William
MBA, Regis University

Blockberger, Julia
MBA, Wright State University

Bloom, Larry
MBA, University of St. Thomas

Boone, Joyce
PhD, Northcentral University

Bootsma, Michael
JD, University of Iowa
Botts, Nathan  
PhD, Claremont Graduate University

Boucard, Laurent  
MS, Bentley University

Bourne, Beatrice  
DM, University of Phoenix

Bouvin, Jodi  
MBA, American InterContinental University

Bowman, Jude  
MS, Strayer University

Boyer, Nathan  
DBA, University of Phoenix

Brooks, John  
MA, Webster University

Brown, Sharon  
PhD, Northcentral University

Bryant, Natasha  
MBA, Kaplan University

Burgett, Jill  
MS, University of Florida

Busby, Mark  
MA, Thunderbird-The Garvin School of International Management

Butler, David  
MBA, Drexel University

Byers, Rachel  
PhD, Capella University

Cade, Ronald  
MBA, Morehead State University

Caldarola, Richard  
PhD, Nova Southeastern University

Carlson, Gary  
MS, Dominican University

Carter, Richard  
PhD, Walden University

Cates, Steven  
DBA, Nova Southeastern University

Chavarria, Marlo  
MA, University of South Florida

Cherry, John  
PhD, Walden University

Chicone, Rhonda  
PhD, Northcentral University

Childers, Stuart  
PhD, Capella University

Cohen, Mark  
PhD, Nova Southeastern University

Collins, Michael  
PhD, University of Arkansas at Fayetteville

Cook, Jillian  
MBA, Mount Saint Mary College

Coote Martin, Gillian  
DBA, Argosy University

Copeland, William  
MBA, University of Texas

Council, Linda  
MBA, Baker College

Craymer, Mark  
MBA, Troy University

Cushing, Brian  
MBA, San Diego State University

Dayton, Daniel  
PhD, Capella University

DeAngelo, Sylvia  
MBA, University of Phoenix

DeCossio, Francisco  
PhD, University of South Carolina

DePriest, Desiree  
PhD, Capella University

Desharnais, Chantal  
MS, Capella University

Digiammarino, Enrico  
MBA, San Francisco State University

Dooley, Carol  
PhD, Capella

Dorothy, Leon  
MS, Nova Southeastern University

Dow, Dennis  
MS, University of Denver

Doyle, Sean  
PhD, Capella University

Duck, Angela  
MS, Oklahoma State University

Eads, Theresa  
MBA, Florida International University

Eads, James  
MS, Florida International University

Eaton, Kevin  
MS, TUI University
Ederr, Richard
MBA, University of Phoenix

Edginton, Vilma
PhD, Claremont Graduate University

Edwards, Carolyn
PhD, Northcentral University

Edwards-Walcott, Carol
MEd, American InterContinental University

El Etribi, Mohamed
PhD, CUNY - The City University of New York

Enders, Natalya
MBA, University of Phoenix

Engle, Tina
MBA, Christian Brothers University

Enofe, Augustine
DBA, Argosy University

Epstein, Lisa
PhD, University of California-Berkeley

Escobedo, Ernesto
PhD, Capella University

Escudier, Blake
PhD, Capella University

Essary, Michael
DBA, Northcentral University

Evans, Gregory
PhD, University of Georgia

Ezell, John
MA, American InterContinental University

Faddis, Carolyne
MEd, University of Illinois

Fail, Charles
PhD, Capella University

Fan, Susan
DM, University of Phoenix

Fanta, Fassil
PhD, Southern Illinois University Carbondale

Farrer, Larry
MS, East Carolina University

Felder-Strauss, Jaclyn
MAC, University of Florida

Ferebee, Susan
PhD, Nova Southeastern University

Ferguson, Toney
MBA, Keller Graduate School of Management of DeVry University

Finamore, Dora
PhD, Argosy University

Fleming, Jennifer
PhD, Walden University

Flick, Kenneth
PhD, Northcentral University

Flores, Jimmie
PhD, Fielding Graduate University

Flynn, Catherine
DM, Colorado Technical University

Ford-Torres, Karin
PhD, Northcentral University

Framan, Theodore
MBA, University of Texas

Franchetti, Richard
MBA, University of Florida

Franklin, Mitchell
PhD, Walden University

Freeborough, Robert
PhD, Capella University

Freeman, Eric
MBA, University of Portland

Friesen, Samia
PhD, Capella University

Friestad-Tate, Jill
EdD, Drake University

Fry, Sheila
MBA, Baker College

Fudge, Tamara
DM, Florida State University

Gallagher, Lisa
DBA, Argosy University

Gehrke, Kimberly
PhD, Capella University

Gibson, Cedrick
PhD, Northcentral University

Giddings, Sherry
PhD, Capella University

Gilchrist, Thomas
MS, University of Central Florida

Gilliard, Jacqueline
PhD, Capella University

Ging, William
MA, Wayne State University
Godsall, Lyndon  
EdD, Nova Southeastern University

Gomez, Gustavo  
MS, University of Maryland University College

Gotwalt, Eugene  
PhD, George Mason University

Goyden, Michael  
MS, Naval Post Graduate School

Green, Jonathan  
PhD, Capella University

Greenfield, Alfred  
PhD, Virginia Commonwealth University

Gregory-Mina, Heidi  
DM, University of Phoenix

Griffith, Stephen  
EdD, Indiana Wesleyan University

Gunzelman, Rita  
DM, Colorado Technical University

Haenisch, Jerry  
PhD, Northcentral University

Hahn, William  
DBA, Nova Southeastern University

Hall, Linnea  
MS, Mississippi State University

Hannon, Carol  
MBA, Florida Institute of Technology

Hansen, Lisa  
MBA, Western Illinois University

Hardin, Ruizhen  
MBA, University of Chicago

Harper, Brenda  
PhD, Nova Southeastern University

Haskell, Brian  
MBA, University of Kansas

Hathaway, Ronald  
MS, University of New Haven

Haycock, Carlton  
MS, Columbus State University

Hayfer, David  
MBA, Webster University

Hennel, Heith  
MS, University of Maryland University College

Herbst, Kent  
MSS, International College-Hodges University

Herman, Rebecca  
PhD, Capella University

Hewitt, Eleanor  
MEd, Trinity University

Hinton, Diana  
JD, Brooklyn Law School

Hochanadel, Aaron  
MBA, University of Phoenix

Hone, Lisa  
MEd, Xavier University

Hooker, Jennifer  
MS, Northern Illinois University

Hoon, Stephanie  
PhD, University of Phoenix

Hoover, Jessica  
MBA, Thunderbird School of Global Management

Hopkins, Laurie  
MA, Saint Ambrose University

Hopkins, Treg  
MA, Liberty University

Horton, Gwendolyn  
MBA, Baker College

Howe, Paul  
PhD, Capella University

Howlett, Paulette  
PhD, Northcentral University

Hubbard, Barry  
PhD, University of South Florida

Hubler, Monica  
DBA, University of Phoenix

Hudson, William  
PhD, University of North Texas

Huff, Kathryn  
PhD, University of New Orleans

Hulsart, Robyn  
EdD, University of Nebraska - Lincoln

Huskins, James  
PhD, Capella University

Ileana, Felipe  
EdD, Argosy University

Jackson, Jason  
PhD, Walden University

James, Jeffery  
MBA, University of North Alabama
James, Velda  
MS, Kaplan University

Janowich, Joan  
MAC, Nova Southeastern University

Jenewein, Glen  
MS, Western Oregon University

Jin, Zhenhu  
PhD, University of Houston

Johnson, Ernest  
MBA, University of Memphis

Johnson, Jason  
MS, Indiana Wesleyan University

Jones, Michael  
PhD, Walden University

Kabongo, Lovie  
MA, Regent University

Kalinski, Ray  
PhD, Capella University

Kamradt, Sherry  
MA, Florida Atlantic University

Kaplan, Edward  
MBA, Kent State University

Kapoor, Shalini  
MS, Southern Methodist University

Kapoor, Bhanu  
PhD, Southern Methodist University

Kassem, Ahmad  
MS, Houston Baptist University

Kelly, Judy  
MA, London School of Economics

Kelly, Kathryn  
PhD, Claremont Graduate University

Keogh, Matt  
PhD, Capella University

Kersey, Sherry  
EdD, Nova Southeastern University

King, Elaine  
MACc, University of North Florida

Klein, Andrew  
PhD, University of Illinois

Knapp, Susan  
PhD, Northcentral University

Knight, Eric  
DBA, Baker College

Kreuze, Jerry  
PhD, University of Missouri - Columbia

Kuhn, John  
PhD, University of Central Florida

Kurth, Janice  
MBA, Loyola University of Chicago

Kyiakopoulos, Laura  
MBA, University of Detroit Mercy

Lacewell, Stephen  
PhD, Mississippi State University

Lamer, Robert  
MS, University of Phoenix

Lao, Teresa  
PhD, New Mexico State University

Larson, Deanne  
DM, University of Phoenix

Lazar, Bruce  
DM, University of Phoenix

Leatherbury, Linda  
PhD, Union Institute & University

Lecomte, David  
MSIT, Dalhousie University

Lee, John  
MBA, Saint Ambrose University

Lee, Freddy  
PhD, The University of British Columbia

Leff, Lisa  
MS, Thomas A. Edison State College

Lehne, Henry  
MS, Carnegie Mellon University

Lehoczky, Maria  
MIT, American Intercontinental University

Lerner, Elaine  
JD, Whittier Law School

 Letsch, Douglas  
PhD, Walden University

Levenstam, David  
MTAX, University of Denver

Levine, Seth  
MBA, University of Miami

Lipka, Erin  
MS, The University of Tampa

Litz, Stefanie  
MS, Columbus State University
Litz, Jason
MS, Columbus State University

Llarena, Romel
MS, Walsh College

Lo Secco, Anthony
MS, New York University

Locker, Carol
PhD, Capella University

Long, Steven
MS, North Carolina A & T State University

Lucas, Lara
MS, George Mason University

Luidvinovski, Carmen
Master of International Business, Nova Southeastern University

