



RASMUSSEN
COLLEGE

**ACCELERATED
LEARNING OPTIONS**

2015 - 2016 CATALOG

MISSION

Rasmussen College is an institution of higher learning dedicated to global enrichment and meeting the evolving needs of our diverse communities.

With an emphasis on innovative programs, dynamic curriculum, and general education skills, we are committed to being a pioneer in the field of career-focused education.

We empower our students, faculty and staff to exceed the expectations of society through academic excellence, community enrichment, and service to the public good.

PURPOSES

TO ACCOMPLISH OUR MISSION, RASMUSSEN COLLEGE ESTABLISHED THESE PURPOSES:

- 1. Educational Excellence and Assessment:** Rasmussen College fosters a learning and teaching community that is challenging, stimulating and student-focused. The College uses continuous evaluation and a number of assessment tools and methods to ensure student learning, effective teaching, student persistence and institutional effectiveness.
- 2. Teaching, Learning, and Development:** Rasmussen College provides learning opportunities in an environment of mutual respect in an unbiased atmosphere, preparing students and team members for success, lifelong learning and continued improvement in a global environment.
- 3. Mission and Service:** Rasmussen College publicly states its mission and demonstrates its commitment to the public good by supporting career-focused education that empowers local communities. The College builds community through education and interacts with its constituency with integrity and transparency.
- 4. Resources and Effectiveness:** Rasmussen College allocates resources to human capital, facilities and technology in its commitment to accuracy, connectedness and timeliness. The College is dedicated to effective use and investment of resources and a quality learning and teaching environment for students, staff and faculty.
- 5. Diversity and Inclusion:** Rasmussen College promotes diversity awareness, respect for multiple perspectives, and inclusion among all College stakeholders in and out of classrooms.

2015-2016 ACADEMIC CALENDAR

Summer Quarter 2015

July 6 – September 27

- 2015 Summer Session I
July 6 – August 9
- 2015 Summer Session II
August 10 – September 27

Fall Quarter 2015

October 5 – December 27

- 2015 Fall Session I
October 5 – November 8
- 2015 Fall Session II
November 9 – December 27

Winter Quarter 2016

January 4 – March 27

- 2016 Winter Session I
January 4 – February 7
- 2016 Winter Session II
February 8 – March 27

Spring Quarter 2016

April 4 – June 26

- 2016 Spring Session I
April 4 – May 8
- 2016 Spring Session II
May 9 – June 26

Summer Quarter 2016

July 5 – September 25

- 2016 Summer Session I
July 5 – August 7
- 2016 Summer Session II
August 8 – September 25

COLLEGE HOLIDAYS

- Labor Day
- Veterans Day
- Thanksgiving Day
and the following Friday
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day

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WELCOME TO RASMUSSEN COLLEGE



I am honored that you have selected Rasmussen College. We are consistently researching and developing new programs and course delivery models that meet the needs of our students and are relevant for the careers of today.

Whatever your reasons may be for returning to school—whether it is to create career advancement opportunities, make yourself more in-demand in the job market, or even fulfill a personal life goal that you have set for yourself—you have taken the right step toward accomplishing your goals. Rasmussen College has an impressive lineup of faculty and our network of student support services provides you with a solid foundation of customized academic support tools and resources, so you can be successful on your path toward earning your degree.

As a Public Benefit Corporation, we serve the diverse needs of our communities and continue to make an impact on their social welfare through career-focused education and volunteer efforts that are not only sustainable, but potentially life-changing.

I personally welcome you to the greater Rasmussen College community, and I wish you the best of luck achieving your educational goals. I look forward to seeing you at graduation!

Sincerely,

A handwritten signature in black ink that reads "Trendera Boyum-Breen". The signature is written in a cursive, flowing style.

Dr. Trendera Boyum-Breen
President, Rasmussen College

AcceleratEDSM

BACHELOR'S DEGREE COMPLETION PROGRAM

YOUR BACHELOR'S DEGREE—AcceleratED

Our AcceleratED Bachelor's Degree Completion Program is designed for students with previous college credit who want to transfer their credit, accelerate their degree timeline and earn their bachelor's degree at an affordable cost.

With fully online, six-week courses competitively priced at \$260 per credit, our AcceleratED students can complete their bachelor's degree in as few as 18 months.¹



SAVE TIME

Maximizing your transfer of credit is one way Rasmussen College helps minimize your time to graduation. Through our AcceleratED program, we also help streamline your time to graduation with six-week courses. This efficient course structure, combined with our extensive transfer policy options, can allow you to complete your bachelor's degree in as few as 18 months.¹



SAVE MONEY

Our AcceleratED bachelor's degrees are designed to maximize your return on investment. In fact, with our courses competitively priced at \$260 per credit, you can earn your degree affordably and conveniently.²

Plus, with our tuition guarantee, your tuition cost will not increase if you are continuously enrolled.³



TRANSFER CREDITS

Transferring your credits doesn't need to be difficult. At Rasmussen College, our transfer policies⁴ work to maximize your credit transfer by:

- Accepting successfully earned course credits and associate's degrees, regardless of area of study
- Block transferring successfully earned college credits (60 quarter credits or 40 semester credits), regardless of area of study
- Allowing no expiration of previously earned general education credits
- Earning credit for prior learning and military experience

We will review your transcripts, so you know exactly which credits transfer and whether you are eligible for one of our AcceleratED programs.

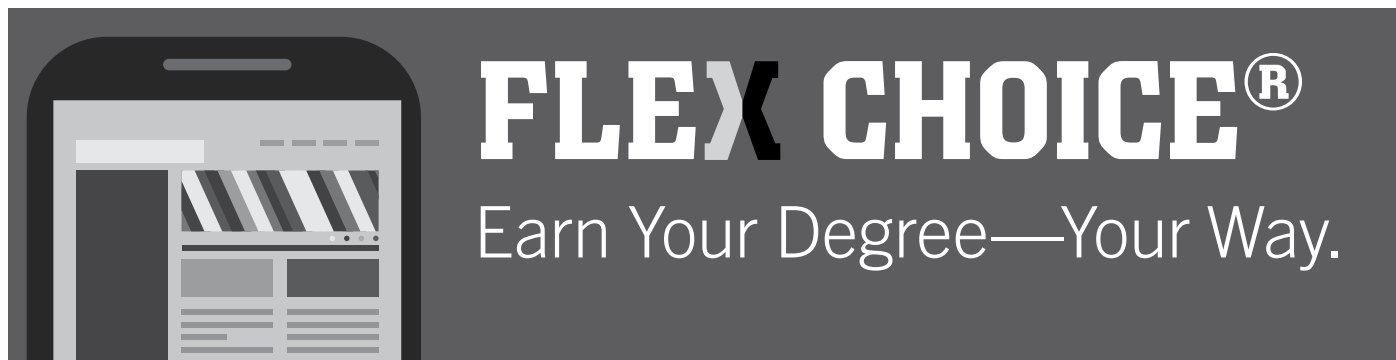
You can review our official transfer policies at rasmussen.edu

¹ Completion time is dependent on transfer credits accepted and courses completed each term.

² \$260 per credit applies to students taking 12 or more credits per quarter and does not include the \$150 course resources fee.

³ Tuition will not increase for four years following the start date of a program if a student is continuously enrolled quarter to quarter. Please refer to your Program Manager for details and restrictions.

⁴ Rasmussen College reserves the right to deny or accept transfer credits per the policies in the course catalog.



Rasmussen College offers a more flexible way to earn your degree—your way. With Flex Choice, you enroll in our online, faculty-led courses and you can choose to take self-paced competency courses at no additional cost to help you save money and graduate sooner.

WHY COMBINE FACULTY-LED AND SELF-PACED COURSES?

Self-paced competency courses are fully online and designed to be completed on your own time. With Flex Choice, you can take them alongside your faculty-led courses to:

- **Choose Your Own Pace:** move quickly through concepts you understand or slow down and receive support to learn new material
- **Make Progress at Your Convenience:** prove you have mastered concepts and receive credit toward your degree on a schedule that works best for you
- **Save Money:** enroll in faculty-led courses and gain access to our library of self-paced competency courses at no additional cost to help you save money on tuition
- **Save Time:** taking these flexible courses in the same term or quarter as your faculty-led courses can help you graduate sooner

YOUR SCHEDULE. YOUR CHOICE.

We reinvented our online approach to give you flexible options so you choose the way you want to learn through a combination of faculty-led and self-paced competency courses. The more ambitious your schedule is, the more you can save and the sooner you'll graduate.

Students enrolled in the Flex Choice option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in 5.5-week, 11-week, or 6-week format, and tuition plus a course resources fee is charged for each faculty-led course. Students may choose to take self-paced courses as they apply to their program requirements. The self-paced courses are optional and students can complete this degree without completing self-paced courses. If self-paced courses are selected, they must be taken alongside faculty-led courses and be completed within 60 days. No other discounts or scholarships can be applied.

The degree will be awarded upon successful completion of the program requirements or after all requirements have been met by a combination of course completion and credit transfer based on an assessment of the student's prior learning experience. Upon completion of the requirements in each self-paced competency course, Rasmussen College will evaluate the student's documentation for transfer credit acceptance toward the degree in which the student is enrolled under our existing prior learning/credit transfer policy. Credit by examination (TO) or transfer (TR) credit will be granted, as applicable.

Please note self-paced courses and TO/TR credit are likely not transferrable to other colleges; credit transfer decisions are always at the discretion of the receiving institution.

Questions? Start here.



SUPPORT

Answers, planning and resources for everything *College*.[?]

Support+ connects you with the answers, planning and resources you need to be successful in your college career—no extra trips or web searches needed. As a Rasmussen College student, you have both in-person and virtual access to everything you need, from academics to financial aid.

Student Portal



Your online Student Portal is your gateway to a variety of tools and resources that you can access immediately. Keep tabs on your courses and grade book, message faculty, view your account ledger and financial aid, and more.

Advisor



Your advisor is your personal guide throughout college. They can assist you with course scheduling, financial aid, learning support, and connect you with a variety of our other Support+ resources.

Your **Support+** resources also include:



Online Classroom



Library and Learning Resources



Career Services



Student Account Center



Personal Support Center



Support+ provides you with in-person and on-demand resources that connect you with everything you need to be successful in your college career and beyond.

SCHOOL OF BUSINESS

ACCOUNTING ASSOCIATE'S DEGREE

LEARNING OPTION: FLEX CHOICE

Associate of Science Degree in Florida; Associate of Applied Science Degree in Illinois, Kansas, Minnesota, North Dakota, and Wisconsin

CAREER OPPORTUNITIES:

- Accounting Clerk
- Auditing Clerk
- Bookkeeper
- Bank Teller
- Account Management Trainee

OBJECTIVE:

Graduates of this degree program learn to manage accounts receivable and accounts payable. They learn to prepare tax returns and financial statements, and use computer applications proficiently. They know financial and managerial accounting concepts as related to the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and diversity awareness skills and their significance in academic and workplace situations.

ENTRANCE REQUIREMENTS

Applicants must achieve a score on the College Entrance Placement Exam acceptable for admission into the College at a level that does not require developmental coursework. Alternatively, the applicant may be exempt from all or portions of the College Entrance Placement Exam per the terms of the College Acceptance or Rejection of Application for Admission Entrance Placement Exam.

Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in a six-week online format. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

LOWER DIVISION		
English Composition (Required course)		4
ENC 1101 English Composition		
Communication (*Required, select 1 additional course)		8
*COM 1388 Communicating In your Profession		
Humanities (Select 2 courses)		8
Math/Natural Sciences Select 2 courses, Algebra recommended)		8
Social Sciences (Select 2 courses)**		8

MAJOR AND CORE COURSES

ACG 1022 Financial Accounting I		4
ACG 1033 Financial Accounting II		4
ACG 2062C Computer Focused Principles		3
ACG 2680 Financial Investigation		4
ACG 2930 Accounting Capstone		2
APA 1500 Payroll Accounting		4
BUL 2241 Business Law		4
CGS 1240 Computer Applications and Business Systems Concepts +		3
CTS 2511 Excel		3
E242 Career Development +		2
FIN 1202 Financial Markets and Institutions		4
GEB 1011 Introduction to Business		4
MAN 2021 Principles of Management		4
MAN 2062 Business Ethics		4
MAR 2011 Principles of Marketing		4
TAX 2002 Income Tax		4

Total Associate's Degree Credits	36
Total General Education Credits	57
Major and Core Credits	93

TOTAL DEGREE CREDITS 93

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

This program has not been approved by any state professional licensing body, and this program is not intended to lead to any state issued professional license. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E320 Junior Seminar during the quarter in which they finish the associate's degree requirements to graduate from an associate's degree program.