Machuca, Ana
PhD, Northcentral University

Mackenzie, Alex
MS, University of Arkansas

Marcello, Cynthia
DM, University of Phoenix

Marino, Jessica
MBA, University of Miami

Martin, Denver
MIT, American InterContinental University

Martin, John
PhD, Florida State University

Martinez, Broderick
DBA, Argosy University

Maxwell, Simone
MBA, Nova Southeastern University

Mayberry, Craig
PhD, University of British Columbia

Mayer, Roger
DBA, Nova Southeastern University

McAllister, Chad
PhD, Capella University

McCann, Jack
PhD, Capella University

McCoy, Craig
PhD, Walden University

McCracken, Donald
PhD, Northcentral University

McCullough, Tonjua
DBA, University of Phoenix

McDermott, Martin
DBA, Argosy University

McDonald, Sandy
MBA, University of Dallas

McDonough, Jeffrey
MBA, University of Maine

McKeeby, Jon
PhD, The George Washington University

McKenna, Barbara
MA, Centenary College

McKenna, Michael
MBA, Western Michigan University

Mehta, Rhusabh
MBA, University of Alabama

Miller, Mitchell
DBA, Nova Southeastern University

Mooney, Andrew
MSIT, Dalhousie University

Morgan, Jim
MS, Amberton University

Morissette, Scott
MS, Nova Southeastern University

Moten, James
PhD, Northcentral University

Mulnix, Michael
PhD, University of Maryland

Naranjo, Enid
JD, Inter American University of Puerto Rico

Nardi, Nazly
DIBA, Nova Southeastern University

Nash, Kevin
PhD, Capella University

Nelson, Sheree
MA, University of Oklahoma

Ness, Suzanne
MA, University of Phoenix

Nicholson, Kathi
MBA, Kaplan University

Norris, Ernest
PhD, Capella University

North, Matthew
EdD, West Virginia University

Noutoua, Jean
MS, Bellevue University
O’Hare, Carrie
DM, University of Phoenix

Offill, Tommy
MBA, Texas A & M University

Okrepkie, William
DBA, Northcentral University

Olson, Joel
PhD, Colorado State University

Oreshkova, Iryna
MBA, California State University

Palzewicz, Vickie
MS, Florida Institute of Technology

Paskaitis, Vanessa
MBA, DeSales University

Pate, Kimberly
MS, American InterContinental University

Pelletiere, Vincent
PhD, Benedictine University

Pence, Christine
PhD, University of California

Perez, Sapham
MBA, Strayer University

Peterson, Karli
PhD, Capella University

Pettine, Susan
PhD, Capella University

Phillips, JoDee
PhD, Northcentral University

Piva, Mark
MBA, Claremont Graduate University

Pogue, Laura
PhD, University of Phoenix

Pouraryan, Siamak Michael
MBA, University of Phoenix

Price, Tim
PhD, University of South Florida

Prondzinski, Dale
DBA, Nova Southeastern University

Quisenberry, William
DBA, Walden University

Raineri, Ellen
PhD, Capella University

Rakovalis, Christopher
MA, University of Detroit Mercy

Rantisi, Anja
MS, California Polytechnic State University

Rauch, Kenneth
EdD, Indiana Wesleyan University

Ray, Nicholas
MISM, University of Phoenix

Reece, Deborah
MBA, Pacific Lutheran University

Reinhardt, Michelle
MA, Western State College of Colorado

Rhoads, Cheryl
MBA, Baker College

Riese, Jean
PhD, Northcentral University

Riley, Kimberly
DBA, Walden University

Ringler, Ilene
DM, University of Phoenix

Roan, Sharon
MS, University of Wisconsin

Robinson, Jeffrey
PhD, Nova Southeastern University

Roman, Juan
DBA, Pontifical Catholic University of Puerto Rico - Ponce

Roussas, Steve
PhD, Capella University

Roy, Janette
PhD, Capella University

Rubin, Jonathan
MBA, Florida Atlantic University

Rue, Robert
MBA, Grantham University

Ruiz, Jose
MBA, Nova Southeastern University

Ruth, George
MS, Franklin University

Rynarzewski, Alan
MIS, University of Phoenix

Sahlin, Julie
MS, Central Michigan University

Samuel, Terry
MBA, Troy State University

Sanders, Donna
MBA, High Point University
Savage, Stephen  
MSIT, Dalhousie University

Sayim, Mustafa  
DBA, Alliant International University

Schaefer, John  
MBA, Baker University

Schmidt, Bunney  
PhD, Nova Southeastern University

Schoenherr, Denise  
DBA, Baker College

Schubert, Carol  
DBA, University of Phoenix

Schulz, Lara  
MS, Friends University

Scott, Diane  
MBA, Kaplan University

Scott, Sarah  
MS, Central Michigan University

Self, Stanley  
DBA, Argosy University

Shelton, Douglas  
MBA, University of Colorado

Simon, Pablo  
MPA, University of Miami

Simpson, Joan  
MBA, Troy University

Sjuib, Fahliño  
PhD, Kansas State University

Slabiak, Michelle  
MBA, Keller Graduate School of Management of DeVry University

Slater, Lori  
PhD, Capella University

Smith, David  
MEd, Harvard University

Sokol, Angie  
PhD, Capella University

Srinivasan, Gita  
MBA, Fairleigh Dickinson University

Stauber, Randy  
MS, Capitol College

Stewart, Nelson  
MBA, Robert Morris University

Stovall, Julie  
MBA, Southeastern Louisiana University

Stringham, Carrie  
DM, University of Phoenix

Strouble, Dennis  
PhD, Texas Tech University

Stroz, Marc  
MS, Kaplan University

Sullivan, Adam  
PhD, Walden University

Sullivan, Gene  
PhD, Regent University

Swisher, Kristen  
MS, Keller Graduate School of Management of DeVry University

Sykes, Diane  
MBA, Capella University

Tabaran, Imad  
MISM, Friends University

Tabor, Brent  
MTAX, University of Tulsa

Taylor, Carol  
JD, Concord Law School

Taylor, Jerry  
MBA, Ohio State University

Teague, Jennifer  
PhD, Northcentral University

Terrell, Peggy  
MA, Ball State University

Terrell, Timothy  
PhD, Auburn University

Theodore, John  
PhD, University of Kansas

Thigpen, Deborah  
DM, University of Phoenix

Thompson Varnell, Karla  
PhD, Walden University

Thurgood, Keith  
PhD, Capella University

Tilden, Carol  
MS, University of Phoenix

Tillquist, Alan  
DBA, Nova Southeastern University

Tonelli, Barbara-Leigh  
PhD, Capella University

Tovbin, Paul  
MBA, Fordham University
Truitt, Tim  
PhD, Northcentral University