** Students must complete their Social Sciences requirements in one of the following combinations: (1) Principles of Economics and Introduction to Sociology; (2) Principles of Economics and one Flex Choice option lower division Social Science General Education competency course; or (3) both Macroeconomics and Microeconomics Flex Choice option lower division Social Science competency courses.



SCHOOL OF BUSINESS
MISSION STATEMENT

The Rasmussen College School of Business prepares students to be confident, results-oriented business leaders who are active contributors in their chosen fields and diverse communities. Our programs focus on building a strong business foundation while helping students acquire the skills employers demand, including critical thinking, communication, teamwork, and digital fluency, as they relate to various business settings. We measure our success through the academic performance, commitment to lifelong learning, and ethical and professional contributions of our graduates.

BUSINESS MANAGEMENT ASSOCIATE'S DEGREE

LEARNING OPTION: FLEX CHOICE

Associate of Science Degree in Florida; Associate of Applied Science Degree in Illinois, Kansas, Minnesota, North Dakota, and Wisconsin

CAREER OPPORTUNITIES:

- Customer Service Representative
- Administrative Assistant
- Call Center Representative
- Sales Representative

OBJECTIVE:

Graduates of this degree program know major concepts in accounting, business, business ethics, business law, and finance. They can demonstrate management skills including planning and decision making, organizing, controlling, and leading employees. They can interpret basic financial data and perform basic accounting skills. They can use computer applications for the business environment. Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

ENTRANCE REQUIREMENTS

Applicants must achieve a score on the College Entrance Placement Exam acceptable for admission into the College at a level that does not require developmental coursework. Alternatively, the applicant may be exempt from all or portions of the College Entrance Placement Exam per the terms of the College Acceptance or Rejection of Application for Admission Entrance Placement Exam.

Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in a six-week online format. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES⁺

LOWER DIVISION	
English Composition (Required course)	4
ENC 1101 English Composition	
Communication (*Required, select 1 additional course)	8
*COM 1388 Communicating In Your Profession	
Humanities (*Required, select 2 additional courses)	12
*PHI 1520 Ethics Around the Globe	
Math/Natural Sciences (Select 2 courses, one must be a Math course, Algebra recommended)	8
Social Sciences (Select 2 courses)**	8
MAJOR AND CORE COURSES	
ACG 2062C Computer Focused Principles	3
ACG 2209 Principles of Financial Accounting for Managers	4
BUL 2241 Business Law	4
CGS 1240 Computer Applications and Business Systems Concepts +	3
E242 Career Development +	2
FIN 1000 Principles of Finance	4
GEB 1011 Introduction to Business	4
GEB 2888 Introduction to Business Analysis and Intelligence	4
GEB 2930 Business Capstone	2
MAN 1300 Introduction to Human Resource Management	4
MAN 2021 Principles of Management	4
MAN 2793 Introduction to Functional and Project Management	4
MAR 2011 Principles of Marketing	4
MNA 1161 Customer Service +	4
Total Associate's Degree Credits	40
Total General Education Credits	50
Major and Core Credits	50
TOTAL DEGREE CREDITS	90

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E320 Junior Seminar during the quarter in which they finish the associate's degree requirements to graduate from an associate's degree program.

** Students must complete their Social Sciences requirements in one of the following combinations: (1) Principles of Economics and Introduction to Sociology; (2) Principles of Economics and one Flex Choice option lower division Social Science General Education competency course; or (3) both Macroeconomics and Microeconomics Flex Choice option lower division Social Science competency courses.



SCHOOL OF BUSINESS

BUSINESS MANAGEMENT BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Account Manager
- Assistant Manager
- Executive Administrative Assistant
- General and Operations Manager
- Sales Manager
- Supervisor
- Team Lead

OBJECTIVE:

Graduates of this program know concepts in management, organizational leadership, and business ethics. They understand finance and accounting, and advanced management theories and techniques that can be incorporated in a variety of fields. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; infuse their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate efficiently within a continually changing environment. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

Students enrolled in the Flex Choice option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

UPPER DIVISION

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3357 Accounting for Business Managers	4
BUL 4060 Business Law and Ethical Behavior	3
GEB 3124 Business Research and Analysis	4
GEB 3422 Business Project Management	4
GEB 4220 Managing a Diverse Workforce	4
GEB 4410 Advanced Principles of Marketing	4
ISM 3015 Management of Information Systems	4
MAN 3175 Applied Management Principles	4
MAN 3504 Operations Management	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4240 Organizational Behavior Analysis	4
MAN 4441 Negotiation and Conflict Management	4
MAN 4602 International Business	4
MAN 4720 Strategic Management	4
MAN 4900 Management Capstone	3
RMI 4020 Risk Management	4

Total Bachelor's Degree Credits	
Total Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

Total credits above assume students enter in with a conferred associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.



BUSINESS SYSTEMS ANALYSIS CERTIFICATE

LEARNING OPTION: ACCELERATED

OBJECTIVE:

Graduates of this program understand fundamental concepts in business process analysis, business software applications, and computer information systems and networks. They know concepts in project management, business intelligence reporting, and how to manage, store, and analyze business data. Students will be able to use computer applications for the business environment. Graduates value critical thinking and lifelong learning.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education.

CERTIFICATE COURSES

IDC 3152	Enterprise Resource Reporting	4
IDC 3309	Data Warehousing	3
IDC 3688	Advanced Relational Databases for Business Applications I	4
IDC 4088	Business Process Reengineering	4
IDC 4111	Advanced Relational Databases for Business Applications II	4
IDC 4291	Advanced Business Process Management	4
IDC 4733	Database Security Management	4
ISM 3005	MIS Techniques	3
ISM 3015	Management of Information Systems	4
ISM 3314	Information Technology Project Management	4
TOTAL CERTIFICATE CREDITS		38

SCHOOL OF BUSINESS

MISSION STATEMENT

The Rasmussen College School of Business prepares students to be confident, results-oriented business leaders who are active contributors in their chosen fields and diverse communities. Our programs focus on building a strong business foundation while helping students acquire the skills employers demand, including critical thinking, communication, teamwork, and digital fluency, as they relate to various business settings. We measure our success through the academic performance, commitment to lifelong learning, and ethical and professional contributions of our graduates.

STUDENT INVESTMENT DISCLOSURE:

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.

SCHOOL OF BUSINESS

BUSINESS SYSTEMS ANALYSIS BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Business Systems Analyst
- Business Analyst
- Management Analyst

OBJECTIVE:

Graduates of this program know concepts in network administration and management, database analytics, business intelligence, enterprise business software applications, project management, and business management. They understand computer hardware and software and how to implement software applications in organizations of all sizes, manage and utilize databases in a business environment, and effectively work with cross-functional teams. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES⁺

UPPER DIVISION	
Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION	
GEB 3110 Research and Report Writing	4
IDC 3152 Enterprise Resource Reporting	4
IDC 3309 Data Warehousing	3
IDC 3688 Advanced Relational Databases for Business Applications I	4
IDC 4088 Business Process Reengineering	4
IDC 4111 Advanced Relational Databases for Business Applications II	4
IDC 4291 Advanced Business Process Management	4
IDC 4375 Database Analytics and Administration	3
IDC 4572 Systems Analysis and Design	3
IDC 4637 Business Systems Analysis Capstone	3
IDC 4733 Database Security Management	4
ISM 3005 MIS Techniques	3
ISM 3015 Management of Information Systems	4
ISM 3314 Information Technology Project Management	4
MAN 3504 Operations Management	4
MAN 4240 Organizational Behavior Analysis	4
MAN 4720 Strategic Management	4

Total Bachelor's Degree Credits	
Total Lower Division Credits	91
Upper Division General Education Credits	28
Upper Division Major and Core Credits	63
TOTAL DEGREE CREDITS	182

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

Total credits above assume students enter in with a conferred associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

CAREER-FOCUSED CURRICULUM

Our Business System Analysis Bachelor's Degree curriculum is based on four pillars:

- 1) Business process analyst processes
- 2) Business systems analyst processes
- 3) Working with cross-functional teams
- 4) Business management acumen that prepares you for BSA and BPA

SCHOOL OF BUSINESS MISSION STATEMENT

The Rasmussen College School of Business prepares students to be confident, results-oriented business leaders who are active contributors in their chosen fields and diverse communities. Our programs focus on building a strong business foundation while helping students acquire the skills employers demand, including critical thinking, communication, teamwork, and digital fluency, as they relate to various business settings. We measure our success through the academic performance, commitment to lifelong learning, and ethical and professional contributions of our graduates.

FINANCE BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Financial Analyst
- Financial Manager
- Budget Analyst

OBJECTIVE:

Graduates of this degree program learn to interpret and analyze basic financial statements in order to perform financial analysis and determine asset values based on risk adjusted returns. Students will be able to perform calculations and apply time value of money to a capital budgeting situation and net working capital management strategies. Students will be able to incorporate basic mathematical and statistical tools for financial modeling and as well as interpret and analyze the results. Through effective communication, students will be able to explain basic portfolio composition according to the security market line and identify global influences on financial markets. Students will be able to apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively within a continually changing environment. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher. In addition, students entering the Finance Bachelor's program must provide evidence of having successfully completed with a grade of C or higher in both Principles of Financial Accounting for Managers and Principles of Finance or course equivalents. Any student who is not transferring successfully completed Principles of Financial Accounting for Managers and Principles of Finance or course equivalents will be required to successfully complete the required coursework within a regularly scheduled term at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree Program.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

UPPER DIVISION	
Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION	
ACG 3080 Managerial Accounting Theory and Practice	4
BUL 3266 Business Law and Finance	4
ECO 4223 Money and Banking	4
FIN 3122 Intermediate Financial Management	4
FIN 3247 Investments and Security Markets	4
FIN 3396 International Finance	4
FIN 3434 Applications in Corporate Finance	4
FIN 4019 Financial Modeling	4
FIN 4372 Investment Portfolio Management	4
FIN 4955 Finance Capstone II	3
GE3 2020 Advanced Principles of Financial Management	4
ISM 3015 Management of Information Systems	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4720 Strategic Management	4
TAX 3257 Partnership and Corporate Taxation	4

Total Bachelor's Degree Credits	
Total Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	59
Unrestricted Elective Credits	4
TOTAL DEGREE CREDITS	181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

Total credits above assume students enter in with a conferred associate's degree, which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

CAREER-FOCUSED CURRICULUM

By teaching you how to develop successful financial strategies that support a company's success and how to optimize organizational profitability, our Finance Bachelor's Degree prepares you to advance your career as a financial professional.

SCHOOL OF BUSINESS

HEALTHCARE MANAGEMENT BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Healthcare Manager
- Healthcare Administrator
- Hospital Director of Admitting
- Clinic Manager
- Assistant Administrator
- Nursing Home Administrator

OBJECTIVE:

Rasmussen College's Healthcare Management Bachelor of Science program encompasses an interactive and rich learning environment which integrates collaborative experience, experiential learning through the capstone/internship option, scenario-based simulations, and hands-on learning. This program prepares graduates for a career as a health services manager. Graduates will be skilled in quality assurance, healthcare regulations and policies, program planning and project management, population management, analytics and decision-making, and leadership within diverse healthcare settings. This program is differentiated from others in that it emphasizes authentic assessment of critical skills within healthcare management. It brings together professionals who have clinical and/or non-clinical experiences.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES⁺

UPPER DIVISION

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 3422 Business Project Management	4
GEB 4220 Managing a Diverse Workforce	4
HSA 3109 Foundations of Managed Care	4
HSA 3110 Introduction to Healthcare Administration	4
HSA 3170 Financial Management of Healthcare Organizations	4
HSA 3215 Healthcare Marketing	3
HSA 3383 Quality Improvement in Healthcare	4
HSA 3422 Regulation and Compliance in Healthcare	4
HSA 4110 Healthcare Operations Management	4
HSA 4124 International Healthcare	4
HSA 4150 Healthcare Planning and Policy Management	4
HSA 4191 Healthcare Information Systems	4
HSA 4210 Advanced Healthcare Law and Ethics	4
MAN 4701 Leading Change	4
RMI 4020 Risk Management	4

Choose either Track I or Track II

Track I¹

HSA 4940 Healthcare Management Internship	3
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Track II

HSA 4922 Healthcare Management Capstone	3
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Total Bachelor's Degree Credits

Transferred Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

¹ Track I includes an internship, which is not available to students in all states. Please speak to a Program Manager for more details.