Tuccinardi, Sandro  
JD, McGill University

Tustin, Michael  
MIM, Thunderbird School of Global Management

Tutor, Jennifer  
MA, The Southeastern Baptist Theological Seminary

Tutor, Corey  
MDiv, The Southeastern Baptist Theological Seminary

Tyler, Marion  
MS, University of Southern California

Vadell, Jamiel  
PhD, Capella University

Van Hook, Pamela  
MS, Capella University

Vanderpal, Geoffrey  
DBA, Nova Southeastern University

Velarde, Hernan  
MA, Boston University

Waddell, Cynthia  
PhD, Walden University

Wade, Keith  
DBA, Argosy University

Wade, Richard  
MBA, American InterContinental University

Walker, Maylon  
EdD, University of Phoenix

Walston Achilles, Wendy  
PhD, Virginia Commonwealth University

Washington, Mary  
PhD, University of Southern California

Waters, Cheryl  
PhD, Capella University

Watson, Linda  
MBA, Baker College

Watts, Thomas  
PhD, Capella University

Weaver, Danyell  
PhD, Walden University

Webster, Arnold  
MS, Capital College

Weinraub, Howard  
MS, Florida Atlantic University

Weiss, Daniel  
MIM, University of Maryland University College

Wessel, Cynthia  
PhD, Saint Louis University

Whale, Robert  
MS, Brigham Young University

White, Eva  
MA, Webster University

Whitley, William  
EdD, University of Alabama

Wilkes, William  
PhD, Middle Tennessee State University

Wilkins, Penny  
DM, University of Phoenix

Williams, Lynne  
PhD, Capella University

Williamson, Michael  
MBA, Capella University

Wilson, Eric  
MS, California State University

Wisor, Jodi  
MS, Columbus State University

Wolf, Patricia  
PhD, Capella University

Young, James  
EdD, Auburn University

Young, David  
MBA, Troy University

Zapalski, Christopher  
JD, Nova Southeastern University

Ziegler, James  
PhD, Walden University

Zurick, Andryce  
PhD, Capella University
School of Education

Adams, Candace
EdD, Arizona State University

Aitken, Florence
EdD, University of Nevada

Arvanis, Harry
EdD, Illinois State University

Baas, Mark
EdD, The University of South Dakota

Bailie, Jeffrey
EdD, Nova Southeastern University

Beckett, Kelvin
PhD, University of London

Bermejo-Mongillo, Raquel
EdD, Argosy University

Brand, David
EdD, University of South Carolina

Broderick, Maggie
PhD, University of Pittsburgh

Bunker, Kyle
PhD, University of La Verne

Cady, Donna
PhD, Nova Southeastern University

Calfin, Matthew
EdD, Eastern Michigan University

Cardenas, Judith
PhD, Capella University

Case, Kimberly
PhD, New York University

Clairday, Melissa
EdD, University of Phoenix

Coffey, Heather
EdD, Walden University

Douglas-Faraci, Denise
EdD, University of Phoenix

Gerlach, Karen
PhD, American University

Girdley, Angela
PhD, University of Louisville

Heater, Margaret
EdD, University of Phoenix

Kelsay, Lisa
PhD, Loyola University of Chicago

Kenney, Jodie
EdD, Northern Arizona University

Kindall, April
EdD, University of Phoenix

La Monica, Gina
EdD, Pepperdine University

LaCour, Misty
EdD, Liberty University

Marrotte-Newman, Sherry
EdD, Nova Southeastern University

McClure, Greg
PhD, University of Arizona

McNealy, Tara
PhD, University of Arizona

Morgan, Margaret
MEd, Northwestern State University of Louisiana

Nyberg, Julia
EdD, University of Southern California

Parrent, Condoa
PhD, University of North Texas

Preston, Sean
EdD, Liberty University

Ray, Nichole
PhD, University of Georgia

Reed, Wylene
EdD, Nova Southeastern University

Schulze, Wendy
EdD, Argosy University

Smithson, Marla
EdD, Liberty University

Spear, Sean
EdD, Fielding Graduate University

Spurzem, Candace
EdD, University of Nebraska - Lincoln

Sullivan, Jamie
EdD, Pepperdine University

Ulrich, Catherine
PhD, University of California Santa Barbara

Youngblood, Derrel
EdD, Nova Southeastern University

Zucker, Connie
PhD, Wayne State University
School of General Education

Abrams, Brook  
MA, University of Missouri - Columbia

Adair, Ron  
MBA, Capital University

Aguilar, Robert  
MAT, University of Texas

Allen, Kimberly  
MA, Indiana State University

Allison, Laura  
MS, University of Alabama

Alpert, Anna  
PhD, Texas A & M University

Arnell, Alyssa  
MA, Florida Atlantic University

Aubuchon, Debora  
MA, University of Texas

Aurand, Eric  
PhD, University of North Texas

Baggett, Laura  
MS, Georgia Institute of Technology

Bahle, Melissa  
MA, Western Governors University

Bailey, James  
MA, Eastern Mennonite University

Balicki, John  
MDiv, Catholic University of America

Bargar, Janet  
MS, Clemson University

Barone, William  
MA, Miami University of Ohio

Bassa, Amal  
MS, The George Washington University

Bathe, Lisa  
MA, San Houston State University

Beach, Brenda  
PhD, University of Virginia

Bell, Ruth  
MA, Southern Illinois University Edwardsville

Benenhaley, Anne  
MA, University of North Carolina

Boris, John  
MS, University of Wisconsin

Bermingham, Emily  
MA, Arizona State University

Berry James, Aimee  
MA, University of South Carolina

Bettica, Annemarie  
PhD, Fordham University

Bianco, Michelle  
MA, National University

Black, Robert  
MBA, University of Phoenix

Blair, Risa  
EdD, Nova Southeastern University

Bohm Jordan, Maggie  
PhD, Texas Woman's University

Bolton, Jeremy  
PhD, University of Florida

Bone, Sheryl  
MAT, National-Louis University

Booth, Heather  
MS, Texas A & M University

Bora, Yasar  
MA, Marian University

Borota, Nicolae  
MA, Rowan University

Bracey, Kimberly  
MNS, Southeast Missouri State University

Braun, Nicole  
MILR, Rutgers University

Brightman, Jeanette  
MA, National University

Brooks, Nicolle  
MBA, Spring Hill College

Brown, Susan  
EdD, University of West Florida

Bruce, Mary  
PhD, University of Georgia

Bullard, Heather  
MA, University of North Carolina at Pembroke

Burnett, Rick  
MA, University of Dallas

Burrello, Daniel  
MS, University of West Alabama

Butler, Katrina  
MFA, University of North Carolina at Wilmington
<table>
<thead>
<tr>
<th>Name</th>
<th>Title, University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Byars George, Lise</td>
<td>JD, Washington University in St. Louis</td>
</tr>
<tr>
<td>Calahan, Rebecca</td>
<td>PhD, Auburn University</td>
</tr>
<tr>
<td>Campbell, Leslie</td>
<td>PhD, Michigan State University</td>
</tr>
<tr>
<td>Carlson, Amanda</td>
<td>MA, Roosevelt University</td>
</tr>
<tr>
<td>Caron, Ken</td>
<td>MA, George Fox University</td>
</tr>
<tr>
<td>Carpenter, Lynn</td>
<td>PhD, University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td>Caseldine-Bracht, Jennifer</td>
<td>MA, Purdue University</td>
</tr>
<tr>
<td>Cercone, Kathleen</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Chasser, Wendy</td>
<td>MS, Robert Morris University</td>
</tr>
<tr>
<td>Chea, Molika</td>
<td>MS, University of Connecticut</td>
</tr>
<tr>
<td>Choi, Sean</td>
<td>PhD, University of California, Santa Barbara</td>
</tr>
<tr>
<td>Chupeck, Jaclyn</td>
<td>MA, State University of New York at Oswego</td>
</tr>
<tr>
<td>Clem, Karen</td>
<td>MA, University of Alabama</td>
</tr>
<tr>
<td>Clemens, Michelle</td>
<td>MPA, Indiana University</td>
</tr>
<tr>
<td>Clifton, Sandra</td>
<td>PhD, Texas Tech University</td>
</tr>
<tr>
<td>Coblish, Denise</td>
<td>MS, Kaplan University</td>
</tr>
<tr>
<td>Coby, Natasha</td>
<td>MA, Vanderbilt University</td>
</tr>
<tr>
<td>Collins, Stuart</td>
<td>MA, Villanova University</td>
</tr>
<tr>
<td>Combs, Emma</td>
<td>MEd, University of South Alabama</td>
</tr>
<tr>
<td>Copeland, Catherine</td>
<td>MA, Indiana University</td>
</tr>
<tr>
<td>Cornell, Ryan</td>
<td>MA, University of Phoenix</td>
</tr>
<tr>
<td>Cornell, Victor</td>
<td>MEd, Arizona State University</td>
</tr>
<tr>
<td>Corwin, Lily</td>
<td>PhD, The Catholic University of America</td>
</tr>
<tr>
<td>Cosgrove, Robert</td>
<td>MA, University of California</td>
</tr>
<tr>
<td>Cox, Dawn</td>
<td>MS, University of Notre Dame</td>
</tr>
<tr>
<td>Cox, Pamela</td>
<td>MS, Loyola University</td>
</tr>
<tr>
<td>Cragan, Donald</td>
<td>DSM, United States Sports Academy</td>
</tr>
<tr>
<td>Crail, Tanya</td>
<td>MPH, California State University</td>
</tr>
<tr>
<td>Crozat, Elliot</td>
<td>MA, California State University</td>
</tr>
<tr>
<td>Dahlbeck-Bunch, Jayme</td>
<td>MA, Northwestern State University</td>
</tr>
<tr>
<td>Daniels, Elizabeth</td>
<td>MA, University of Michigan-Dearborn</td>
</tr>
<tr>
<td>Darling, Nicole</td>
<td>MS, Walden University</td>
</tr>
<tr>
<td>Davenport, Ronald Dean</td>
<td>PhD, Baylor University</td>
</tr>
<tr>
<td>Dawson, Harold</td>
<td>MA, Marshall University</td>
</tr>
<tr>
<td>Dean, Marla</td>
<td>PhD, Louisiana State University</td>
</tr>
<tr>
<td>Deaver, Linda</td>
<td>PhD, University of Texas at Dallas</td>
</tr>
<tr>
<td>Delong, David</td>
<td>MS, Lehigh University</td>
</tr>
<tr>
<td>Deno, Susan</td>
<td>MA, Boston University</td>
</tr>
<tr>
<td>Derby, Melissa</td>
<td>PhD, University of South Florida</td>
</tr>
<tr>
<td>Derkacy, Carrie</td>
<td>MA, DePaul University</td>
</tr>
<tr>
<td>DesJardines, Linda</td>
<td>PhD, University of Georgia</td>
</tr>
<tr>
<td>Dimitriadis, Lisa</td>
<td>PhD, Walden University</td>
</tr>
<tr>
<td>Disli, Andrei</td>
<td>MBA, University of West Florida</td>
</tr>
<tr>
<td>Donnelly, Christopher</td>
<td>DC, National University of Health Sciences</td>
</tr>
</tbody>
</table>
Douglas, Kristin  
MA, Syracuse University

Duke, Elizabeth  
PhD, University of Alabama

Duncan, Beth  
MEd, Auburn University

Duncan, Matthew  
MS, Jacksonville State University

Ekuchukwu, Theodore  
PhD, Charles University

Elder, Richard  
MA, Central Michigan University

Erickson, Paige  
MA, University of Colorado

Erickson-Bragg, Fawn  
MA, Portland State University

Etheredge, Alisha  
MS, Georgia State University

Eyster, Tamara  
MA, SUNY at Potsdam

Fail, Russell  
PhD, Capella University

Farinelli, Robert  
MA, Capella University

Feduccia, Anthony  
MS, Syracuse University

Feighny, Jennifer  
PhD, University of Northern Colorado

Feraldi, Nancy  
MA, Southwest Missouri State University currently Missouri State University

Finkelstein, Marni  
PhD, The New School

Fitzpatrick, Mary  
MBA, Saint Xavier University

Floyd, Melinda  
MA, University of Louisville

Fontana, Sandra  
MFA, Southern Illinois University Carbondale

Ford, Dennis  
MA, Biola University

Freydlin, Julie  
MA, Johns Hopkins University

Furr, Annissa  
PhD, South Dakota State University

Fussell, Galia  
PhD, Ministry of Education from the Russian Federation

Gabel, Rudilee  
EdD, University of Phoenix

Garland, Nicole  
MA, Indiana University

Gates, Ami  
PhD, University of Florida

Gavin, Monnica  
PhD, Capella University

Genao, Alvaro  
BA, Harvard University

Gillispie, Brian  
PhD, University of Iowa

Gordon, Kelly  
MS, University of North Carolina

Grace, Tara  
MA, Rosemont College

Graham, Jennifer  
MA, University of Texas at Arlington

Granett, Brandi  
MEd, Pennsylvania State University

Gregg, Fran  
MLS, Fort Hays State University

Gregory, Michelle  
MSW, University of Oklahoma

Gubanova, Olga  
MS, Northwestern University

Gubista, Kathryn  
PhD, University of Georgia

Guillory, Christopher  
PhD, Louisiana State University and A & M College

Gussis, Shelly  
MA, Roosevelt University

Haber, Jennifer  
PhD, University of South Florida

Hall-Pogar, Tyra  
PhD, University of Medicine and Dentistry of New Jersey
Halverson, Andrew
JD, Louisiana State University

Halverson, Kimberly
PhD, Northeastern University

Hannahs, Carol
MS, University of Kentucky

Harper, Virginia
PhD, Walden University

Harris-Ray, Nicklya
PhD, Barry University

Harrison, Jennifer
MA, University of Richmond

Haskell, Heather
MEd, Armstrong Atlantic State University

Hayes, David
MFA, National University

Healey, David
MFA, University of Southern Maine

Hedden, Daniel
MA, University of Virginia

Helmintoller, Adam
MA, National University

Hirt, Samuel
PhD, Auburn University

Hogeland, Cara
MA, University of North Carolina

Holmes, Eric
MS, Portland State University

Huff, Glenn
DC, Parker College of Chiropractic

Hynds, Andrew
MS, Illinois State University

Inbarasu, Jeba
EdD, University of Phoenix

Jenkins, Frank
PhD, Pennsylvania State University

Jewell, Gabriel
MEd, Plymouth State University

Johnson, William
MFA, University of North Carolina

Johnson, Catherine
MS, University of Mississippi

Johnson, Nancy
MS, Kaplan University

Johnson-Drake, Amber
EdS, Northcentral University

Johnston, Mark
MEd, Cambridge College

Kaltenbach, Jacob
PhD, University of Wales

Kamnikar, Christina
MS, Colorado School of Mines

Kares, Julie
MA, University of New Orleans

Keller, Sara
MA, Utah State University

Kelly, Teresa
MA, Agnes Scott College

Kerr, Rachel
MFA, San Francisco State University

Kibota, Travis
PhD, University of Oregon

Kincaid, Margaret
PhD, University of Missouri

King, Laura
MA, University of Mississippi

Kirakosian, Katherine
MA, University of Massachusetts

Kisver, Stacie
MS, Temple University

Klimova, Elena
PhD, Moscow State Pedagogical University

Krishnan, Rathi
MA, California State University

LaMar, Darrel
MBA, University of Detroit

Langat, Daudi
PhD, University of Nairobi

Langone, Phyllis
PhD, CUNY Graduate School and University Center

Lappas, Courtney
PhD, University of Virginia

Laska, Mary
PhD, University of Virginia

Leary, Jennifer
MA, Temple University

Lee, Tiffany
DC, Cleveland Chiropractic College
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee, Beth</td>
<td>MA</td>
<td>California State University East Bay</td>
</tr>
<tr>
<td>Leet, Laurie</td>
<td>MBA</td>
<td>University of Nebraska at Kearney</td>
</tr>
<tr>
<td>Lindsey, Tonya</td>
<td>PhD</td>
<td>University of California-Santa Barbara</td>
</tr>
<tr>
<td>Lis, Michelle</td>
<td>MS</td>
<td>Montclair State University</td>
</tr>
<tr>
<td>Lloyd, Karen</td>
<td>MA</td>
<td>University of North Dakota</td>
</tr>
<tr>
<td>Lopez, Miguel</td>
<td>MS</td>
<td>California State University</td>
</tr>
<tr>
<td>Lopez-Gonzalez, Catherine</td>
<td>PhD</td>
<td>Capella University</td>
</tr>
<tr>
<td>Lorie, Aine</td>
<td>PhD</td>
<td>National University of Ireland</td>
</tr>
<tr>
<td>Lunden, Marta</td>
<td>MA</td>
<td>Salem State College</td>
</tr>
<tr>
<td>Mabe, Julian</td>
<td>MBA</td>
<td>Drexel University</td>
</tr>
<tr>
<td>Magnuson, Christopher</td>
<td>PhD</td>
<td>University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td>Manning, Ellen</td>
<td>MA</td>
<td>CUNY - The City University of New York</td>
</tr>
<tr>
<td>Marino, Mark</td>
<td>MEd</td>
<td>SUNY - State University of New York</td>
</tr>
<tr>
<td>Martin, Brett</td>
<td>DC</td>
<td>National University of Health Sciences</td>
</tr>
<tr>
<td>Marusiak, Sharon</td>
<td>MA</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Mason, James</td>
<td>MA</td>
<td>Virginia Commonwealth University</td>
</tr>
<tr>
<td>Massone, Margaret</td>
<td>MS</td>
<td>Adelphi University</td>
</tr>
<tr>
<td>McCarthy, Rebecca</td>
<td>PhD</td>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td>McClay, Rebecca</td>
<td>DC</td>
<td>Texas Chiropractic College</td>
</tr>
<tr>
<td>McClure, Amanda</td>
<td>MA</td>
<td>University of Tennessee at Chattanooga</td>
</tr>
<tr>
<td>McCoy, Douglas</td>
<td>EdD</td>
<td>Northern Illinois University</td>
</tr>
<tr>
<td>McGee, Mary</td>
<td>MS</td>
<td>University of Nebraska</td>
</tr>
<tr>
<td>McGrath, Elizabeth</td>
<td>MA</td>
<td>Binghamton University</td>
</tr>
<tr>
<td>Mcgeevey, Michelle</td>
<td>PhD</td>
<td>Kent State University</td>
</tr>
<tr>
<td>McInnes, Nicole</td>
<td>MA</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>McKee, Kathleen</td>
<td>PhD</td>
<td>Drexel University</td>
</tr>
<tr>
<td>McMahon, Joel</td>
<td>PhD</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>McMullen, Israel</td>
<td>MA</td>
<td>University of Texas</td>
</tr>
<tr>
<td>McNamara, Julie</td>
<td>MS</td>
<td>Capella University</td>
</tr>
<tr>
<td>Meador, Lynn</td>
<td>MBA</td>
<td>Marylhurst University</td>
</tr>
<tr>
<td>Messinger, Jeffrey</td>
<td>MBA</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Meymaris, Kirsten</td>
<td>MS</td>
<td>University of Colorado</td>
</tr>
<tr>
<td>Milian, Evelyn</td>
<td>MS</td>
<td>University of Puerto Rico - Medical Sciences Campus</td>
</tr>
<tr>
<td>Miller, Danielle</td>
<td>MA</td>
<td>Western Illinois University</td>
</tr>
<tr>
<td>Monroe-Augustus, Melanie</td>
<td>PhD</td>
<td>Rice University</td>
</tr>
<tr>
<td>Morelock, Christopher</td>
<td>MA</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Moreno, Lilliana</td>
<td>MS</td>
<td>Florida International University</td>
</tr>
<tr>
<td>Morgan, Christin</td>
<td>MS</td>
<td>University of Memphis</td>
</tr>
<tr>
<td>Morris, Jill</td>
<td>PhD</td>
<td>University of Minnesota - Twin Cities</td>
</tr>
<tr>
<td>Morriss, Patricia</td>
<td>MA</td>
<td>Catholic University of America</td>
</tr>
<tr>
<td>Mosby, Angela</td>
<td>PhD</td>
<td>Capella University</td>
</tr>
<tr>
<td>Mountain, Jill</td>
<td>MA</td>
<td>SUNY at Stony Brook</td>
</tr>
<tr>
<td>Mudd-Hutcheson, Cathleen</td>
<td>MS</td>
<td>University of Central Missouri</td>
</tr>
<tr>
<td>Muhammad, Zita</td>
<td>PhD</td>
<td>Southern University and A &amp; M College</td>
</tr>
</tbody>
</table>
Muir, Kevin
MA, Oakland University

Mullins, David
PhD, Mississippi State University

Munoz, Jesse
MA, New Mexico State University

Murray, Leah
MS, Rochester Institute of Technology

Musolino, Larry
MS, Texas A & M University

Muzika, Vicki
MA, Oklahoma State University

Nickless, Peter
DC, New York Chiropractic College

Norris, Pamela
MS, University of West Alabama

Norton, Mary
MA, University of Phoenix

Novy, Laurie
EdD, Nova Southeastern University

O’Connor-Colvin, Julie
MA, SUNY - State University of New York

O’Neal, Christine
PhD, Baylor College of Medicine

O’Neil, Kathrine
PhD, Ohio State University

Painter, Holly
MS, New York Chiropractic College

Palmer, Beth
MS, Rochester Institute of Technology

Palmer, Catherine
MS, University of Central Oklahoma

Palmieri, Diana
MA, Florida State University

Panayotova, Evelina
PhD, Tulane University

Pappadakis, Calliope
MLA, University of Richmond

Parenti, Lisa
DC, Life University

Parisi, Tiffany
MA, The George Washington University

Parker, Jeffrey
PhD, Georgia State University

Pearson, January
MA, California State University

Peeples, Matthew
MS, Salve Regina University

Pilarsky, Jeremy
MA, Florida Gulf Coast University

Platt Rose, Karney
MSW, Adelphi University

Poe, Anne
MED, University of West Georgia

Powers, Christopher
MA, Hollins University

Propp, Jennifer
MA, Saint Xavier University

Pruitt, Shelly
MA, East Carolina University

Quails, Michael
MBA, Saint Leo University

Racster, Jonathan
MA, Ohio State University

Rafalovich, Adam
PhD, University of British Columbia

Randolph-Chernis, Amy
MA, Macquarie University

Rathje, Lonelle
EdD, University of Missouri

Raymond, LeJeanna
MA, University of North Carolina

Reck, Nancy
MED, University of California - Los Angeles

Reed, Traci
PhD, Nova Southeastern University

Reich, Ann
MA, California State University

Rennie, Alissa
MS, Johns Hopkins University

Ricci, Melody
MA, California State University - Fullerton

Rice, Catherine
DC, Northwestern Health Sciences University

Rinciari, John
MA, William Paterson University of New Jersey

Roark, Eric
MA, University of Missouri
Roberts, Angela  
MA, University of Northern Iowa  

Roberts, Toby  
MA, California State University  

Robinson, Pamella  
MA, California State University  

Rominger, Alicia  
MFA, Vermont College of Norwich University  

Rosenberry, Lea  
MAE, Austin Peay State University  

Rotella, Maryjoyce  
DC, New York Chiropractic College  

Rowe, Rosemarie  
MS, University of New Hampshire  

Rubin, Julie  
MBA, Iona College  

Ruiz, Laura  
MS, Nova Southeastern University  

Russ III, Robert  
PhD, Georgia State University  

Russell, Samantha  
MS, Troy University  

Russell, Barbara  
PhD, Aix-Marseille University  

Russo, Anthony  
MA, University of Rhode Island  

Rygh, Jenni  
MS, University of Hawaii at Manoa  

Sahiba Burke, Marilyn  
MA, University of Illinois  

Sakon, Fred  
MS, Florida State University  

Salman, Renee  
MA, Oklahoma State University  

Sang-Baffoe, Georgia  
MS, Howard University  

Sargent, Harold  
PhD, University of Iowa  

Satterfield, Pamela  
MS, University of Arkansas  

Schmitt, Jill  
DC, Palmer College of Chiropractic  

Schneider, Teresa  
MFA, Minnesota State University  

Scott, Tatiana  
MS, Moscow M.V. Lomonosov State University  

Scranton, Melissa  
PhD, Illinois State University  

Scully, Traci  
MA, East Stroudsburg University  

Seeman, Saralee  
MFA, Antioch University  

Sekar, Chander  
PhD, University of Madras (India)  

Shah, Versha  
MS, University of North Dakota  

Shank, Kira  
EdD, Northeastern University  

Sharma, Ritu  
PhD, Jai Narain Vyas University  

Shefchik, Tracey  
MA, Mount Mary University  

Sigler, Jeffrey  
PhD, Yale University  

Slover, Judith  
MA, University of South Florida  

Smelser, Lynne  
PhD, Michigan State University  

Smith, Daniel  
MA, SUNY - State University of New York  

Smith, Gabriel  
MA, California University of Pennsylvania  

Smith, Sarah  
MA, Southern Illinois University Carbondale  

Smith, Amy  
MS, Kaplan University  

Snyder, Christine  
PsyD, University of Medicine and Dentistry of New Jersey  

Spaulding, Anna  
PhD, Cornell University  

Spencer-Barrett, Charlotte  
PhD, Capella University  

Stallard, Janet  
MA, Appalachian State University  

Starkman, Bela  
PhD, University of Illinois at Chicago  

Starr, Harry  
MA, University of California
Kaplan University

Steelman, Eric
DHSc, A. T. Still University

Steen, John
DC, Northwestern Health Sciences University

Stephenson, Jennifer
MS, Montana State University

Stevenson, Carolyn
EdD, Roosevelt University

Stoia, Virgil
DC, National University of Health Sciences

Strand, David
PhD, Emory University

Strawser, Deborah
MBA, American InterContinental University

Tacker, Tami
MS, Stephen F Austin State University

Tafel, Michael
MA, University of Illinois at Chicago

Teitler, Lisa
MA, Virginia Commonwealth University

Termos, Mohamad
EdD, Argosy University

Thomas, Eric
MS, Portland State University

Thompson, Emily
MA, University of Oregon

Thompson, Jeremy
MA, Southeast Missouri State University

Thompson, Misty
MA, Mercy College

Thompson, Stephanie
PhD, University of Tennessee, Knoxville

Thornton, Jamie
PhD, Texas Christian University

Todd, Sherry
MA, University of Louisville

Tomhave, Alan
PhD, University of Missouri

Torres-Roman, Julissa
MS, Montclair State University

Turecek, Michele
MS, University of New Haven

VanZuiden, Scott
MS, University of Kansas

Vaughan, Robert
DMin, George Fox University

Vause, Carla
MSW, Washington University-George Warren Brown School of Social Work

Vice, Josef
MA, Jacksonville State University

Vincent, Jerett
MA, The University of New Hampshire

von Steuben, Erin
MA, University of New Orleans

Vrieze, Nikka
MA, University of South Dakota

Wall, Donna
MS, University of Texas

Ware, Bette
PhD, University of Missouri-Columbia

Wells, Alan
MS, Georgia Southern University

Whiffen, Charles
MS, Virginia Polytechnic Institute and State University

Wilkins, John
PhD, Virginia Polytechnic Institute and State University

Williams, Dorothy
PhD, Walden University

Wink, Sara
MFA, Minnesota State University

Winstrom, Michael
MA, University of Michigan

Worley, Jennifer
MA, University of Cincinnati

Wright, Erica
MA, Columbia University in the City of New York

Wright-Fana, Tania
EdS, Nova Southeastern University

Yao-Borengasser, Aiwei
PhD, University of Arkansas for Medical Sciences

Yates, Melissa
PhD, University of Illinois at Urbana-Champaign

Yatros, Holly
MS, University of Bradford (UK)

Yurka, Steve
MBA, Everest University formerly Florida Metropolitan University
School of Health Sciences