In addition to the courses listed, at designated points in their programs of study students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

Total credits above assume students enter in with a conferred associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

In addition to meeting all other requirements, applicants to this program must successfully complete and pass a criminal background check.

SCHOOL OF BUSINESS

MISSION STATEMENT

The Rasmussen College School of Business prepares students to be confident, results-oriented business leaders who are active contributors in their chosen fields and diverse communities. Our programs focus on building a strong business foundation while helping students acquire the skills employers demand, including critical thinking, communication, teamwork, and digital fluency, as they relate to various business settings. We measure our success through the academic performance, commitment to lifelong learning, and ethical and professional contributions of our graduates.

HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP

BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Human Resources Manager
- Compensation and Benefits Manager
- Training and Development Manager
- Personnel Recruiter

OBJECTIVE:

Graduates of this program know concepts in organizational leadership, human resources, marketing, and business ethics. They understand the theoretical framework of leadership, human resource management principles and how to apply the concepts in the workplace. They have a knowledge base of the following: employment law, ethics and decision making, risk management, recruitment and selection of employees, diversity, international human resources, change management, compensation and benefits, employee development, and performance management. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing global environment. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred Associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

CAREER-FOCUSED CURRICULUM

Our contemporary curriculum includes both human resources and organizational leadership skill development that fully align with the Society for Human Resource Management guidebook and templates, so you can apply best practices to your career and become a stronger leader within your organization.

GENERAL EDUCATION COURSES⁺

UPPER DIVISION

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (Select 2 courses)	8
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION

GEB 3110	Research and Report Writing	4
GEB 4220	Managing a Diverse Workforce	4
GEB 4505	Organizational Development	4
INS 3677	International Leadership and Human Resource Management	4
MAN 3322	Human Resources Information Systems	4
MAN 3429	Modern Human Resource Management	4
MAN 3668	Strategic Human Resource Management	4
MAN 4055	Workforce Performance and Talent Management	4
MAN 4128	Workforce and Labor Relations Management	4
MAN 4143	Contemporary Leadership Challenges	4
MAN 4240	Organizational Behavior Analysis	4
MAN 4320	Human Resource Recruitment and Selection	4
MAN 4330	Compensation Administration	4
MAN 4679	Performance-Based Training and Instructional Design	4
MAN 4701	Leading Change	4
MAN 4845	Leadership and Teams	4
MAN 4926	Human Resource Management Capstone	2

Total Bachelor's Degree Credits

Upper Division General Education Credits	24
Upper Division Major and Core Credits	66
Total Upper Division Credits	90

TOTAL DEGREE CREDITS

181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

⁺Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the Bachelor's degree requirements to graduate from a Bachelor's degree program.

Total credits above assume students enter in with a conferred Associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

SCHOOL OF BUSINESS

MARKETING BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Marketing Manager
- Advertising Manager
- Market Research Analyst
- Sales Manager

OBJECTIVE:

Graduates of this program can apply concepts in marketing and business management in specialized areas like internet marketing, mobile marketing and public relations. Students will be able to demonstrate the ability to perform market research for effective advertising and corporate communications, all while upholding the highest standard of business ethics. Students understand how to create and execute marketing strategies and plans that integrate internet marketing and traditional marketing techniques. Students will evaluate the role of sales in an organization and its relationship to marketing. Students will be able to apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

UPPER DIVISION	
Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION	
GEB 3110 Research and Report Writing	4
GEB 3275 Consumer Behavior	4
GEB 4220 Managing a Diverse Workforce	4
GEB 4230 Website Development for Business	4
GEB 4410 Advanced Principles of Marketing	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4240 Organizational Behavior Analysis	4
MAN 4602 International Business	4
MAN 4720 Strategic Management	4
MAR 3295 Internet Marketing, Public Relations, and Social Media	4
MAR 3592 Strategic Sales and Sales Management	4
MAR 3817 Search Engine Optimization and Marketing Strategies	4
MAR 4239 Marketing and Product Management	4
MAR 4355 Web Analytics	4
MAR 4582 Internet Law	4
MAR 4806 Marketing Capstone	2

Total Bachelor's Degree Credits	
Total Lower Division Credits	91
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62
TOTAL DEGREE CREDITS	181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

Total credits above assume students enter in with a conferred associate's degree, which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

CAREER-FOCUSED CURRICULUM

Bringing together traditional and online marketing strategies with trusted sales management techniques, our Marketing Bachelor's Degree prepares you for a career in today's ever-changing business environment.

STUDENT INVESTMENT DISCLOSURE:

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.

SUPPLY CHAIN AND LOGISTICS MANAGEMENT BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

SCHOOL OF
BUSINESS

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Logistician
- Logistics Manager
- Logistics Analyst
- Logistics Engineer
- Supply Chain Analyst
- Supply Chain Manager
- Operations Manager

OBJECTIVE:

Graduates of the Rasmussen College Supply Chain and Logistics Management program will learn in-demand skills and strategies in the areas of global logistics, operations, materials management, supply chain, and decision-making. Graduates will be prepared to lead the flow of goods with skills and methodologies valued by employers, including management of systems, process improvement, sustainability, and advanced technologies. Graduates will support their future employers through leadership, cross-functional collaboration, research, problem resolution, and forecasting. Faculty in the Supply Chain and Logistics Management program will provide an experiential learning environment which advances theory to practical application ensuring graduates are career-ready and prepared for a modern global economy.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES⁺

UPPER DIVISION	
Communication (Select 1 course)	4
Humanities (Select 2 Courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (*Required, select 1 additional course)	8
*ECO 3250 Managerial Economics	

MAJOR AND CORE COURSES

UPPER DIVISION	
ACG 3357 Accounting for Business Managers	4
BUL 4060 Business Law and Ethical Behavior	3
GEB 3124 Business Research and Analysis	4
GEB 3388 Winning Customer Service Strategies	4
GEB 3422 Business Project Management	4
ISM 3015 Management of Information Systems	4
MAN 3504 Operations Management	4
MAN 4602 International Business	4
MAN 4701 Leading Change	4
TRA 3086 Principles of Supply Chain	4
TRA 3142 Quality Improvement	4
TRA 4017 Procurement and Supplier Relations	4
TRA 4153 Supply Chain Risk and Compliance	4
TRA 4238 Transportation and Distribution Management	4
TRA 4370 Inventory Management	4

Choose either Track I or Track II

Track I¹	
TRA 4490 Supply Chain and Logistics Management Internship	3
Track II	
TRA 4495 Supply Chain and Logistics Management Capstone	3

Total Bachelor's Degree Credits	
Total Lower Division Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	62
TOTAL DEGREE CREDITS	180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

¹ Track I includes an internship, which is not available to students in all states. Please speak to a Program Manager for more details.

In addition to the courses listed, at designated points in their programs of study students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

Total credits above assume students enter in with a conferred associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

**SCHOOL OF BUSINESS
MISSION STATEMENT**

The Rasmussen College School of Business prepares students to be confident, results-oriented business leaders who are active contributors in their chosen fields and diverse communities. Our programs focus on building a strong business foundation while helping students acquire the skills employers demand, including critical thinking, communication, teamwork, and digital fluency, as they relate to various business settings. We measure our success through the academic performance, commitment to lifelong learning, and ethical and professional contributions of our graduates.

STUDENT INVESTMENT DISCLOSURE:

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.

SCHOOL OF EDUCATION

EARLY CHILDHOOD EDUCATION LEADERSHIP BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Center Director
- Preschool Owner
- Business Owner-Family Child Care
- Preschool Director
- Child Care Administrator
- Assistant Director
- Program Administrator
- Head Start Teacher
- Lead Teacher
- Early Childhood Expert
- Program Manager

OBJECTIVE:

The Early Childhood Education Bachelor's Degree is a non-licensure, online program that builds on the foundations of early childhood education principles while preparing graduates with in-demand leadership skills. Graduates of this program will be prepared to enrich their careers by gaining a deeper knowledge in early childhood development while acquiring the leadership and administration skills necessary to pursue leadership positions in the field of early childhood education. Based on national standards and designed in partnership with industry leaders, graduates will be prepared with the knowledge and skills to pursue a leadership career path in the field of early childhood education and development.

THIS PROGRAM IS NOT INTENDED TO LEAD TO LICENSURE OR CERTIFICATION TO TEACH IN THE PUBLIC SCHOOL SECTOR.

ENTRANCE REQUIREMENTS:

Students entering the AcceleratED Early Childhood Education Leadership Bachelor Degree Completer program must provide evidence of having an approved conferred associate's degree (see below) from an accredited institution as recognized by the U.S. Department of Education, or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

Approved Conferred Degrees:

- | | |
|--|-------------------------------------|
| • Early Childhood Education | • Child Life Specialist/ Assistant |
| • Education Foundations | • Human Services |
| • Early Childhood Development | • Early Childhood Special Education |
| • Elementary Education | • Child Care |
| • Child Development/Child Growth and Development | • Education and Youth Studies |
| • Child and Family Studies | • Para-educator |
| • Early Childhood and Youth Development | • Child Psychology |
| | • Early Care and Education |
| | • Early Childhood Studies |

Prospective students without an associate's degree in the fields listed above will be considered as specified below:

- Student must have a conferred associate's degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred.
- Students may be required to take additional coursework prior to being accepted in the AcceleratED program. The courses a student may be required to complete may include: Foundations of Child Development and Early Childhood Education Curriculum and Instruction. Prior transcripts will be evaluated on a course-by-course basis to determine which pre-qualification coursework is required.
- Students who are not transferring successfully completed Foundations of Child Development and Early Childhood Education Curriculum and Instruction or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree Program.
- Students who are accepted into the program with these additional requirements are considered pre-qualified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the Early Childhood Education Leadership AcceleratED program.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

UPPER DIVISION

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (Select 2 courses)	8
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION

EEC 3000	Early Childhood Education: Understanding Mental Health in the Early Years	4
EEC 3005	Communications and Connections for Early Childhood Professionals	4
EEC 3007	Organizational Management in Early Childhood Education	4
EEC 3010	Effective Teaching Strategies	4
EEC 3011	Empowering Contemporary Families	4
EEC 3015	Observation and Assessment for Effective Curriculum Planning	4
EEC 3020	Positive Behavior Guidance for Young Children	4
EEC 3025	Teaching and Learning Across the Curriculum	4
EEC 3026	Technology and Developmentally Appropriate Practices	4
EEC 4000	Early Childhood Education: Environments and Play Theory	4
EEC 4005	Advanced Principles and Perspectives of Child Development	4
EEC 4010	Early Childhood Language and Literacy Learning	4
EEC 4015	Early Childhood Education: Diversity and Social Justice	4
EEC 4022	Ethics and Leadership in Early Childhood Education	4
EEC 4030	Supporting Exceptional Children and Families	4
EEC 4040	Trends in Early Childhood Education: Current Research and Policies	6

Total Bachelor's Degree Credits	91
Total Lower Division Credits	24
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66
TOTAL DEGREE CREDITS	181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

This program has not been approved by any state professional licensing body, and this program is not intended to lead to any state issued professional license. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

In addition to meeting all other admissions requirements, applicants to this program must successfully complete and pass a criminal background check.

Total credits above assume students enter in with a conferred Associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

HEALTH AND WELLNESS BACHELOR'S DEGREE**LEARNING OPTION: ACCELERATED • FLEX CHOICE****Bachelor of Science Degree****CAREER OPPORTUNITIES:**

- Wellness Coach
- Wellness Program Coordinator
- Program Administrator
- Community Health Program Manager
- Community Health Promoter
- Supervisory Healthcare Administrator
- Health and Social Service Manager
- Mental Health Program Manager

OBJECTIVE:

Graduates of this degree program understand the importance of planning, implementation and evaluation of health and wellness programs in diverse settings. Students acquire critical thinking skills by applying what they have learned and determining the best course of action for the population being served. Skills gained within the program empower students to advocate for and educate patients, families and the community on wellness topics through application-based learning.

ENTRANCE REQUIREMENTS:

Students entering the AcceleratED Health and Wellness Bachelor Completer program must provide evidence of a conferred associate's degree from an accredited institution as recognized by the Department of Education. In addition, students entering the Health and Wellness Bachelor's program must provide evidence of having successfully completed with a grade of C or higher, Medical Terminology, Structure and Function, and Pathophysiology. Any student who is not transferring successfully completed Medical Terminology, Structure and Function, and Pathophysiology, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled term at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree Program. Students transferring into an AcceleratED program who are required to complete additional non-AcceleratED coursework in order to begin the AcceleratED program (pre-qualified students) will have their posted credits adjusted to reflect the additional coursework required.

Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES⁺**UPPER DIVISION**

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES**UPPER DIVISION**

GEB 3124 Business Research and Analysis	4
GEB 4220 Managing a Diverse Workforce	4
HSA 3110 Introduction to Healthcare Administration	4
HSA 3383 Quality Improvement in Healthcare	4
HSA 4210 Advanced Healthcare Law and Ethics	4
HSC 3010 Contemporary Health and Wellness	4
HSC 3145 Therapeutic Communication and Patient Services	4
HSC 3258 Multidisciplinary Medical Practices	4
HSC 3371 Health Education & Training	4
HSC 3485 Healthcare Advocacy	4
HSC 4009 Healthcare and Aging	4
HSC 4125 Behavioral Health	4
HSC 4290 Health and Wellness Capstone	3
HSC 4500 Epidemiology	4
MAN 4143 Contemporary Leadership Challenges	4
PHC 4305 Practices and Policies in Public Health	4

Total Bachelor's Degree Credits	
Transferred Associate's Degree Credits	90
Upper Division General Education Credits	28
Upper Division Major and Core Credits	63

TOTAL DEGREE CREDITS 181**SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.****+Flex Choice self-paced competency course option(s) available, see page 22 for details.**

This program has not been approved by any state professional licensing body, and this program is not intended to lead to any state issued professional license. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

In addition to the courses listed, at designated points in their programs of study students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

In addition to meeting all other requirements, applicants to this program must successfully complete and pass a criminal background check.

Total credits assume students enter in with a conferred associate's degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

SCHOOL OF JUSTICE STUDIES

CRIMINAL JUSTICE LEADERSHIP AND MANAGEMENT BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Detective Investigator
- Probation/Parole Officer
- Crime Victims Advocate
- Juvenile Justice Specialist
- Homeland Security Supervisor
- Security Manager
- Corporate Security Supervisor
- Police Officer

OBJECTIVE:

Graduates of this program know the theory and practice of criminal justice law, procedures, research methods, and leadership. They understand concepts of criminal behavior, crime prevention, and diversity in the justice system. Graduates can apply, analyze, synthesize, and evaluate facts and theories pertaining to criminal justice; locate, evaluate, and integrate appropriate primary and secondary sources; effectively communicate ideas through speaking and writing; recognize and address complex ethical situations; and operate effectively within a continually changing environment. Graduates value communication, critical thinking and problem solving, scientific and information literacy, financial literacy, diversity awareness, and knowledge creation skills and the need to incorporate them in meaningful ways.

ENTRANCE REQUIREMENTS:

Students entering the AcceleratED Criminal Justice Leadership and Management Bachelor's Degree program must provide evidence of having a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

Acceptable Programs:

- Criminal Justice
- Law Enforcement
- Justice Administration
- Justice Management
- Corrections
- Public Safety
- Emergency Management
- Law Enforcement Academic Certificate and Law Enforcement Skills Certificate plus conferred associate's degree in any program

Prospective students without an associate's degree in the fields listed above may be considered as specified below:

- Student must have a conferred associate's degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.
- Students may be required to take additional coursework prior to being accepted in the AcceleratED program. The courses a student may be required to complete may include: Introduction to Criminal Justice and Introduction to Criminal Law or Applied Criminal Procedures. Prior transcripts will be evaluated on a course by course basis to determine which prequalification coursework is required.
- Students who are not transferring successfully completed Introduction to Criminal Justice, Introduction to Criminal Law or Applied Criminal Procedures will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree program.
- Students who are accepted into the program with these additional requirements are considered prequalified until all of the coursework listed above has been completed. Once the program prequalification requirements are met, the student will be accepted into the Criminal Justice Leadership and Management Bachelor's Degree program.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

UPPER DIVISION	
Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (*Required, select 1 additional course)	8
*STA 3140 Advanced Statistics and Analytics	
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION	
CCJ 3164 Criminal Behavior: Profiling Violent Offenders	4
CCJ 3667 Victims in Criminal Justice	4
CCJ 3678 Cultural Diversity and Justice	4
CCJ 3700 Research Methods in Criminal Justice	4
CCJ 4015 Values-Based Leadership in Criminal Justice	4
CCJ 4279 Criminal Justice Senior Thesis	4
CCJ 4450 Criminal Justice Leadership and Management	4
CCJ 4528 Fundamentals of CJ Supervision: What CJ Leaders Need to Know	4
CCJ 4542 Criminal Justice Seminar	5
CCJ 4931 Critical Issues in Criminal Justice	4
CJE 4444 Crime Prevention	4
CJL 3297 Constitutional Law	4
MAN 4143 Contemporary Leadership Challenges	4
MAN 4240 Organizational Behavior Analysis	4
MMC 3209 Realities of Crime and Justice	4

Total Bachelor's Degree Credits	91
Total Lower Division Credits	28
Upper Division General Education Credits	28
Upper Division Major and Core Credits	61
TOTAL DEGREE CREDITS	180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

This program has not been approved by any state professional licensing body, and this program is not intended to lead to any state issued professional license. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

In addition to meeting all other admissions requirements, applicants to this program must successfully complete and pass a criminal background check.

Total credits above assume students enter in with a conferred associate's degree which grants them a transfer block of lower division general education and lower division major and core courses.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/student-investment-disclosure.

HUMAN SERVICES BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Child & Youth Services Worker
- Mental Health & Substance Abuse Worker
- Adult Services Worker
- Social Services & Case Manager
- Residential Services Worker
- Community Services & Outreach Manager
- Family Support Worker
- Human Services Administrator

OBJECTIVE:

The Human Services Bachelor's Degree is a non-licensure, online program that prepares students for the helping professions to serve diverse populations and contribute to local and global communities. Designed with input from industry experts, the program is designed to meet the needs of today's Human Services professionals by providing experiential learning opportunities to immerse students in the multidisciplinary field of human services. By the end of the program, students will be able to: adapt theoretical approaches for intervention and treatment to address client needs; serve as ethical and professional leaders in the human services profession; affect change to meet the needs of diverse populations from a local to global level; empower individuals to develop the skills to improve the quality of their lives and communities; and communicate in a clear, concise, and objective manner across multiple modalities to exemplify quality service.

ENTRANCE REQUIREMENTS:

Students entering the Human Services Bachelor's Degree-completion program must provide evidence of having a conferred associate's degree from an accredited institution recognized by the Department of Education, or students must have successfully completed 90 quarter (60 semester) credits with a grade C or higher. In addition, students entering the Human Services Bachelor's program must provide evidence of having successfully completed with a grade of C or higher, General Psychology, Introduction to Sociology, and English Composition. Any student who is not transferring successfully completed Introduction to Psychology, Introduction to Sociology, and English Composition or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled term at the regular, non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree Program.

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES⁺

UPPER DIVISION

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (Select 2 courses)	8
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION

HUS 3000	Ethics and Professionalism in Human Services	4
HUS 3025	Interpersonal Relations for Helping Professions	4
HUS 3110	Human Development Throughout the Lifespan	4
HUS 3120	Human Sexuality	4
HUS 3130	Theoretical Approaches to Service Delivery	4
HUS 3260	Dynamics of Human Ecosystems	4
HUS 3270	Working with Special Populations	4
HUS 3340	Models and Techniques of Effective Helping	4
HUS 3350	Applied Human Communication	4
HUS 4000	Social Problems and Advocacy	4
HUS 4130	Research Methodology in Human Services	4
HUS 4140	Practical Application of Assessment and Evaluation	4
HUS 4220	Intervention Strategies and Resources	4
HUS 4230	Administration and Management in Human Services	4
HUS 4300	Case Management in Practice	4
HUS 4440	Pathways to Career Success	4

Choose either Track I or Track II

Track I¹

HUS 4460	Internship for Human Services II	3
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Track II

HUS 4450	Human Services Capstone II	3
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Total Bachelor's Degree Credits

Total Lower Division Credits	90
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Upper Division General Education Credits

Upper Division Major and Core Credits	67
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TOTAL DEGREE CREDITS **181**

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

¹ Track I includes an internship, which is not available to students in all states. Please speak to a Program Manager for more details.

This program has not been approved by any state professional licensing body, and this program is not intended to lead to any state issued professional license. For further information on professional licensing requirements, please contact the appropriate board or agency in your state of residence.

In addition to meeting all other requirements, applicants to this program must successfully complete and pass a criminal background check.

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the Bachelor's degree requirements to graduate from a Bachelor's degree program.

SCHOOL OF JUSTICE STUDIES

MISSION STATEMENT

The Rasmussen College School of Justice Studies is committed to delivering high-quality academic programs, professional skills training, and continuing education for professionals. Our programs provide students with both theoretical and applied learning experiences based upon the real-world demands of justice studies careers. Our graduates are job-ready lifelong learners with a true passion for their profession.

STUDENT INVESTMENT DISCLOSURE:

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.

SCHOOL OF TECHNOLOGY

COMPUTER SCIENCE BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

- Software Developer
- Software Application Developer
- Mobile Developer
- Mobile Software Developer
- Mobile Software Engineer
- Cloud Application Engineer

OBJECTIVE:

Graduates of the Computer Science program learn how to design, develop, and deploy information systems that leverage cloud computing, mobile technology, and business analytics. They understand the enterprise architecture that underlies a business and how to apply an application architecture to specific needs within the enterprise framework. Students develop mastery in business concepts, programming languages, distributed database utilization, and end-to-end information security practices. They can analyze and evaluate business problems; design and illustrate technical solutions, code and deploy distributed software applications then test and integrate the information system into day-to-day business operations. Graduates value communication, critical thinking, problem solving, and diversity awareness.

ENTRANCE REQUIREMENTS:

To be considered for admission, students must hold a conferred associate's degree in Computer Science, Programming, Web Programming, Game Programming, Software Application Development, Software Engineering, Computer Engineering, or Engineering from an accredited institution as recognized by the U.S. Department of Education. Alternatively, students must have successfully completed 90 quarter or 60 semester credits of college-level coursework with a grade of C or higher, including the courses: Programming Fundamentals, and Introduction to Business.

Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

COMPUTER REQUIREMENTS:

Students enrolled in the Universal Windows App Development Specialization must own or utilize a Windows® computer with:

- 3.2+ GHz Intel Dual Core i5 or faster CPU (AMD equivalent)
- Windows®8 (OS provided license through Microsoft® DreamSpark™)
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

Students enrolled in the Apple DS App Development Specialization must own or utilize an Apple Mac® computer with:

- 2.6 GHz dual-core Intel Core i5
- OS X Yosemite
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)
- Able to run Microsoft Windows® within a virtual machine environment (e.g. VMware Fusion, Parallels, VirtualBox)

GENERAL EDUCATION COURSES+

UPPER DIVISION

Communication (Select 1 course)	4
Humanities (Select 2 courses)	8
Math/Natural Sciences (Select 2 courses)	8
Social Sciences (Select 2 courses)	8

MAJOR AND CORE COURSES

UPPER DIVISION

CDA 3315C Fundamentals of Enterprise Architecture	4
CDA 3428C Fundamentals of Distributed Application Architecture	4
CIS 3801C Fundamentals of Mobile Web Application Development	4
CIS 3917C Fundamentals of Distributed Database Management	4
CIS 4655C Advanced Mobile Web Application Development	4
CIS 4793C Database Implementation Strategies for Programmers	4
CIS 4836C Web Analytics	4
CIS 4910C Computer Science Capstone	3
CTS 3265C Introduction to Business Intelligence	4
CTS 3302C Fundamentals of Cloud Computing	4
CTS 4557 Emerging Trends in Technology	3
CTS 4623C Advanced Cloud Computing Technologies	4
GEB 3422 Business Project Management	4
MAN 3504 Operations Management	4

SELECT ONE SPECIALIZATION:

Apple iOS App Development Specialization	
COP 3362C Apple iOS Programming I	4
COP 4309C Apple iOS Programming II	4
COP 4683C Apple iOS Cloud Integration	4

Universal Windows App Development Specialization

COP 3488C Universal Windows Applications Programming I	4
COP 4474C Universal Windows Applications Programming II	4
COP 4777C Universal Windows Applications Cloud Integration	4

Total Bachelor's Degree Credits

Total Lower Division Credits	90
Upper Division General Education Credits	24
Upper Division Major and Core Credits	66

TOTAL DEGREE CREDITS **181**

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.

In addition to the courses listed, at designated points in their programs of study students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the Bachelor's degree requirements to graduate from a Bachelor's degree program

SCHOOL OF TECHNOLOGY

MISSION STATEMENT

The Rasmussen College School of Technology prepares students to be confident, results-oriented technology experts as well as savvy business contributors. Our programs provide students with an interactive hands-on educational experience that will develop and enhance their technical and collaborative skills. As employers are key stakeholders, business needs—particularly emerging ones—inform the School of Technology curriculum. Therefore, the programs integrate real-world experience including strategy formation, technical architecture definition, problem solving, and project collaboration. The School's success is measured through academic performance and the ethical and professional contributions of our graduates as they proceed through their careers.

GENERAL EDUCATION COURSE SELECTIONS

GENERAL EDUCATION COURSE SELECTIONS

LOWER DIVISION

English Composition

ENC 1101 English Composition 4

Communication

COM 1002 Introduction to Communication+ 4

COM 1388 Communicating in Your Profession 4

Humanities

HUM 2023 Humanities+ 4

PHI 1520 Ethics Around the Globe 4

PHI 2103 Introduction to Critical Thinking+ 4

Math/Natural Sciences

AST 2002 Introduction to Astronomy+ 4

MAT 1222 Algebra+ 4

STA 1625 Essential Statistics and Analytics+ 4

Social Sciences

ECO 1000 Principles of Economics+ 4

SYG 1000 Introduction to Sociology+ 4

UPPER DIVISION

Communication

MMC 3407 Visual Communication in the Media+ 4

Humanities

AML 4680 Literature of American Minorities+ 4

ART 3477 Art in the World and the Workplace+ 4

PHY 4060 Understanding Ourselves Through 4

Physics+ 4

POT 4001 Political Thought+ 4

Math/Natural Sciences

EVR 3410 Human Uses of the Environment 4

MAT 3172 The Mathematics of Games+ 4

STA 3140 Advanced Statistics and Analytics 4

Social Sciences

AMH 3304 Visions of America Since 1945 4

CPO 4003 Comparative Politics 4

ECO 3250 Managerial Economics 4

PSY 3738 The Psychology of Social Media+ 4

SYG 4119 Sociology in a Digital World+ 4

See specific course requirements on program pages.

+ Flex Choice self-paced competency course option(s) available, see Flex Choice Option: Self-Paced Competency Course Selections chart for details.

GENERAL EDUCATION REQUIREMENTS
FOR RASMUSSEN COLLEGE

Bachelor's degree candidates must successfully complete at least twenty-four (24) upper-division general education credits beyond the lower-division credits required in an associate's degree (see program page for specific requirements). Upper-division courses have course numbers in the 3000s and 4000s, and lower-level courses have course numbers in the 1000s and 2000s. Bachelor's degree upper-division general education credits should be distributed across the following categories: Communication, Humanities, Math/Natural Sciences, and Social Sciences.

Associate's degree candidates must successfully complete at least thirty-two (32) credits of general education coursework distributed across the following categories: English Composition, Communication, Humanities, Math/Natural Sciences, and Social Sciences (see program page for specific requirements).

Diploma programs include general education courses as designated by program. Certificate programs may not include general education courses because they are career focused. Developmental Education Courses do not count toward general education requirements (or major and core requirements) in any program.

GENERAL EDUCATION PHILOSOPHY

General Education inspires commitment to lifelong learning by providing learners transferable skills desirable in the workplace, such as communication, critical thinking, information literacy, diversity and teamwork, ethics and professional responsibility, and digital fluency. General Education courses may adhere to a learner's major program, satisfy an intellectual curiosity, or both. General Education allows learners to flourish amid change, better understand their own learning, and assists in applying ideas to the modern world and workplace.

GENERAL EDUCATION
COURSE CATEGORIES

In the areas of English Composition and Communication, students will demonstrate understanding of basic rhetorical strategies including audience, purpose, thesis statements, effective organization, and/or the use of adequate and relevant evidence.

In the area of Humanities, students will demonstrate understanding of different forms of art; the difference between creative and critical thinking; the elements associated with various art forms; and/or the function of creative production and expression in society.

In the area of Math and Natural Sciences, students will demonstrate understanding of the notation and terminology used in mathematics; the effect that such calculations accomplish; the difference between the valid and invalid use of data and statistics; the fundamental scientific processes, theories, facts, concepts, and principles; the difference between facts and opinions; and/or the steps of the scientific method.

In the area of Social Sciences, students will demonstrate understanding of the major concepts, issues, ideas and models in social science; methods of scientific inquiry as they affect social science; methods of qualitative and quantitative research; and/or how social, cultural, and political factors influence social and historical change.

FLEX CHOICE OPTION: SELF-PACED COMPETENCY COURSE SELECTIONS

FLEX CHOICE OPTION
SELF-PACED COMPETENCY COURSE SELECTIONS

See specific Flex Choice options listed on program pages, as denoted by the “+” symbol. Lower Division competency courses on this chart may only be selected in place of Flex Choice option courses within certificate, diploma, or associate’s degree programs. Upper Division competency courses on this chart may only be selected in place of Flex Choice option baccalaureate-level courses (generally identifiable by course numbers in the 3000s and 4000s).

Course Equivalent	Self-Paced Competency Course	Course Description	Transfer (TR) or Test-Out (TO) Credits
LOWER DIVISION – MAJOR CORE			
CGS 1240 Computer Applications and Business Systems Concepts	Computer and Microsoft Productivity	This course teaches students basic to advanced computer concepts and skills, including creating and modifying Word documents, designing databases, spreadsheet creation and analysis, using the Internet and E-Commerce tools, and creating presentations with enhanced features and web tools. Prerequisites: None	3 (TO)
E242 Career Development	Virtual Career Center	This course is designed to study the personal and professional characteristics necessary for obtaining and maintaining suitable employment. The student will assemble a complete job-seeking portfolio including his/her resume and references, letters of application and appreciation, documentation of work and educational history, and demonstration of skills through examples of student work. The course includes an in-depth study of self-marketing approaches, job interviewing techniques and professionalism as well as participation in a mock interview. Prerequisites: None	2 (TO)
MNA 1161 Customer Service	Customer Loyalty and Retention	This course covers the basic concepts of essential communication skills needed in business to interact/work effectively with individuals and/or groups. Special areas of emphasis include solving problems, developing a customer service strategy, coping with challenging customers, increasing customer retention and surveying customer satisfaction. Prerequisites: None	4 (TO)
LOWER DIVISION – GENERAL EDUCATION			
Lower Div. – Communications	Conflict Resolution	The course objective is to gain mastery in the basic concepts of conflict resolution and learn how to apply these concepts in real-world situations and one's own life; explore key theories and skills associated with conflict resolution in a variety of contexts, including organizational, intercultural, family and interpersonal. Prerequisites: None	4 (TR)
Lower Div. – Humanities	Approaches to Studying Religions	The course objective is to demonstrate understanding of the basic concepts integral to the study of religion and apply the concepts in real-world situations; analyze key components of religions as they apply to a range of different belief systems; and examine the role of religion in modern society. Prerequisites: None	4 (TR)
Lower Div. – Humanities	Introduction to Art History	The course objective is to gain mastery of the basic art history elements of the Western world from prehistoric to modern times; explore art exhibits, analyze buildings and architecture, and examine art in everyday life. Prerequisites: None	4 (TR)
Lower Div. – Math/Natural Science (or MAT 1222 Algebra) ¹	Algebra	The course objective is to build mastery around linear, non-linear, and other mathematical functions that include algebraic, graphic, and numeric properties. The student will demonstrate the application of these concepts to real life scenarios. Prerequisites: None	4-5 (TR)
Lower Div. – Math/Natural Science	Human Biology This competency course is not available to students enrolled in any School of Nursing program, or to Illinois students.	The course objective is to introduce topics from the subject of human anatomy and physiology. Pathway topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health. Prerequisites: None	4 (TR)
Lower Div. – Math/Natural Science (or STA 1625 Essential Statistics and Analytics) ¹	Introduction to Statistics	The course objective is to gain mastery of the basic principles of statistics. Students will learn a variety of topics including statistical principles, research methodologies, data analysis, and hypothesis testing. The student will demonstrate the application of these topics in statistics to everyday situations. Prerequisites: None	4 (TR)
Lower Div. – Social Sci. (or PSY 1012 General Psychology) ¹	Introduction to Psychology	The course objective is to familiarize with the basic principles of psychology and the scientific methods. Students study a variety of topics including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology. Students will demonstrate the application of these psychology topics to everyday situations. Prerequisites: None	4 (TR)
Lower Div. – Social Sci. (or SYG 1000 Introduction to Sociology) ¹	Introduction to Sociology	The course objective is to gain mastery of the basic principles of sociology. Students will learn a variety of topics including sociological theories, cultural deviance, social interaction, diversity, stratification, as well as education, technology, and health in modern society. Students will demonstrate the application of these topics in sociology to everyday situations. Prerequisites: None	4 (TR)