Abbott Chalew, Talia  
PhD, Johns Hopkins University

Acheson, Kent  
DBA, University of Phoenix

Aguilar, John  
PhD, University of Texas Medical Branch

Ahmed, Hana  
MHA, Kaplan University

Alto, Krystal  
DC, Northwestern Health Sciences University

Anderson, Shantel  
MA, Louisiana State University and A & M College

Anderson, Cheryl  
PhD, Walden University

Arenz, Russell  
PhD, Colorado Technical University

Ashraf, Shazia  
MS, California State University - Bakersfield

Ask, Angela  
MS, University of Nebraska Medical Center

Baker-Jones, Stephanie  
MSN, University of Phoenix

Balentine, Deborah  
MED, National-Louis University

Bell, Yvonne  
MBA, Fontbonne University

Benton, Wesley  
DC, Logan College of Chiropractic

Benton, Brooke  
MS, East Carolina University

Bianchi West, Deborah  
MED, Springfield College

Bishop, Kathleen  
PhD, Florida Religious Studies Institute

Black, Mary Ann  
MA, University of Central Florida

Block, Jennifer  
PhD, Capella University

Boldrin, Emily  
PhD, Oklahoma State University

Botton, Stacey  
MBA, Salve Regina University

Boyd, Melinda  
MPH, University of Nevada

Bradshaw, Quiana  
Doctor of Computer Science, Colorado Technical University

Brady-Whitcanack, B.  
PhD, Capella University

Bridges, Amy  
MS, Texas Tech University

Brocato, Chad  
DHSc, Nova Southeastern University

Brodie, Kimberly  
PhD, Walden University

Brown, Viseeta  
PhD, Capella University

Bryant, Janice  
MSN, Kaplan University

Burke, Gerald  
MA, University of Phoenix

Burke, Tracy  
MS, Trident University International

Cain, Loretta  
PhD, West Virginia University

Call, Stacie  
MS, Duquesne University

Cameron, Ginger  
PhD, Walden University

Carter, Kimberly  
MS, Argosy University

Chance, Cheryl  
PhD, Lynn University

Chapman, Amy  
MS, Texas A & M University

Claire, Jennifer  
MS, TUI University

Clark, Traci  
MS, University of Phoenix

Connor, Valerie  
MSHE, Kaplan University

Crawford, Jennifer  
MS, Central Michigan University

Cunningham, Nisha  
MHA, Pfeiffer University

Daniel, Charles  
MPH, University of South Carolina
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis, Earon</td>
<td>JD, Washington University St. Louis</td>
<td></td>
</tr>
<tr>
<td>DeAtley, Barry</td>
<td>EdD, Argosy University</td>
<td></td>
</tr>
<tr>
<td>Deutsch, Leon</td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Diaz, Sanya</td>
<td>MD, Universidad Mayor de San Andres</td>
<td></td>
</tr>
<tr>
<td>Dickerson, Annette</td>
<td>MPH, Walden University</td>
<td></td>
</tr>
<tr>
<td>Dickerson, Gayle</td>
<td>MS, Indiana Wesleyan University</td>
<td></td>
</tr>
<tr>
<td>Domerchie, Eileen</td>
<td>PhD, Capella University</td>
<td></td>
</tr>
<tr>
<td>Dryden, Angela</td>
<td>MSN, Old Dominion University</td>
<td></td>
</tr>
<tr>
<td>Dunn, Kim</td>
<td>MBA, Pfeiffer University</td>
<td></td>
</tr>
<tr>
<td>Duran, Dawn</td>
<td>MS, Medical University of South Carolina</td>
<td></td>
</tr>
<tr>
<td>Dwarka, Swaran</td>
<td>MS, California State University - Bakersfield</td>
<td></td>
</tr>
<tr>
<td>Eaves, Edward</td>
<td>EdD, University of North Carolina</td>
<td></td>
</tr>
<tr>
<td>Edgerton, Cynthia</td>
<td>MS, Capella University</td>
<td></td>
</tr>
<tr>
<td>Edwards, Beth</td>
<td>PhD, Pennsylvania State University</td>
<td></td>
</tr>
<tr>
<td>Eichmann, Kelly</td>
<td>PhD, Walden University</td>
<td></td>
</tr>
<tr>
<td>Elam, Alicia</td>
<td>PhD, Mercer University Southern School of Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Evans, Joyvina</td>
<td>PhD, Walden University</td>
<td></td>
</tr>
<tr>
<td>Ferguson, Jo Ann</td>
<td>MS, Walden University</td>
<td></td>
</tr>
<tr>
<td>Finley, Lacey</td>
<td>PhD, Kansas State University</td>
<td></td>
</tr>
<tr>
<td>Flemming, Diane</td>
<td>MA, University of Minnesota</td>
<td></td>
</tr>
<tr>
<td>Floyd, Nakisha</td>
<td>MS, East Carolina University</td>
<td></td>
</tr>
<tr>
<td>Foster, Becky</td>
<td>PhD, Warren National University</td>
<td></td>
</tr>
<tr>
<td>Fromer, Deborah</td>
<td>MPH, Wichita State University</td>
<td></td>
</tr>
<tr>
<td>Fufaa, Gudeta</td>
<td>PhD, Walden University</td>
<td></td>
</tr>
<tr>
<td>Galla, Donna</td>
<td>DBA, Nova Southeastern University</td>
<td></td>
</tr>
<tr>
<td>George, Kathleen</td>
<td>PhD, Northwestern University</td>
<td></td>
</tr>
<tr>
<td>Ghosedastidar, Jayasri</td>
<td>PhD, Mount Sinai School of Medicine</td>
<td></td>
</tr>
<tr>
<td>Giarda, Lisa</td>
<td>MBA, American Intercontinental University</td>
<td></td>
</tr>
<tr>
<td>Giddens, Patricia</td>
<td>MS, Stevens-Henager College</td>
<td></td>
</tr>
<tr>
<td>Gilmore, Daniel</td>
<td>DC, Northwestern Health Sciences University</td>
<td></td>
</tr>
<tr>
<td>Givens, Kaila</td>
<td>MPH, University of North Florida</td>
<td></td>
</tr>
<tr>
<td>Goris, Lidia</td>
<td>MBA, Walden University</td>
<td></td>
</tr>
<tr>
<td>Gosselin, Renee</td>
<td>MS, D’Youville College</td>
<td></td>
</tr>
<tr>
<td>Graham, Carlene</td>
<td>PhD, Walden University</td>
<td></td>
</tr>
<tr>
<td>Green, Eboni</td>
<td>PhD, Capella University</td>
<td></td>
</tr>
<tr>
<td>Green Lawson, Zakevia</td>
<td>PhD, Capella University</td>
<td></td>
</tr>
<tr>
<td>Greenia, Earl</td>
<td>PhD, University of Southern California</td>
<td></td>
</tr>
<tr>
<td>Grover, Sherry</td>
<td>PhD, Texas Woman’s University</td>
<td></td>
</tr>
<tr>
<td>Gulam, Fatmakhanoo</td>
<td>MPH, American Military University</td>
<td></td>
</tr>
<tr>
<td>Hare-Everline, Nicole</td>
<td>DHSc, Nova Southeastern University</td>
<td></td>
</tr>
<tr>
<td>Hargrove, Dianne</td>
<td>MEd, American InterContinental University</td>
<td></td>
</tr>
<tr>
<td>Harris, Sonya</td>
<td>MPH, Drexel University</td>
<td></td>
</tr>
<tr>
<td>Hart, Beth</td>
<td>MPH, Northern Illinois University</td>
<td></td>
</tr>
<tr>
<td>Hayes, Kevin</td>
<td>MS, Central Michigan University</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Institution</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Heard, Katia</td>
<td>MHA</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Heideman, Cathlene</td>
<td>MS</td>
<td>Simmons College</td>
</tr>
<tr>
<td>Heim, Nicole</td>
<td>MPH</td>
<td>University of Kansas - Medical Center - Kansas City</td>
</tr>
<tr>
<td>Henningsen, Kristin</td>
<td>MS</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>Heriveaux, Robert</td>
<td>MBA</td>
<td>Eastern University</td>
</tr>
<tr>
<td>Hetrick, Erin</td>
<td>MS</td>
<td>East Carolina University</td>
</tr>
<tr>
<td>Hollander, Christine</td>
<td>MA</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Hollis, Brina</td>
<td>PhD</td>
<td>Walden University</td>
</tr>
<tr>
<td>Horton, Kristin</td>
<td>MA</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Hoskins, Melody</td>
<td>MBA</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Housman, Jeff</td>
<td>PhD</td>
<td>Texas A &amp; M University</td>
</tr>
<tr>
<td>Huboi, Janna</td>
<td>DC</td>
<td>Life Chiropractic College-West</td>
</tr>
<tr>
<td>Hughes, Seyra</td>
<td>PhD</td>
<td>Walden University</td>
</tr>
<tr>
<td>Iannelli, Grant</td>
<td>DC</td>
<td>National University of Health Sciences</td>
</tr>
<tr>
<td>Jaecckel, Susan</td>
<td>MSED</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Johnsen, Shelly</td>
<td>MBA</td>
<td>Tiffin University</td>
</tr>
<tr>
<td>Johnson, Monique</td>
<td>MBA</td>
<td>American InterContinental University</td>
</tr>
<tr>
<td>Kane, R. Todd</td>
<td>MEd</td>
<td>Northcentral University</td>
</tr>
<tr>
<td>Keeney, Ann</td>
<td>MBA</td>
<td>Dowling College</td>
</tr>
<tr>
<td>Kendall, Megan</td>
<td>MS</td>
<td>University of Central Arkansas</td>
</tr>
<tr>
<td>Korn, Robyn</td>
<td>MBA</td>
<td>William Howard Taft University</td>
</tr>
<tr>
<td>Kraus, Regina</td>
<td>MS</td>
<td>Central Michigan University</td>
</tr>
<tr>
<td>Krishna, Bimal</td>
<td>PhD</td>
<td>Monash University</td>
</tr>
<tr>
<td>Krishnamoorthy, Sriya</td>
<td>PhD</td>
<td>Walden University</td>
</tr>
<tr>
<td>Lantz, Kathy</td>
<td>MBA</td>
<td>Nova Southeastern University</td>
</tr>
<tr>
<td>Lattu, Anna</td>
<td>MA</td>
<td>College of Saint Scholastica</td>
</tr>
<tr>
<td>Lazarre, Jack</td>
<td>PhD</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Leber, Kathryn</td>
<td>EdD</td>
<td>Walden University</td>
</tr>
<tr>
<td>Ledder, Dru</td>
<td>MS</td>
<td>Colorado State University</td>
</tr>
<tr>
<td>Lee, Andre</td>
<td>DPA</td>
<td>Nova Southeastern University</td>
</tr>
<tr>
<td>Lee, Tracey</td>
<td>MS</td>
<td>Central Michigan University</td>
</tr>
<tr>
<td>Lemire, Stephen</td>
<td>MS</td>
<td>University of Massachusetts - Lowell</td>
</tr>
<tr>
<td>Lovelace, Barbara</td>
<td>MA</td>
<td>University of Northern Iowa</td>
</tr>
<tr>
<td>MacCready, Susan</td>
<td>DHA</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Machell, Patricia</td>
<td>DC</td>
<td>Cleveland Chiropractic College</td>
</tr>
<tr>
<td>Mainard, Rachelle</td>
<td>JD</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>Maslar, Dawn</td>
<td>MS</td>
<td>University of Maryland University College</td>
</tr>
<tr>
<td>Masten, Sandra</td>
<td>MS</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>Mateja, Walter</td>
<td>PhD</td>
<td>Temple University</td>
</tr>
<tr>
<td>Mathews, Julie</td>
<td>JD</td>
<td>Loyola University of Chicago</td>
</tr>
<tr>
<td>Matthews, Tammy</td>
<td>MA</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Maule, Mark</td>
<td>MS</td>
<td>Capella University</td>
</tr>
<tr>
<td>May, Rachel</td>
<td>MS</td>
<td>The Citadel</td>
</tr>
<tr>
<td>McCreary, Riedetta</td>
<td>MEd</td>
<td>Cambridge College</td>
</tr>
</tbody>
</table>
McDonald, Kim
PhD, Walden University

McKenna, Craig
PhD, Walden University

Mileski, Michael
DC, Texas Chiropractic College

Miller, Vicki
PhD, North Dakota State University

Moench, Ian
PhD, Florida Atlantic University

Montgomery, Kim
MS, Virginia Polytechnic Institute and State University

Moore, Joseph
PhD, Walden University

Morrow, Nancy
MS, University of Bridgeport

Murray, Louise
MS, Eastern Connecticut State University

Nassar, Aaya
PhD, University of Texas Health Science

Newell, Linda
PhD, Northcentral University

Nguyen, Long
PhD, Walden University

Nichols, Julie
DC, Life Chiropractic College-West

Nix, Damarie
JD, University of Florida

Nysewander, Dorette
EdD, Nova Southeastern University

Oguegbu, Adaeze
PhD, Walden University

Okpala, Paul Chris
DHSc, A. T. Still University of Health Sciences

Orona, Richard
MS, Thomas Edison State College

Ott, Lee
PhD, Indiana University

Parker, Holly
MA, Missouri State University

Patton, Megan
MEd, American InterContinental University

Perkins, Kimberly
DHA, University of Phoenix

Perrino, Kevin
DC, Palmer College of Chiropractic

Pienaar, Jason
PhD, University of Pretoria

Plant, Martha
DHA, University of Phoenix

Planz, Jennifer
MBA, University of Phoenix

Point-Johnson, Merle
DHA, University of Phoenix

Portis, Darrell
MPH, Tulane University

Rajappan, Sridhar
MS, University of Texas Health Science Center at Houston

Reboli, Theresa
MHSA, Kean University

Register, Wanda
MBA, Keller Graduate School of Management of DeVry University

Riva, Valerie
MS, Florida International University

Rivera, Jeffrey
MBA, University of Phoenix

Robins, Andrea
MS, Florida Institute of Technology

Robinson-Boone, Viola
MPH, Kaplan University

Rode, Joyce
MA, Syracuse University

Rodriguez, Arturo
PhD, Florida International University

Rose, Suzanne
PhD, Albany Medical College

Rudledge, Jared
PhD, Walden University

Ryan, Deborah
MBA, University of Phoenix

Schlecht, Judy
MSED, Kaplan University

Scoppa, Gioia
MS, The New School for Social Research

Seal, Mitch
EdD, University of the Pacific

Sexton-Tosh, Mary Jo
MS, Lindenwood University
Shore, Stephen
DC, Sherman College of Straight Chiropractic