FLEX CHOICE OPTION: SELF-PACED COMPETENCY COURSE SELECTIONS

Course Equivalent	Self-Paced Competency Course	Course Description	Transfer (TR) or Test-Out (TO) Credits
LOWER DIVISION – GENERAL EDUCATION			
Lower Div. – Social Sci. (or ECO 2013 Macroeconomics) ¹	Macroeconomics	The course objective is to introduce the student to the study of general economic principles such as supply and demand; gross domestic product; inflation; unemployment; fiscal policy; monetary policy interest rates; the exchange rate; and being able to formulate and assess macroeconomic policy suggestions. Prerequisites: None	4 (TR)
Lower Div. – Social Sci. (or ECO 2023 Microeconomics) ¹	Microeconomics	The course objective is to enable the student to explore the behavior of individual consumers and firms in the marketplace; evaluate decisions, both public and private, with an economic lens; and apply conceptual principles of microeconomics in practical ways to everyday life. Prerequisites: None	4 (TR)
UPPER DIVISION – GENERAL EDUCATION			
Upper Div. – Communications (or MMC 3407 Visual Communication in the Media) ¹	Visual Communication in the Media	Students will develop visual literacy skills that allow proper analysis of how and why images are used to convey messages to viewers. This skill will help students identify how common social ideas are visually perpetuated and used in the media. They will also be able to analyze how to effectively and ethically use visuals to target a particular audience. Practice includes active analysis of visual cues and elements and the reasoning behind how to use visual cues and elements that are pleasing to the sensory perceptions of viewers. Students will also assess the use of visuals to persuade viewers. Finally, students will learn ethical principles in the use of visuals to avoid creating propaganda or manipulative imaging, as well as the ethical philosophies that motivate visual communication in the media. Prerequisites: None	4 (TO)
Upper Div. – Humanities (or ART 3477 Art in the World and the Workplace) ¹	Art in the World and the Workplace	The course explores the roles of music, poetry, prose, and visual art in our modern workplace and home lives. Topics include the benefits of art in the home, community, and workplace. These include creativity, focus, happiness, networking opportunities, curiosity, idea generation, reduction of stress, and increase of morale. The course is an historical perspective of the role and application of art, up to and including the 21st century. Prerequisites: None	4 (TO)
Upper Div. – Humanities (or PHY 4060 Understanding Ourselves Through Physics: From Newton to Your Cell Phone) ¹	Understanding Ourselves Through Physics: From Newton to Your Cell Phone	This course tracks how we have understood ourselves and our world—including time, space, gravity, and our gadgets—as understanding of physics has evolved. Topics will include Newton’s “discovery” of gravity, Einstein and relativity, energy particles and waves, the atom and how we use it, Schrödinger’s cat, and modern technologies. Prerequisites: None	4 (TO)
Upper Div. – Math (or MAT 3172 The Mathematics of Games) ¹	The Mathematics of Games	This course serves as an introduction to the mathematics of games. Math topics may include, but are not limited to, probability, combinatorics, and introductory game theory. Techniques and methods are developed through the examination and analysis of classic games and problems. This course also includes the study of applications of probability and game theory in both business and industry. Discussions include the use of utility theory to establish payoffs in real-world settings. Prerequisites: None	4 (TO)
Upper Div. – Social Sci. (or SYG 4119 Sociology in a Digital World) ¹	Sociology in a Digital World	This course examines how society’s structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance. Prerequisites: None	4 (TO)
Upper Div. – Social Sci. (or PSY 3738 The Psychology of Social Media) ¹	The Psychology of Social Media	This course examines psychology impacts when humans engage with peers through online networks for social and professional use. Benefits to be explored include networking, distance team building, access to global perspectives, and social media’s impact on Benedict Anderson’s “Imagined Communities”. Also explored will be the psychology of harmful online behaviors such as cyberbullying and trolling. Prerequisites: None	4 (TO)

COMPETENCY COURSE TRANSFER POLICY

- Credit for successfully completed competency courses at Rasmussen College will appear as a credit by examination (TO) grade on a transcript. Competency course credits awarded through credit by examination (TO) may not be transferable to another institution.
- Credit for successfully completed competency courses that have been approved by the American Council on Education (ACE) will appear as a transfer of credit (TR) on a transcript.
- The decision to accept transfer credits is always at the discretion of the receiving institution.
- Credits earned through competency courses count toward the transfer maximum.
- Credits earned through competency courses will count toward earned credits.

¹ Courses listed as required within a program must be fulfilled via either the faulty-led or specified competency course.

*The American Council on Education’s College Credit Recommendation Service (ACE Credit®) has evaluated and recommended college credit for each of the Sophia Pathways for College Credit online courses which are offered through Rasmussen College in programs with a Flex Choice option.

GENERAL EDUCATION COURSE DESCRIPTIONS

Florida's Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and by participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. This information is at the SCNS website at <http://scns.fldoe.org>.

Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization.

The course prefix and each digit in the course number have a meaning in the SCNS. The listing of prefixes and associated courses is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "statewide course profiles."

Example of Course Identifier

Prefix	Level Code (first digit)	Century Digit (second digit)	Decade Digit (third digit)	Unit Digit (fourth digit)	Lab Code
ENC	1	1	0	1	
English Composition	Lower (Freshman) Level at this institution	Freshman Composition	Freshman Composition Skills	Freshman Composition Skills I	No Laboratory component in this course

General Rule for Course Equivalencies

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course, with a few exceptions, as listed below in Exceptions to the General Rule for Equivalency.

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses "ENC_101" to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, "ENC" means "English Composition," the century digit "1" represents "Freshman Composition," the decade digit "0" represents "Freshman Composition Skills," and the unit digit "1" represents "Freshman Composition Skills I."

In the sciences and certain other areas, a "C" or "L" after the course number is known as a lab indicator. The "C" represents a combined lecture and laboratory course that meets in the same place at the same time. The "L" represents a laboratory course or the laboratory part of a course that has the same prefix and course number but meets at a different time or place.

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers. The student cannot be required to take ENC 2101 again since ENC 1101 is equivalent to ENC 2101. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent. **NOTE:** Credit generated at institutions on the quarter-term system may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 4.0 quarter hours often transfers as 2.67 semester hours.

The Course Prefix

The course prefix is a three-letter designator for a major division of an academic discipline, subject matter area, or subcategory of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

Authority for Acceptance of Equivalent Courses

Section 1007.24(7), Florida Statutes, states:

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

Exceptions to the General Rule for Equivalency

Since the initial implementation of the SCNS, specific disciplines or types of courses have been excepted from the guarantee of transfer for equivalent courses. These include courses that must be evaluated individually or courses in which the student must be evaluated for mastery of skill and technique. The following courses are exceptions to the general rule for course equivalencies and may not transfer. Transferability is at the discretion of the receiving institution.

- Courses not offered by the receiving institution.
- For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
- Courses in the _900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practicums, Study Abroad, Theses, and Dissertations.
- Applied academics for adult education courses.
- Graduate courses.
- Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.
- Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

Courses at Non-Regionally Accredited Institutions

The SCNS makes available on its home page (<http://scns.fldoe.org>) a report entitled "Courses at Nonregionally Accredited Institutions" that contains a comprehensive listing of all nonpublic institution courses in the SCNS inventory, as well as each course's transfer level and transfer effective date. This report is updated monthly.

Questions about the SCNS and appeals regarding course credit transfer decisions should be directed to the Campus Director or to the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399-0400. Special reports and technical information may be requested by calling the SCNS office at (850) 245-0427 or at <http://scns.fldoe.org>.

Rasmussen College Course Numbering System

Those courses offered by the College that are not part of the Florida Statewide Course Numbering System are identified by a unique 6-character code. The various components of this code are as follows:

IMT 151 Introduction to Medical Theories and Techniques

The first three characters of the code are an alphabetic acronym representing the title of the course.

In the example, "IMT" represents "Introduction to Medical Theories and Techniques."

The first digit of the number represents the level at which the course is generally offered.

"1" designates courses generally offered during the student's first year of study.

"2" designates courses generally offered during the student's second year of study.

In the example, the first digit, "1," indicates that this course is generally offered during the first year of the program.

The second digit of the number represents the discipline area of the course.

"1" represents Business courses.

"2" represents Accounting courses.

"3" represents Computer Science courses.

"4" represents Management courses.

"5" represents Medical courses.

"6" (not currently used)

"7" represents General Education courses.

"8" (not currently used)

In the example, "5" indicates that this course is from the Medical discipline.

The final digit of the number represents the point at which the course generally falls within a series or group of courses. It also ensures that each course is unique.

"1" indicates that the course is the first course within a group or series.

"2," "3," etc. indicates additional courses within a series or group of courses, but does not necessarily imply a sequence within the series or group. That is, these courses may or may not require a prerequisite.

In the example, the final digit, "1," indicates that this course is a stand-alone course or is a first course in a series. In either case, no prerequisite is required.

Program Length

A Rasmussen College student enrolled in an AcceleratED program is considered full-time when he or she is taking 12 or more credits per term (six or more credits per six-week AcceleratED session). While a student is considered part-time when the student is taking less than 12 credits per term, a part-time student typically takes an average of 8 credits per term. To calculate program length, the College divides the total program credits by 12 for full-time students and 8 credits for part-time students.

Credit Definition

Credit Hour – The unit by which Rasmussen College measures its coursework. The number of credit hours assigned to a course usually reflects the combination of class, laboratory, and/or internship hours required in the course. Rasmussen College follows the quarter system (sometimes referred to as a "term"); there are two six-week AcceleratED sessions in a term. Rasmussen College awards one credit for each 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of internship, externship, practicum contained in a quarter, or the equivalent in directed study. Students are expected to spend at least two hours in out-of-class preparation and completion of assignments for each hour they spend in class.

Clock Hour – Equal to 50 minutes of instruction.

COURSE DESCRIPTIONS

**ACG 2062C Computer Focused Principles
40 hours, 3 credits**

This course is designed to teach students to accomplish common accounting functions through the use of the computer. Students will learn to maintain accounting records on a computer, input and process information and produce standard accounting reports. This course covers common accounting functions such as maintaining accounts receivable, accounts payable and general ledgers.

Prerequisite: Financial Accounting I

**ACG 2209 Principles of Financial Accounting
for Managers
40 hours, 4 credits**

This course introduces financial accounting concepts as they relate to decision making by business managers. A comprehensive study of the financial statements is the main focus as well as statement analysis, earnings quality, ethical presentation, and internal controls of business functions. Students will also have the opportunity to prepare a master budget with individual budget components for a manufacturer.

Prerequisite: None

**ACG 2680 Financial Investigation
40 hours, 4 credits**

This course will introduce students to the field of fraud examination and how fraud occurs and is detected within financial statements. This course will expand in areas of revenue, inventory, liabilities, assets, and inadequate disclosures related to financial statement investigations and fraud.

Prerequisite: Financial Accounting II

**ACG 2930 Accounting Capstone
20 hours, 2 credits**

This course will be a synthesis of the accounting, business, and general education courses offered in the Accounting Associate's Degree program. A study of emerging issues and timely topics in financial accounting, professional ethics, and transferable skills necessary for the success of an accounting graduate, and accounting careers will be discussed. This course focuses on research, case analysis, and interpersonal communication and class presentations.

Prerequisite: Offered last or second-to-last quarter for associate's degree students
Co-requisite: Sophomore Seminar

**ACG 3080 Managerial Accounting
Theory and Practice
40 hours, 4 credits**

This course provides a survey of the theory and application of managerial accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control.

Prerequisite: Financial Accounting II

**ACG 3357 Accounting for Business Managers
40 hours, 4 credits**

This course provides a review of accounting objectives and their relation to business, as well as a survey of the theory and application of managerial accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control.

Prerequisite: None

**ACG 4133 International Accounting and
Finance,
40 hours, 4 credits**

This course will explore key concepts of international accounting and financial standards and reporting practices in the world economy considering external and internal factors to doing business globally. The course will study a variety of concepts dealing with theory and practice of accounting from a global standpoint. Students will apply skills in analyzing and interpreting accounting reports and financial statements of international corporations and organizations.

Prerequisite: None

**ACG 4931 Accounting Capstone II
40 hours, 4 credits**

This course will be a synthesis of the accounting, business, and general education courses offered in the Accounting BS Degree Program. A study of emerging issues and timely topics in financial accounting, professional ethics, and transferable skills necessary for the success of an accounting graduate, and accounting careers will be discussed. This course focuses on research, case analysis, interpersonal communication and class presentation.

Prerequisite: Intended for student's last quarter

**AMH 3304 Visions of America Since 1945
40 hours, 4 credits**

Since the end of World War II, popular culture has become an especially significant aspect of American history and an important element in many of our lives. Consequently, this course will explore the ways in which popular culture has represented and mediated conflicts and tensions post-World War II. Through this lens, issues of gender and family relationships, as well as class and racial politics, will be discussed. The dual role of television as a reflective and manipulative force in the new suburban family and the role Hollywood films played in the popular culture will be examined.

Prerequisite: None

**AML 4680 Literature of American Minorities
40 hours, 4 credits**

This course introduces students to a variety of texts by American minority authors from the mid-19th century to the present. The central focus of this course will be on literary responses to social marginalization based on race/ethnicity, gender, national origin, sexuality/sexual orientation, ability, and other factors. Students will study the effects of exclusionary and oppressive practices, both historical and present day, on writers' perceptions and literary representations of their times, contexts, and identity. Students will also be introduced to samples of the most common critical-theoretical approaches to the primary texts they will study in this class.

Prerequisite: English Composition

**APA 1500 Payroll Accounting
40 hours, 4 credits**

Focus is on computing and paying of wages and salaries, Social Security taxes and benefits, federal and state employment insurance and taxes, and payroll accounting systems and records.