Silva, Nancy
ND, Bastyr University

Simmons, James
MBA, Capella University

Simmons, Sandra
MS, University of Phoenix

Simon-Shipman, Rochelle
MEd, Grand Canyon University

Smiles, Robert
PhD, Capella University

Snell, Michael
DBA, University of Phoenix

Sobel, Kathleen
MPA, Fairleigh Dickinson University

Stewart, Michelle
MPA, Troy University

Suris-Swartz, Phyllis
PhD, The University of North Carolina

Sweet, Kina
MBA, University of Phoenix

Tedeschi, Robert
PhD, Capella University

Tepe, Karen
MBA, Xavier University

Thomas, Teresa
MBA, University of Phoenix

Thompson, Amy
PhD, University of Toledo

Tolbert, Kimberly
MSN, University of South Alabama

Tribble, Tari
DHSc, A. T. Still University of Health Sciences

Udelhoven, Sara
MBA, Iowa State University

Vitaro, Nathan
ND, Southwest College of Naturopathic Medicine & Health Sciences

Vose, Jennifer
MS, Springfield College

Wallace, Arletta
PhD, Capella University

Walters, Nicole
MSN, Excelsior College

Wang, Lei
PhD, University of Kentucky

Watkins-Bailey, Shalah
PhD, Texas Woman’s University

Weichers, Shantelle
MA, University of Northern Iowa

Williams, Kari
DC, Life University

Williams, Lorraine
DHSc, Nova Southeastern University

Williams, Kelly
MBA, Keller Graduate School of Management of DeVry University

Wilson, Larisa
MS, University of Bridgeport

Wilson, Gloria
PhD, Walden University

Wiome, Elizabeth
MBA, Colorado Technical University

Wunderly, Bonnie
MA, Antioch University

Yancey, Antonio
DM, University of Phoenix

Yang, Yu-Wei
ScD, Harvard University

Young, Leslie
MS, Winthrop University

Young-Whiting, Chandra
EdD, Nova Southeastern University

Ziomek, Jeffrey
MS, Florida Gulf Coast University

Zyrkowski, Jeanne
MS, Independence University
School of Nursing

Abitz, Tracey  
DNP, Rush University

Adelman, Deborah  
PhD, University of Illinois at Urbana-Champaign

Akpati, Frank  
DNP, Medical University of South Carolina

Alexander, Lucy  
PhD, Adelphi University

Allen, Jessica  
MSN, Walden University

Anderson, Jessica  
MSN, Kaplan University

Anderson, Lanette  
MSN, Marshall University

Anderson, Tonya  
PhD, Medical University of South Carolina

Andrews, Janice  
MSN, University of North Carolina

Antolin, Monica  
MSN, University of Central Florida

Austin, Raciela  
MS, California State University

Bailey, Patricia  
PhD, Capella University

Baldie, Leisa  
MSN, Walden University

Beddoe, Amy  
PhD, University of California - San Francisco

Benesh, Susan  
MSN, University of Oklahoma Health Sciences Center

Bevan, Jeffrey L.  
DNP, Otterbein University

Bivens, Megan  
MSN, Florida State University

Braxton, Jemecia  
DNP, University of Virginia

Brennan, Rita  
DNP, Rush University

Brown, Sarah  
MSN, University of Central Florida

Brown, Jacqueline  
MSN, Pace University

Burk, Karen  
DNP, Capella University

Canerday, Kelly  
MSN, Lewis University

Cannova, Heather  
MSN, Walden University

Carrera, Lori  
MSN, Texas Tech University Health Sciences Center

Cassani, Jamie  
MSN, Maryville University

Cerra, Carla  
DNP, University of South Alabama

Chance-Hetzler, Janet  
DNP, University of Missouri

Church, Melinda  
EdD, University of Phoenix

Clarke, Mary  
PhD, University of Iowa

Cook, Elizabeth  
MS, Walden University

Cooke, Lindsay  
MSN, Duke University

Cooper, Christina  
MSN, University of South Alabama

Crawford, Angela  
MS, University of Texas Health Science Center at Houston

Csonka, Katheryn  
MSN, Walden University

Curcio, Kristin  
DNP, Duke University

Dallred, Carol  
PhD, Walden University

Daly, Amy  
PhD, William Carey University

Darks, Tina  
MSN, Tennessee State University

Deekens, Jennifer  
MSN, Frontier Nursing University

Delgadillo, Leonor  
MSN, Lewis University

Denninghoff, Stephanie  
MS, University of Texas Health Science of San Antonio

Derrick, Niki  
MSN, Kaplan University
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diggins, Kristene</td>
<td>DNP, University of South Alabama</td>
</tr>
<tr>
<td>Duncan Foreman, Melinda</td>
<td>DNP, Clarke University</td>
</tr>
<tr>
<td>Ellison, Nina</td>
<td>ND, Rush University</td>
</tr>
<tr>
<td>Erickson, Barbara</td>
<td>MSN, Kaplan University</td>
</tr>
<tr>
<td>Eslinger-Vaughn, Tina</td>
<td>DNP, Walden University</td>
</tr>
<tr>
<td>Fair, Betty</td>
<td>PhD, University of Texas</td>
</tr>
<tr>
<td>Findley, Barbara</td>
<td>MSN, Western Connecticut State University</td>
</tr>
<tr>
<td>Flurry, Kellee</td>
<td>MSN, Grand Canyon University</td>
</tr>
<tr>
<td>Fombuh, Nina</td>
<td>MSN, Boston College</td>
</tr>
<tr>
<td>Forsythe, Lydia</td>
<td>PhD, Fielding Graduate University</td>
</tr>
<tr>
<td>Frander, Elizabeth</td>
<td>DNP, Georgia Health Science</td>
</tr>
<tr>
<td>Gibson, Andrea</td>
<td>MSN, Kaplan University</td>
</tr>
<tr>
<td>Gloriod, Malinda</td>
<td>MSN, University of Phoenix</td>
</tr>
<tr>
<td>Gordon, Jessica</td>
<td>BSN, Nova Southeastern University</td>
</tr>
<tr>
<td>Gordon, Jean</td>
<td>PhD, Nova Southeastern University</td>
</tr>
<tr>
<td>Griffin, Kaylar</td>
<td>MSN, Nebraska Methodist College</td>
</tr>
<tr>
<td>Grissom, Julie</td>
<td>MSN, Kaplan University</td>
</tr>
<tr>
<td>Grow, Cindy</td>
<td>MSN, University of Central Florida</td>
</tr>
<tr>
<td>Gunderson, Barbara</td>
<td>MS, University of Iowa</td>
</tr>
<tr>
<td>Haizlip, Joan</td>
<td>MS, University of Delaware</td>
</tr>
<tr>
<td>Harris, Colleen</td>
<td>PhD, The University of Texas at Tyler</td>
</tr>
<tr>
<td>Hudson, Kandi</td>
<td>EdD, University of Phoenix</td>
</tr>
<tr>
<td>Hudson, Varnell</td>
<td>MS, Morgan State University</td>
</tr>
<tr>
<td>Hudson-Black, Staria</td>
<td>DNP, Walden University</td>
</tr>
<tr>
<td>Huehn, Susan</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Hvingelby, Henriette</td>
<td>PhD, Fielding Graduate University</td>
</tr>
<tr>
<td>Isnetto, Jessica</td>
<td>DNP, University of Florida</td>
</tr>
<tr>
<td>Jordan, Mary</td>
<td>DNP, Frontier Nursing University</td>
</tr>
<tr>
<td>Kline, Adeline</td>
<td>MSN, University of Pennsylvania</td>
</tr>
<tr>
<td>Krause, Krista</td>
<td>MS, SUNY Upstate Medical University</td>
</tr>
<tr>
<td>Krebs, Ashley</td>
<td>PhD, William Carey University</td>
</tr>
<tr>
<td>Landry, Heidi</td>
<td>DN, Louisiana State University Health Sciences Center at New Orleans</td>
</tr>
<tr>
<td>Landry, Michael</td>
<td>DN, Louisiana State University Health Sciences Center at New Orleans</td>
</tr>
<tr>
<td>Langham, Debra</td>
<td>DNP, University of Alabama</td>
</tr>
<tr>
<td>Layton, Susan</td>
<td>EdD, The University of Georgia</td>
</tr>
<tr>
<td>Leffel, Cynthia</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Lehmann, Shelly</td>
<td>MS, Walden University</td>
</tr>
<tr>
<td>Lehosit, Melody</td>
<td>MS, West Virginia University</td>
</tr>
<tr>
<td>Lewis, Jeremy</td>
<td>MSN, University of Phoenix</td>
</tr>
<tr>
<td>Lewis- Washington, Cynthia</td>
<td>DNP, University of Alabama</td>
</tr>
<tr>
<td>Lipscomb-Hammond, Cecelia</td>
<td>DNP, The University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Lockett, Lynnae</td>
<td>MSN, South University</td>
</tr>
<tr>
<td>Lockhart, Robin</td>
<td>PhD, University of Texas at Arlington</td>
</tr>
<tr>
<td>Luna, Mary Beth</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Lyle, Jerrica</td>
<td>MSN, University of Scranton</td>
</tr>
<tr>
<td>Malate, Orlando</td>
<td>MSN, Saint Xavier University</td>
</tr>
<tr>
<td>Mangiafico, Anthony</td>
<td>PhD, Virginia Commonwealth University</td>
</tr>
<tr>
<td>Martin, Deanna</td>
<td>PhD, Capella University</td>
</tr>
<tr>
<td>Mason, Wendy</td>
<td>PhD, California Institute of Integral Studies</td>
</tr>
<tr>
<td>McDuffie, Amanda</td>
<td>MSN, Northern Kentucky University</td>
</tr>
<tr>
<td>Medrano, Cynthia</td>
<td>MS, Maryville University</td>
</tr>
<tr>
<td>Miller, Eileen</td>
<td>MSN, Wheeling Jesuit University</td>
</tr>
<tr>
<td>Morton, Bobby</td>
<td>DNP, Wilkes University</td>
</tr>
<tr>
<td>Moser, Hope</td>
<td>DNP, Robert Morris University</td>
</tr>
<tr>
<td>Mueller, Marie</td>
<td>DNP, University of Missouri</td>
</tr>
<tr>
<td>Ogle, Danielle</td>
<td>MNS, East Tennessee State University</td>
</tr>
<tr>
<td>Palka, Melissa</td>
<td>MSN, University of Pennsylvania</td>
</tr>
<tr>
<td>Patton, Carol</td>
<td>PhD, University of Pittsburgh</td>
</tr>
<tr>
<td>Pfaff, Michele</td>
<td>DNP, Gardner-Webb University</td>
</tr>
<tr>
<td>Phelps, Linda</td>
<td>DNP, University of Southern Indiana</td>
</tr>
<tr>
<td>Ramsey, Carolyn</td>
<td>PhD, Hampton University</td>
</tr>
<tr>
<td>Raymond, Alice</td>
<td>PhD, University of Tennessee</td>
</tr>
<tr>
<td>Redden, Shari</td>
<td>EdD, Walden University</td>
</tr>
<tr>
<td>Redieske, Cryston</td>
<td>MSN, Old Dominion University</td>
</tr>
<tr>
<td>Reid, Kelli</td>
<td>MS, University of Phoenix</td>
</tr>
<tr>
<td>Revell, Cherial</td>
<td>DNP, University of Alabama</td>
</tr>
<tr>
<td>Roberts, Jennifer</td>
<td>DNP, Texas Christian University</td>
</tr>
<tr>
<td>Roberts, Heather</td>
<td>MS, Walden University</td>
</tr>
<tr>
<td>Rodriguez, Rosita</td>
<td>DNP, Rutgers State University of New Jersey</td>
</tr>
<tr>
<td>Rousseau, Karen</td>
<td>DNP, Duquesne University</td>
</tr>
<tr>
<td>Royster, Tomeka</td>
<td>DNP, University of South Alabama</td>
</tr>
<tr>
<td>Rucki, Sheila</td>
<td>PhD, University of Connecticut</td>
</tr>
<tr>
<td>Sabatine, Colleen</td>
<td>MSN, University of Michigan</td>
</tr>
<tr>
<td>Sattler, Leshia Wood</td>
<td>MSN, Frontier Nursing University</td>
</tr>
<tr>
<td>Saucier, Tara</td>
<td>MSN, Duquesne University</td>
</tr>
<tr>
<td>Schaefer, Julie</td>
<td>MSN, Bethel University</td>
</tr>
<tr>
<td>Shell, Renee</td>
<td>EdD, East Tennessee State University</td>
</tr>
<tr>
<td>Shenkman, Laura</td>
<td>MSN, Duke University</td>
</tr>
<tr>
<td>Sienkiewicz, Teresa</td>
<td>EdD, Fielding Graduate University</td>
</tr>
<tr>
<td>Simmons, Jessica</td>
<td>MS, Northern Illinois University</td>
</tr>
<tr>
<td>Soto, Adelene</td>
<td>DNP, University of Florida</td>
</tr>
<tr>
<td>Spiegel, Kathryn</td>
<td>PhD, Texas Woman's University</td>
</tr>
<tr>
<td>Starks, Bethany</td>
<td>MSN, Texas Tech University</td>
</tr>
<tr>
<td>Stoudemire, Klarisa</td>
<td>MS, Spalding University</td>
</tr>
<tr>
<td>Talbert, Kae</td>
<td>MS, University of Wyoming</td>
</tr>
</tbody>
</table>
Taylor, Joan  
MSN, East Carolina University

Theiss, Mary Anne  
PhD, Capella University

Thomas, Maria  
DNP, Texas Christian University

Thompson, Angela  
DNP, Chatham University

Thompson, Beth  
MSN, Walden University

Towne, Tracy  
PhD, Mercer University

Turner, Cynthia  
DNP, University of Alabama - Birmingham

Turner, Hortense  
MS, Virginia Commonwealth University

Turner, Catherine  
MSN, Indiana Wesleyan University

Vael, Aimee  
DNP, Georgia Regents University

Waldner, Anna  
MSN, Maryville University

Ward, Charlotte  
PhD, Saint Louis University

Weaver, Amy  
DNP, Frontier Nursing University

Weaver, Heather  
MSN, West Virginia University

Weeks, Donna  
DNP, Rutgers State University of New Jersey

Wegmann, Jo Ann  
PhD, Claremont Graduate University

Wehner, Lisa  
MSN, Syracuse University

White, Holly  
MS, University of Phoenix

Williams, Joni  
DNP, Samuel Merritt University

Williams, Angelique  
DSN, Louisiana State University Health Sciences Center at New Orleans

Williams, Tammy  
PhD, Capella University

Wood, Laura  
MS, Kaplan University

Yourey, Jennifer  
MSN, South University

Zebadua, Tara  
MSN, Walden University

Zuniga, Gina  
MS, University of New Mexico

Zurcher, Natasha  
MSN, University of Phoenix
Concord Law School

Concord Law School Administration and Faculty (https://catalog.kaplanuniversity.edu/faculty/concord-law-school/Concord_Faculty_October_2017.pdf)
**Campus and Learning Center**

Adji, Elvice  
MS, University of Southern Maine

Aguilar, Jeffrey  
MS, Kaplan University

Amoral, Joseph  
BSN, Kaplan University

Anderson, Janelle  
BS, Midland University

Anderson, Paul  
DC, Palmer College of Chiropractic

Anderson, David  
PhD, College of William and Mary

Areges, Steven  
MSIT, Kaplan University

Armstrong, Whitney  
BSN, Mercy College

Bacon, Andrea  
BSN, Grand View University

Bagley, Sara  
MSN, Walden University

Bartek, Aaron  
BSN, University of Nebraska

Barth, Andrea  
BSN, Allen College

Bauman, Hope  
MSN, University of Nebraska Medical Center

Baumfalk, Sherrill  
MSN, University of Nebraska Medical Center

Beal, Madeleine Elizabeth  
MSN, Saint Joseph's College

Behjet, Zeynep  
MD, Tikrit University

Bellaire, Erin  
MSN, University of Maine

Berger, Sara  
BSN, Mount Mercy University

Berthiaume, Donald  
MEd, University of Southern Maine

Black, Catherine  
MS, University of New Mexico

Blair, Suzanne  
BS, Grand View University

Blocker-Rosebrough, Michelle  
MA, Western Illinois University

Bokowski, Amy  
BSN, University of Nebraska

Boshart, Lisa  
MA, University of Northern Iowa

Brees, Lana  
MAcc, University of Iowa

Bromberg, Mary  
MA, University of Maine

Brookover, Kristin  
MS, Kaplan University

Brower, Samantha  
MHA, Des Moines University

Burlingame, Mark  
MA, Eastern Michigan University

Butzke, Andrew  
DC, Logan College of Chiropractic

Bykerk, Stacey  
BS, Kaplan University

Caldwell, Pamela  
MSN, Western Governors University

Cardew, Jonathan  
MA, Sheffield Hallam University

Castrataro-Kraft, Jaime  
MS, Purdue University

Chatman, Nicole  
MS, Lindenwood University

Chicoine, David  
DC, New York Chiropractic College

Clark, Jessica  
BSN, University of Phoenix

Clark, Nadia  
MSN, Walden University

Clayton, Alicia  
MSN, University of Phoenix

Cooley, Bridget  
BS, Grand View University

Cooper, Deann  
BSN, Nebraska Wesleyan University

Cote, Jill  
MEd, Northern Arizona University

Daniels, Timothy  
MS, Kaplan University
Dombrowski, Lydia
MS, Bellevue University

Donovan, Allison
BS, Kaplan University

Douglas, Brian
BSN, Austin Peay State University

Dulce, Geraldine
MS, University of Southern Maine

Dutler, Morgan
MSN, Gonzaga University

Erickson, Shawn
MS, University of Nebraska

Ewers, Catherine
MSN, Walden University

Faux, Melody
MSN, University of Southern Maine

Fields, Jim
MA, University of Nebraska

Figa, Jozeff
PhD, University of New Hampshire-Main Campus

Foltz, Karyn
MHA, University of Phoenix

Ford, Daniel
MS, London School of Economics and Political Science

Ford, Joshua
MS, Illinois Institute of Technology

Frapwell, John
MS, Regis University

Fredrickson, Terri
MA, Drake University

Frickel, Alyson
MFS, Nebraska Wesleyan University

Frisardi, Marta
PhD, Brandeis University

Frye, Megan
MSN, Saint Francis Medical Center College of Nursing

Garrington, Robin
MFA, National University

Gerleman, Terri
MBA, University of Phoenix

Goecke-Burns, Laura
JD, Drake University

Goetz, Suzanne
PhD, University of Phoenix

Goldenstein, Rachel
MSN, University of Charlotte

Gough, Miriam
MBA, Kaplan University

Gould, Roxanne
MSN, Nebraska Methodist College

Graeve, Maggie
MS, Kaplan University

Grodzka, Jola
MS, University of Southern Maine

Hanson, Crystal
BSN, Upper Iowa University

Harrison, Kristie
MS, Walden University

Hart, LaDonna
DNP, University of Missouri – Kansas City

Hartman, Amber
BSN, Chamberlain College of Nursing

Haschak, Robert
MS, University of Nebraska at Omaha

Havener, LeAnn
MSN, University of Nebraska Medical Center

Hayford, Carmen
BSN, University of Southern Maine

Heald, Lisa
MSN, Grand Canyon University

Heard, Olivia
MSM, Kaplan University

Henrichs, Melissa
BSN, Upper Iowa University

Hill, Anne
MHA, Kaplan University

Hill, Martin
PhD, Michigan State University

Hinkley, Lois
MS, University of Southern Maine

Holliday, Jill
MSN, Nebraska Wesleyan University

Holman, Gina
MSN, University of Phoenix

Holter, Richard
MS, Carlow University

Hourigan, Margaret
EdD, Columbia University
Howe, Erin  
BSN, Grand View College

Hulbert, Melissa  
BSN, Nebraska Methodist College of Nursing and Allied Health

Ina, Beth  
MA, Miami University

Isaac, Stephen  
MS, Creighton University

Jerome, Marilyn  
MSHE, Kaplan University

Joakim, Susan  
PhD, Capella University

Johnson, Kara  
MA, University of Northern Iowa

Johnson, Donald  
MBA, Husson College

Jones, Brach  
MSN, University of Phoenix

Kain, Constance  
PhD, University of Nebraska - Lincoln

Kelley, Emily  
BSN, University of Maine at Fort Kent

King, Melody  
BSN, Allen College

Kitchen, Teresa  
MS, Drake University

Leeper, Angela  
MS, University of Phoenix

Leininger, Ashley  
MS, Iowa State University

Lenger, Jennifer  
MS, Clark University

Leyden, Stefanie  
MFS, Nebraska Wesleyan University

Logan, Leah  
BSN, University of Texas at Arlington

Loguda, Barbara  
MSN, Walden University

Lopez, Mary  
MSN, Nebraska Methodist College

Love, Jessica  
MA, University of Northern Iowa

Macdonald, Tracy  
MS, Western Governors University

Manning, Jessica  
MSN, Kaplan University

Markos, Mary  
MBA, University of Phoenix

Mason, Patricia  
MSN, Walden University

McArthur, Ryan  
MS, Regent University

McCall, Kristen  
MSN, Creighton University

McCarthy, Jonathan  
MBA, Thomas College

McNamara, Dee  
MPA, Drake University

Megargel, Gladys  
BS, University of Delaware

Merrick, Suzanne  
BSN, Grand View College

Merrill, Gerald  
JD, Georgetown University

Michener, William  
MA, Doane College

Moline, John  
MS, University of Central Missouri

Moore, Danielle  
MS, Western Governors University

Mowen, Candy  
MSHE, Kaplan University

Nelton, Angelina  
MSN, Kaplan University

Newsham, Suzanne  
MFA, Lindenwood University

Nica, Nicoleta  
BSN, Upper Iowa University

Nicola, Valerie  
MSN, Kaplan University

Noel, Emily  
MS, Kaplan University

Nunez, Katharyn  
BSN, Mercy College of Health Sciences

O’Daniel, Renee  
MA, University of Missouri St. Louis

O’Hara, Michael  
DC, Palmer College of Chiropractic
Olsen, Linda
MSN, University of Iowa