Prerequisite: Financial Accounting I

**ART 3477 Art in the World and the Workplace
40 hours, 4 credits**

The course explores the roles of music, poetry, prose, and visual art in our modern workplace and home lives. Topics include the benefits of art in the home, community, and workplace. These include creativity, focus, happiness, networking opportunities, curiosity, idea-generation, reduction of stress, and increase of morale. The course is an historical perspective of the role and application of art, up to and including the 21st century.

Prerequisite: None

**AST 2002 Introduction to Astronomy
40 hours, 4 credits**

Examines astronomical phenomena and concepts, including the solar system, stars and galaxies, planetary motions, atoms and radiation, and the origin and evolution of the universe.

Prerequisite: None

**BUL 2241 Business Law
40 hours, 4 credits**

This course presents fundamental principles of law applicable to business transactions. The course relates areas of legal environment of business and sales contracts. Principles of law that apply to government, regulations, commercial paper, property, bailments, agency and business organizations are addressed.

Prerequisite: None

**BUL 3266 Business Law and Finance
40 hours, 4 credits**

In this course, students will learn the fundamentals of law applicable to business transactions, the types of business organizations, property laws, wills, trusts, estate planning, bankruptcy, creditor and debtor relationships, commercial paper, securities regulation, contracts, and other areas of the Uniform Commercial Code and business law. Students will analyze how these concepts and principles impact financial managers and financial analysts.

Prerequisite: None

**BUL 4060 Business Law and Ethical Behavior
30 hours, 3 credits**

This course reviews fundamental principles of law applicable to business transactions, and provides an overview of ethical concerns that arise in the world of business. Students will apply the basic principles of contract law, partnerships, and agency relationships to business activities. Public and private law are addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.

Prerequisite: None

**BUL 4388 Business Law and Ethics
40 hours, 4 credits**

This course reviews fundamental principles of law applicable to business transactions, and provides overview of the current moral and ethical issues that arise in the world of business. Students will examine the law, legal system, and ethics and how they apply to the business world and business transactions. Public and private law are addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.

Prerequisite: None

**CCJ 3164 Criminal Behavior:
Profiling Violent Offenders
40 hours, 4 credits**

This course will examine serial behavior by crime type and criminal profile. Crimes such as stalking, arson, murder, and sexual assault will be examined through case files to enhance investigative methods. Students will analyze psychological profiles and behavior patterns.

Prerequisite: Criminology: Motives for Criminal Deviance

**CCJ 3667 Victims in Criminal Justice
40 hours, 4 credits**

This course explores the importance of the victim in the criminal justice system's process. The victim's role in the criminal justice process, and movements and legislation regarding victims' impact on judicial proceedings are examined. A variety of crimes and types of victims are explored.

Prerequisite: None

**CCJ 3678 Cultural Diversity and Justice
40 hours, 4 credits**

This course will examine the true picture and statistics of minority representation at every point in the criminal justice process, from point of contact with the police to incarceration and the death penalty. The course includes a comprehensive examination of unbiased racial and ethnic theories, and research and practice of behavior and victimization affecting the criminal justice system.

Prerequisite: Ethics Around the Globe

**CCJ 3700 Research Methods in Criminal Justice
40 hours, 4 credits**

This course will explore the basic steps of conducting research. Students will explore the nature of research and the research techniques specific to the criminal justice field. Students will become familiar with research terminology and the ethics involved in various research designs. To complete the course, students will design and simulate their own research project.

Prerequisite: Statistics in Criminal Justice

**CCJ 4015 Values-Based Leadership in
Criminal Justice
40 hours, 4 credits**

This course will address some unique ethical challenges that leaders in criminal justice and related fields may confront. Topics of discussion and evaluation include delegation and abdication of duties; use of power, manipulation, and influence; discretion and responsibility to act; and the role of personal character in service professions.

Prerequisite: Ethics Around the Globe

**CCJ 4279 Criminal Justice Senior Thesis
40 hours, 4 credits**

Students will apply their knowledge of criminal justice issues and social research methodology by completing a research project on an approved thesis proposal. Students will design and carry out a research study, collect and analyze resulting data, and integrate their research and findings into a formal thesis.

Prerequisite: Criminal Justice Seminar; students should be in their last or second-to-last quarter

**CCJ 4450 Criminal Justice
Leadership and Management
40 hours, 4 credits**

This course will familiarize students with common management theory and practice in criminal justice organizations. The application of management techniques to all areas of criminal justice will be explored, along with leadership and administration techniques and issues particular to criminal justice. Organizational philosophy, visioning, planning, and goal development will be examined.

Prerequisite: Ethics Around the Globe

**CCJ 4528 Fundamentals of CJ Supervision:
What CJ Leaders Need to Know
40 hours, 4 credits**

This course will examine important issues for leaders in every area of criminal justice, such as budgeting and funding sources in public service agencies; personnel recruitment, selection, hiring, and promotion; employee motivation, conflict, coaching, and discipline.

Prerequisite: Criminal Justice Leadership and Management

**CCJ 4542 Criminal Justice Seminar
50 hours, 5 credits**

This course provides students with the opportunity to explore an area of criminal justice that is of specific interest for their career or an area of relevant interest in the field. Topics may include any area of justice studies, with the approval of the instructor. Student will conduct a thorough review of their topic and present their work in the form of a final project.

Prerequisites: Statistics in Criminal Justice; Research Methods in Criminal Justice

**CCJ 4931 Critical Issues in Criminal Justice
40 hours, 4 credits**

This course will examine trends, policies, processes, and programs in criminal justice. Careful analysis of criminal-justice successes and failures is the focus of this course. Students will theorize future initiatives in policing, courts, corrections, juvenile justice, and homeland security.

Prerequisite: Contemporary Issues in Criminal Justice Capstone

**CDA 3315C Fundamentals of Enterprise
Architecture
40 hours, 4 credits**

This course is the study of business enterprise analysis, design, planning and implementation. It places focus on working with stakeholders, modeling business data flows and interfaces, determining the information security risk for an organization, and re-engineering business processes. Topics include current software development methodologies, business process modeling, and enterprise information security methodologies. This course will prepare students to work with stakeholders to ensure that information technology is in alignment with the goals of the business.

Prerequisite: None

COURSE DESCRIPTIONS

CDA 3428C Fundamentals of Distributed Application Architecture 40 hours, 4 credits

This course is the study of the design and use of distributed software applications as part of an enterprise architecture in a typical business. It places focus on the software development process, business process analysis, and generating functional requirements for business technology. Topics include software architecture, business process analysis, agile development, and scalability. This course will prepare students for producing a software development project plan, documenting hardware and software requirements to support current and future transaction loads, and modeling end-to-end data flows for a given business process.

Prerequisite: None

CGS 1240 Computer Applications and Business Systems Concepts 40 hours, 3 credits

This course teaches students basic to advanced computer concepts and skills, including creating and modifying Word documents, designing databases, spreadsheet creation and analysis, using the internet and E-Commerce tools, and creating presentations with enhanced features and web tools.

Prerequisite: None

CIS 3801C Fundamentals of Mobile Web Application Development 40 hours, 4 Credits

This course presents the fundamentals of mobile web applications development. It places a focus on implementing well-defined mobile application standards, while designing a mobile application as a business solution to a real business scenario. Topics include mobile application standards, selecting appropriate content adaptation strategies, and following the system's development life cycle to plan, design, test, and deploy a mobile application. This course will prepare students to develop a professional mobile application that meets today's business standards.

Prerequisite: None

CIS 3917C Fundamentals of Distributed Database Management 40 hours, 4 credits

This course is the study of distributed databases and the technical architecture they reside on. It places focus on geographically separated databases where through database replication, end users experience database transparency. Topics include the differences between distributed databases and stand-alone database management systems, scalability, replication, and overall high availability concepts as they relate to distributed databases. This course will prepare students to implement enterprise worthy, geographically separated databases.

Prerequisite: None

CIS 4655C Advanced Mobile Web Application Development 40 hours, 4 credits

This course is the study of advanced mobile application development. It places a detailed focus on building a mobile application user interface, planning and designing database models, and deploying mobile applications to emulators, as well as popular mobile application stores. Topics include designing a professional graphical prototype of the user interface, designing navigation that meets usability requirements, constructing data models and databases, interfacing code to databases, and testing then deploying an application to popular application stores. This course will prepare students to create more advanced mobile applications that interact with cloud-based databases.

Prerequisite: Fundamentals of Mobile Web Application Development

CIS 4793C Database Implementation Strategies for Programmers 40 hours, 4 credits

The focus of this course is to provide programmers the information necessary to interface mobile software applications with cloud-based distributed databases. Topics include a review of database fundamentals, database connectivity, query optimization, and the use of application program interfaces (APIs) as they relate to specific vendor databases. This course will prepare students to extract data from a distributed database and then present the data within a mobile software application.

Prerequisite: None

CIS 4836C Web Analytics 40 hours, 4 credits

This course is the study of contemporary business analytics tools. It places a focus on determining the most appropriate product or technology for building data visualizations and dashboards. Topics include identifying analytical tools, highlighting various input and output data formats, identifying different types of data visualizations, and constructing business-oriented dashboards. This course will prepare students to be able to create data visualizations and dashboards based on provided business requirements.

Prerequisite: None

CIS 4910C Computer Science Capstone 30 hours, 3 credits

This course is the culmination of the diverse skill set previously gained throughout the program. It places focus on project management skills, communication, and critical thinking as they relate to constructing an end-to-end technical solution. This course will incorporate a different project focus each term where students will collaborate in the development of a mobile/cloud application system.

Prerequisite: Student in final term of the bachelor's degree program

CJE 2702 Practical Psychology for Law Enforcement 40 hours, 4 credits

Students will examine how principles of psychology relate to law enforcement work. They will explore fundamental concepts from a policing perspective, focusing on the real-world effects these principles produce on peace officers, their families, and the citizens they serve. Students will apply ideas from psychology to create effective victim- and witness-interviewing strategies, offender behavior-modification approaches, and officer coping methods. They will review the short- and long-term physiological and psychological effects of stress, trauma, and occupational experiences unique to the profession.

Prerequisite: Policing in America

CJE 4444 Crime Prevention 40 hours, 4 credits

This course will explore the goals and types of various crime-prevention strategies. Physical environments and crime, neighborhood crime prevention, the media, and crime displacement will be explored. The course will examine persons and conditions associated with high rates of deviance.

Prerequisites: Introduction to Corrections; Policing in America; Research Methods in Criminal Justice

CJL 3297 Constitutional Law 40 hours, 4 credits

This course challenges students to examine the complexities of the Bill of Rights and the application of those rights to the criminal justice system. The analysis of case studies will allow students to apply criminal law and procedure to fieldwork examination of criminal justice issues.

Prerequisite: Criminal Law and Procedures: Crime and the Courtroom

COM 1002 Introduction to Communication 40 hours, 4 credits

The course will introduce students to basic models and theories of the communication process. Students will learn about a variety of elements involved in communication. They will also explore how factors such as race, ethnicity, age, socioeconomic status, and gender influence communication. Students will focus on developing an awareness of the effects of various types of communication on themselves and others. They will also develop practical skills for improving their ability to communicate in personal, social and professional contexts. Specific topics will include perception, self-concept, verbal and non-verbal communication, effective listening and communicating in culturally diverse settings.

Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

COM 1007 Professional Communication 40 hours, 4 credits

This course teaches communication theory and skills for developing professional documents and oral presentations for audiences in diverse communities and disciplines. To equip students to communicate effectively, this course emphasizes thinking and writing within global contexts, in collaborative situations, and in various electronic environments.

Prerequisite: Passing grade in Reading and Writing Strategies or placement determined by STEP assessment score

COM 1388 Communicating in Your Profession 40 hours, 4 credits

This course teaches communication theory and skills for developing professional documents and oral presentations for audiences in diverse workplace communities and disciplines. To equip students to communicate effectively, this course emphasizes thinking and writing within global contexts, in collaborative situations, and in various electronic environments.

Prerequisite: Passing Grade in B080 Reading & Writing Strategies or college-level English placement.