Olson, Jill
EdS, University of Northern Iowa

Oltmanns, Edwin
EdD, University of South Dakota

Omsberg, Julie
MSN, Walden University

Page, Amy
MSN, University of Phoenix

Pearson, Timothy
DC, Northwestern Health Sciences University

Phillips, Kathryn
Master of Health Care Administration, Kaplan University

Piper, Bradley
MA, University of Nebraska - Lincoln

Pitlik, Linda
MA, Coe College

Poole, Jennifer
BSN, East Carolina University

Porter-Moore, Sherry
BS, Mercy College of Health Sciences

Potter, Matthew
MA, University of Maine

Potvin, Aline
BA, University of Maine at Farmington

Puiia, Kim
MSN, University of Phoenix

Reams, Jessica
BS, Upper Iowa University

Redboy, Simone
MSN, Walden University

Ricker, Lisa
BSN, University of Southern Maine

Riecke, Lisa
MSN, Western Governors University

Riley, Samantha
BSN, University of Phoenix

Robinson, Marlo
JD, Nova Southeastern University

Rodriguez, Felicia
MSN, Kaplan University

Roen, Shannon
MA, College of Saint Mary

Roeschlein, Michael
PhD, University of Wisconsin-Madison

Rogers, Megan
MSN, University of Nebraska

Rozanski, Diane
MA, University of Louisville

Rubida, Macie
MS, Kaplan University

Sachs, Misty
MHA, Clarkson College

Salgado, Rachel
MSN, Simmons College

Santman, Missy
MBA, University of Northern Iowa

Saraf, Roli
PhD, University of Jodhpur

Schlueter, Harlan
BBA, University of Nebraska at Omaha

Schmidt, Jennifer
MS, Western Illinois University

Scholl, Karla
MSN, Nebraska Wesleyan University

Seher, Brenda
BSN, Nebraska Methodist College

Sempek-Eyre, Amy
MBA, Bellevue University

Sharpe, Erin
MSN, University of Nebraska Medical Center

Sherman, Bethany
MA, Simmons College

Shern, Erica
BSN, University of Maryland

Smith, Lynnette
BSN, University of Phoenix

Smith-Roberts, Shanta
MA, University of Phoenix

Solomon, Will
MBA, Kaplan University

Sorensen, Katelyn
BS, Valley City State University

Sporrer, Nicole
BSN, Kaplan University

Stacey, John
MPA, Bellevue University
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stecker, Amanda</td>
<td>BSN</td>
<td>Saint Louis University</td>
</tr>
<tr>
<td>Stiles, Karen</td>
<td>MDiv</td>
<td>Lutheran Theological Seminary at Gettysburg</td>
</tr>
<tr>
<td>Stout, Heather</td>
<td>BSN</td>
<td>Cedarville University</td>
</tr>
<tr>
<td>Stubbe, Cody</td>
<td>MSN</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Suhr, Lori</td>
<td>BS</td>
<td>South Dakota State University</td>
</tr>
<tr>
<td>Summers, Julie</td>
<td>PhD</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>Sweeney, Brian</td>
<td>MBA</td>
<td>Drake University</td>
</tr>
<tr>
<td>Teachout, Alice</td>
<td>BS</td>
<td>University of Missouri - Kansas City</td>
</tr>
<tr>
<td>Thompson, Rebecca</td>
<td>BSN</td>
<td>University of New England</td>
</tr>
<tr>
<td>Thompson, Megan</td>
<td>MBA</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Thompson, Scott</td>
<td>MBA</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Thompson, Marla</td>
<td>MS</td>
<td>Chadron State College</td>
</tr>
<tr>
<td>Throne, Arlen</td>
<td>MS</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Tremblay, Gerard</td>
<td>MS</td>
<td>Rivier College</td>
</tr>
<tr>
<td>Trombley, Natalie</td>
<td>BSN</td>
<td>St. Joseph's College</td>
</tr>
<tr>
<td>Tufts, Denise</td>
<td>MS</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Underwood, Chad</td>
<td>MS</td>
<td>University of Central Missouri</td>
</tr>
<tr>
<td>Urek, Amber</td>
<td>MBA</td>
<td>Western Illinois University</td>
</tr>
<tr>
<td>Van Dyke, Karen</td>
<td>JD</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Vanderhoef, Kurt</td>
<td>MS</td>
<td>Marquette University</td>
</tr>
<tr>
<td>Vandersnick, Kalie</td>
<td>MS</td>
<td>Jacksonville University</td>
</tr>
<tr>
<td>Vaughan, Jennifer</td>
<td>MS</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Vejraska, Terra</td>
<td>MSN</td>
<td>University of Nebraska Medical Center</td>
</tr>
<tr>
<td>Wales, Carrie</td>
<td>BS</td>
<td>University of Northern Colorado</td>
</tr>
<tr>
<td>Walton, Tammy</td>
<td>BSN</td>
<td>Mount Mercy University</td>
</tr>
<tr>
<td>Walton, Glenn</td>
<td>MS</td>
<td>Antioch University</td>
</tr>
<tr>
<td>Ware, Kathleen</td>
<td>MEd</td>
<td>University of Nebraska - Lincoln</td>
</tr>
<tr>
<td>Watson, Jan</td>
<td>MFA</td>
<td>Columbia University in the City of New York</td>
</tr>
<tr>
<td>Wessels, Brianne</td>
<td>BSN</td>
<td>Allen College</td>
</tr>
<tr>
<td>Wiggins, Katie</td>
<td>MHCA</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Wiley, David</td>
<td>MA</td>
<td>Bowling Green State University</td>
</tr>
<tr>
<td>Wilke, Jeanne</td>
<td>MSN</td>
<td>Nebraska Methodist College</td>
</tr>
<tr>
<td>Williams, Cecil</td>
<td>MSIT</td>
<td>Kaplan University</td>
</tr>
<tr>
<td>Witt, Theodore</td>
<td>MA</td>
<td>St. John's College</td>
</tr>
<tr>
<td>Woeppel, Marianne</td>
<td>MSN</td>
<td>Nebraska Wesleyan University</td>
</tr>
<tr>
<td>Wymore, Lindsay</td>
<td>BSN</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Ziegler, Shawna</td>
<td>MS</td>
<td>Clarkson College</td>
</tr>
</tbody>
</table>
CONTACT INFORMATION

Kaplan University
Administrative Offices
Academic Headquarters
550 West Van Buren Street
7th Floor
Chicago, IL 60607
Tel: 866.522.7747
Fax: 800.588.4127

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

12650 Ingenuity Drive
Orlando, FL 32826
Tel: 866.527.5268 (Toll Free)

Office for Returning Students
Tel: 888.252.7895,
ext. 4911 (Toll Free)

Online Support Centers
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309

And

550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Tel: 866.522.7747 (Toll Free)
Email: techsupport@kaplan.edu

Office of the Registrar
550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Fax: 800.582.9261 (Toll Free)

Concord Law School
Tel: 866.522.7747 (Toll Free)
Fax: 800.506.8667

KU Professional and Continuing Education (KU-PACE)
LaCrosse, WI
http://www.kaplanprofessional.com/contact/

TTY User Contact Information
TTY users may dial 711 from their TTY phone, at no charge, to be connected with a Telecommunications Relay Services (TRS) Operator who will assist with the call. For more information regarding 711, visit http://www.fcc.gov/guides/711-telecommunications-relay-service.

Campuses
When confirming accreditation, please note that Kaplan University’s main campus is located in Iowa.

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

Additional Campuses
Indiana
Indianapolis
9000 Keystone Crossing, Suite 800
Indianapolis, IN 46240
Tel: 317.208.5311

Iowa
Cedar Falls
7009 Nordic Drive
Cedar Falls, IA 50613
Tel: 319.277.0220

Cedar Rapids
3165 Edgewood Parkway, SW
Cedar Rapids, IA 52404
Tel: 319.363.0481

Des Moines
4655 121st Street
Urbandale, IA 50323
Tel: 515.727.2100

Mason City
Plaza West
2570 4th Street, SW
Mason City, IA 50401
Tel: 641.423.2530

Maine
Augusta
14 Marketplace Drive
Augusta, ME 04330
Tel: 207.213.2500

Lewiston
475 Lisbon Street
Lewiston, ME 04240
Tel: 207.333.3300
Tel: 800.488.2190 (Toll Free)
Fax: 207.333.3305

Maryland
Hagerstown
18618 Crestwood Drive
Hagerstown, MD 21742
Tel: 800.422.2670 (Toll Free)
Tel: 301.766.3600

Missouri
St. Louis
1807 Park 270 Drive
St. Louis, MO 63146
Tel: 314.205.7900
Nebraska

Lincoln
1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315

Omaha
5425 North 103rd Street
Omaha, NE 68134
Tel: 402.431.6100

Wisconsin

Milwaukee
201 West Wisconsin Avenue
Milwaukee, WI 53203
Tel: 414.223.2105

Learning Center

Kaplan University Learning Center, Rockville
1390 Piccard Drive, Suite 100
Rockville, MD 20850
Tel: 301.258.3800

Kaplan University Military Affairs

Military Affairs
Tel: 866.210.5233 (Toll Free)
Email: MSSC@kaplan.edu

Teaching Location for Military Personnel

Fort Bliss Education Center

ATTN: Kaplan University
641 Taylor Road, Rm #6
Fort Bliss, TX 79916
Tel: 915.881.3258
OWNERSHIP

Kaplan Higher Education LLC is a subsidiary of Kaplan, Inc. Kaplan, Inc., is a subsidiary of Graham Holdings Company (a publicly traded company).
INDEX

A
Academic Appeals Policy ................................................................. 33
Academic Appeals Policy ................................................................. 424
Academic Calendar ........................................................................ 37
Academic Eligibility for Financial Aid ............................................. 42
Academic Grades ........................................................................... 428
Academic Grades and Marks .......................................................... 39
Academic Honors ........................................................................... 429
Academic Information ..................................................................... 37
Academic Information ..................................................................... 425
Academic Leadership and Administration ....................................... 445
Academic Standards ........................................................................ 39
Academic Standards ........................................................................ 428
Accounting (AC) ............................................................................ 199
Accounting (AC) ............................................................................ 362
Accreditation .................................................................................. 417
Accreditation, Approvals, and Memberships .................................... 7
Admissions ...................................................................................... 19
Admissions Requirements ................................................................. 19
Adult-Gerontology Primary Care Nurse Practitioner Certificate ........ 330
Advanced Start Credit in Bachelor’s Degrees ................................... 29
Applied Behavior Analysis Postbaccalaureate Certificate ................ 188
Arts and Sciences (AS) .................................................................... 201
Associate of Applied Science in Accounting ................................... 76
Associate of Applied Science in Business Administration ............... 77
Associate of Applied Science in Criminal Justice ......................... 178
Associate of Applied Science in Criminal Justice and Criminology ... 179
Associate of Applied Science in Early Childhood Development ....... 180
Associate of Applied Science in Fire Science ................................... 181
Associate of Applied Science in Health Information Technology .... 101
Associate of Applied Science in Human Services .............................. 182
Associate of Applied Science in Information Technology .......... 79
Associate of Applied Science in Legal Support and Services ............ 184
Associate of Applied Science in Medical Assisting (Iowa, Maine, Maryland, Nebraska) .......................................................... 103
Associate of Applied Science in Medical Assisting (Online) ............. 105
Associate of Applied Science in Medical Office Management .......... 107
Associate of Applied Science in Paralegal Studies ......................... 185
Associate of Applied Science in Public Safety and Security ............. 186
Associate of Applied Science in Small Group Management ............. 80
Associate of Science in Health Science ........................................... 109
Associate of Science in Nursing (Iowa and Nebraska) ..................... 131
Associate of Science in Professional Studies ................................... 414
Associates Business (AB) .................................................................. 201
Attendance ................................................................................... 25
Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate .... 190
B
Bachelor of Science in Accounting ............................................... 57
Bachelor of Science in Business Administration ............................. 59
Bachelor of Science in Communication .......................................... 139
Bachelor of Science in Corrections .................................................. 141
Bachelor of Science in Criminal Justice ......................................... 143
Bachelor of Science in Cybersecurity .............................................. 65
Bachelor of Science in Early Childhood Administration .................. 145
Bachelor of Science in Early Childhood Development .................... 147
Bachelor of Science in Environmental Policy and Management ........ 150
Bachelor of Science in Finance ....................................................... 68
Bachelor of Science in Fire and Emergency Management ............... 152
Bachelor of Science in Fire Science ................................................. 154
Bachelor of Science in Health and Wellness .................................... 91
Bachelor of Science in Health Care Administration ......................... 93
Bachelor of Science in Health Information Management ................. 95
Bachelor of Science in Health Science ............................................ 97
Bachelor of Science in Human Services .......................................... 156
Bachelor of Science in Human Services in Youth and Family Services and Administration ......................................................... 158
Bachelor of Science in Information Technology ............................... 70
Bachelor of Science in Legal Studies .............................................. 160
Bachelor of Science in Legal Support and Services ......................... 162
Bachelor of Science in Liberal Studies ............................................ 164
Bachelor of Science in Nursing—RN-to-BSN ................................... 125
Bachelor of Science in Nutrition ...................................................... 99
Bachelor of Science in Paralegal Studies ......................................... 166
Bachelor of Science in Political Science .......................................... 168
Bachelor of Science in Professional Studies .................................... 413
Bachelor of Science in Psychology .................................................. 170
Bachelor of Science in Psychology in Addictions .............................. 172
Bachelor of Science in Psychology in Applied Behavior Analysis ....... 174
Bachelor of Science in Psychology in Industrial/Organizational Psychology .......................................................... 176
C
Campus and Learning Center ......................................................... 490
Campus-Specific Information .......................................................... 36
Master of Science in Management and Leadership ........................................ 286
Master of Science in Nursing ................................................................. 320
Master of Science in Nursing—DNP Path ................................................. 326
Master of Science in Psychology ............................................................ 350
Mathematics (MM) .................................................................................. 246
Mathematics (MM) .................................................................................. 397
Medical Assistant Certificate (Online) ....................................................... 114
Medical Assistant Certificate (Onsite) ....................................................... 112
Medical Assisting (MA) .......................................................................... 248
Medical Billing/Coding Certificate ........................................................... 116
Medical Office Administration Certificate .............................................. 117
Medical Office Management (MO) .......................................................... 249
Microsoft Operating Systems Postbaccalaureate Certificate .................... 85
Mission, Purpose, and Philosophy .......................................................... 7
N
Nondiscrimination Policy ........................................................................ 22
Nurse Educator Graduate Certificate ....................................................... 336
Nursing (MN) ......................................................................................... 397
Nursing (NU) ........................................................................................ 249
Nutrition Science (NS) ............................................................................ 259
O
Open College at Kaplan University ........................................................ 411
Oracle Database Administration Postbaccalaureate Certificate ............... 86
Overview .............................................................................................. 417
Ownership .......................................................................................... 497
P
Paralegal Studies (PA) ............................................................................ 260
Pathway to Paralegal Postbaccalaureate Certificate ................................ 197
Policy Information .................................................................................. 6
Policy Information .................................................................................. 50
Policy Information .................................................................................. 271
Policy Information .................................................................................. 419
Postgraduate Certificate in Applied Behavior Analysis ............................. 360
Prelicensure Bachelor of Science in Nursing ............................................ 121
Prior Learning Assessment ...................................................................... 28
Private Security Certificate ....................................................................... 198
Problem Resolution and Grievance Procedures ..................................... 33
Problem Resolution and Grievance Procedures ..................................... 424
Professional Studies (CS) ....................................................................... 262
Professional Studies (PR) ....................................................................... 262
Program Changes .................................................................................. 37
Programming and Software Development Postbaccalaureate Certificate .... 87
Programs ................................................................................................... 47