COM 3255 Coding as Language 40 hours, 4 credits

In this course students will be explore the relationship, including similarities and differences, between human language and programming language. Students will synthesize these languages by exploring shared and unshared characteristics including meaning, logic, and how they are learned. Students will address real-life debates around programming languages and HTML, as well as imagine how programming languages and HTML may act as a global lingua franca, or common language, in the future.

Prerequisite: None

COP 3362C Apple iOS Programming I 40 hours, 4 credits

This course provides students an introduction to the basic features of the Apple Swift programming language as it applies to iOS mobile application development. Students will review the history, features, and advantages of the Swift programming language, utilize the Apple Xcode programming environment, demonstrate a mastery of Swift programming basics, and develop a basic Apple Swift mobile application.

Prerequisites: Enterprise Architecture, Distributed Application Architecture

COP 3488C Universal Windows Applications Programming I 40 hours, 4 credits

This course provides students an introduction to the basic features of the Microsoft C# programming language as it applies to Universal Windows Application mobile application development. Students will review the history, features, and advantages of the C# programming language, utilize the Visual Studio

programming environment, demonstrate a mastery of C# programming basics, and develop a basic Universal Windows Application.

Prerequisites: Enterprise Architecture, Distributed Application Architecture

COP 4309C Apple iOS Programming II 40 hours, 4 credits

This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of Apple user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud.

Prerequisite: Apple iOS Programming I

COP 4474C Universal Windows Applications Programming II 40 hours, 4 credits

This course presents advanced application design and Microsoft C# programming techniques related to Universal Windows Application development. Students will analyze user interface design and the Windows features that support it, demonstrate a mastery of Microsoft user interface tools, construct a C# database application, and develop a basic C# mobile application that accesses Microsoft Azure.

Prerequisite: Universal Windows Applications Programming I

COP 4683C Apple iOS Cloud Integration 40 hours, 4 credits

This course focuses on the development of iOS mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services iOS SDK, and incorporate AWS or Azure functionality into a working iOS mobile application.

Prerequisite: Apple iOS Programming II

COP 4777C Universal Windows Applications Cloud Integration 40 hours, 4 credits

This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application.

Prerequisite: Universal Windows Applications Programming II

CPO 4003 Comparative Politics 40 hours, 4 credits

This course will introduce students to the field of comparative politics by examining classification of political systems according to institutional and developmental characteristics. Causes and costs of political stability and instability will be explored. Comparison will be made between contemporary political institutions and processes in various countries.

Prerequisite: American/US National Government

CTS 2511 Excel 40 hours, 3 credits

This course is designed to investigate the advanced applications and concepts available in Microsoft Office Excel. Students will be introduced to electronic spreadsheet features ranging from the data input and manipulation to charting and PivotTables. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam.

Prerequisite: Computer Applications and Business Systems Concepts

COURSE DESCRIPTIONS

CTS 3265C Introduction to Business Intelligence
40 hours, 4 credits

This course is the study of the skills and techniques for analyzing business performance data to provide support for business planning. It places focus on using query development, reporting, and analytical tools to help guide business decision-making. Topics include statistical analysis, basic database design, and business process modeling. This course will prepare students to utilize information to support decision-making.

Prerequisite: None

CTS 3302C Fundamentals of Cloud Computing
40 hours, 4 credits

This course will introduce students to various technologies and services utilized in cloud computing. The course will focus on practical application of cloud deployment methodologies. Topics include the evolution of cloud computing technology, examination of cloud deployment and cloud service models, and designing a cloud computing strategy to meet specific business needs.

Prerequisite: None

CTS 4557 Emerging Trends in Technology
30 hours, 3 credits

This course is the study of emerging technologies. It places focus on technology impact on business and society in general. Topics include the relationship between emerging technologies and business opportunities, analysis of costs and savings of implementing particular technologies, legal and ethical issues affecting technology, challenges of adapting new technologies, and impacts of technology.

Prerequisite: None

CTS 4623C Advanced Cloud Computing Technologies
40 hours, 4 credits

This course will provide students with an in-depth understanding of computing technologies and services for enterprise level application deployment projects. The course will focus on practical aspects of cloud based application architecture and deployment methodologies, using the Microsoft Azure cloud platform. Topics include application scalability principles, application performance and benchmarking tools, authentication and authorization security issues, cloud deployment platform selection criteria, asset cataloging and management, and other advanced cloud deployment topics.

Prerequisite: Fundamentals of Cloud Computing

E102 Pathway to Patient Care Seminar
0 hours, 0 credits

This seminar course prepares students for completing the TEAS exam and exploring career opportunities in healthcare. Students will learn skills to support effective studying and test-taking in the TEAS areas of math, reading, and science.

Prerequisite: Students must be admitted to the Health Sciences Associate's Degree program.

E242 Career Development
20 hours, 2 credits

The course is designed to study the personal and professional characteristics necessary for obtaining and maintaining suitable employment. The student will assemble a complete job-seeking portfolio including his/her resume and references, letters of application and appreciation, documentation of work and educational history, and demonstration of skills through examples of student work. The course includes an in-depth study of self-marketing approaches, job interviewing techniques and professionalism as well as participation in a mock interview.

Prerequisite: None

E410 Senior Seminar
0 credits

This seminar course challenges students at the end of their program of study to reflect on concepts and skills learned in courses across the curriculum. Summative assessments focus on general education skills that provide the basis for lifelong learning. The course is required for graduation from a bachelor's degree program.

ECO 1000 Principles of Economics
40 hours, 4 credits

This course offers a broad overview of economic theory, history, and development. Philosophies, policies, and terms of market economies will be explored. This course includes microeconomics and macroeconomic concepts.

Prerequisite: None

ECO 4223 Money and Banking
40 hours, 4 credits

This course is an examination of the structure and operations of our monetary systems. In this course topics covered include the fundamentals of money and financial markets, commercial banking and its regulation.

Prerequisite: None

EEC 3000 Early Childhood Education: Understanding Mental Health in the Early Years
40 hours, 4 credits

This course examines the impact of mental health issues on a child's well-being. Students will focus on attachment theory, brain development, and the importance of executive function on lifelong learning. This course will challenge students to explore the effects of economics, family structure, and the environment on a child's emotional and social development. Students will also be able to evaluate social support systems.

Prerequisite: None

EEC 3005 Communications and Connections for Early Childhood Professionals
40 hours, 4 credits

This course examines best practices in formal and informal communication with children, families, and professionals. Students will explore how to build community in diverse settings and for various stakeholders. In this course, students will develop their leadership vision and apply this vision to build healthy, empowering connections with constituents. Students will also analyze effective and ineffective methods of communication within a developmentally and culturally appropriate context.

Prerequisite: None

EEC 3007 Organizational Management in Early Childhood Education
40 hours, 4 credits

This course provides an overview of the operational management of high-quality early childhood programs. The course includes practical application related to policies, procedures, roles, and responsibilities in the context of best practices for children and families. The characteristics of high-quality early childhood professionals will be assessed. Students will examine external factors affecting the operation of programs, including political and societal trends.

Prerequisite: Communications and Connections for Early Childhood Professionals

EEC 3010 Effective Teaching Strategies
40 hours, 4 credits

This course will emphasize general principles of effective teaching including strategies that can be used in a variety of early childhood settings. This course focuses on the significance of designing achievable learning targets based on informed decision making and knowledge of child development. Students will explore essential components of instructional methodology, the impact of educational history, the importance of providing meaningful early learning experiences, and the various teaching roles and approaches relevant to working with young children, birth through age 8.

Prerequisite: None

EEC 3011 Empowering Contemporary Families
40 hours, 4 credits

This course explores various types and structures of families. Students will review the historical transformations of families and discuss contemporary families and communities. Students will also examine the major social issues contemporary families face. This course emphasizes resiliency in strengthening families through effective programming practices.

Prerequisite: None

EEC 3015 Observation and Assessment for Effective Curriculum Planning
40 hours, 4 credits

This course provides a framework for using best practices in observation and assessment in the early childhood classroom. Emphasis will be given to the necessity of high-quality observation and assessment techniques for effective teaching. Students will examine assessment tools as well as learn about documenting children's learning.

Prerequisite: Effective Teaching Strategies

EEC 3020 Positive Behavior Guidance for Young Children
40 hours, 4 credits

This course is an advanced approach to positive behavior guidance and classroom management. Students will investigate and apply strategies to create an environment that fosters pro-social and equitable practices in the classroom. This course emphasizes promoting positive interactions to support children's self-regulation.

Prerequisite: None

EEC 3025 Teaching and Learning Across the Curriculum
40 hours, 4 credits

This course promotes the value of play as a learning process while emphasizing the significance of preparing developmentally appropriate curriculum and instruction across content areas. This course will prepare early childhood educators to design and implement effective learning environments for a variety of age groups. Students will identify, explore, and select appropriate experiences and materials to use when writing integrated curricula and lesson plans.

Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 3026 Technology and Developmentally Appropriate Practices
40 hours, 4 credits

This course will explore technology as a part of the world in which children, families, and early childhood professionals live. Students will learn the fundamentals of developmentally appropriate practice as it relates to the use of technology in the classroom, precautions that need to be taken, and the emergence of technology in everyday living. Students will study the function of technology in the early childhood program's procedures and policies, employ technology to assess and enhance children's growth and development, and critique technology to ensure its use is developmentally appropriate for each age and stage of child development.

Prerequisite: None

EEC 4000 Early Childhood Education: Environments and Play Theory
40 hours, 4 credits

This course will explore how play and the environment promote learning and development in young children. Strategies to enhance indoor and outdoor learning environments will be emphasized. Students will reflect on their practices as they evaluate a wide variety of learning environments and curriculum models. Using knowledge of child development, students will design learning environments that are respectful, supportive, and challenging.

Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 4005 Advanced Principles and Perspectives of Child Development
40 hours, 4 credits

This course is an advanced study in the theory and principles of child development. An evaluation of current educational practices as developmentally appropriate will challenge students to examine their own perspectives on how children learn. Focus will be on the primary years of development through in-depth exploration of gender roles, socialization, and cultural perspectives.

Prerequisite: None

EEC 4010 Early Childhood Language and Literacy Learning
40 hours, 4 credits

This course will emphasize best practices for promoting language and literacy development in young children. This course integrates knowledge of developmentally appropriate practice and literacy development for constructing curriculum. Students will apply knowledge to effectively align assessment and teaching strategies to foster optimum language and literacy development in infant, toddler, preschool, and school-aged learners.

Prerequisite: Early Childhood Education: Environments and Play Theory

EEC 4015 Early Childhood Education: Diversity and Social Justice
40 hours, 4 credits

This course is an advanced examination of diversity and social justice in the United States as it relates to inequality and quality of care for young children. Students will explore aspects of race, ethnicity, gender, abilities, sexual orientation, poverty, socioeconomic, and privilege on the socialization of children. Students will apply anti-bias and multicultural perspectives to better support all children and their families. The knowledge gained in this course will provide students with a framework for understanding the core levels of cultural competencies.

Prerequisite: None

EEC 4022 Ethics and Leadership in Early Childhood Education
40 hours, 4 credits

This course examines the principles of ethics and leadership in early childhood education through self reflection and practice in defending these principles. This course includes the practical application of advocacy for young children and their families. Students will develop leadership skills across various areas including parent communication, care and education, policy, and advocacy. Students will also learn strategies to train and mentor future leaders in the field of early childhood education and will explore the impact of professionalism on children, families and the community.

Prerequisite: Organizational Management in Early Childhood Education

EEC 4030 Supporting Exceptional Children and Families
40 hours, 4 credits

This course is an advanced approach to supporting children with exceptional needs. Emphasis will be given to cultural influences and resources for supporting families. Students will explore the history and contemporary issues of special education legislation as it pertains to the inclusive classroom.

Prerequisite: None

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EEC 4040 Trends in Early Childhood Education: Current Research and Policies 60 hours, 6 credits

This course explores trends in the early childhood education field. Students will examine current research and national and local and legislative policies. Students will also develop skills in critiquing and analyzing research findings effects on early childhood care and education. Students will gain knowledge of current legislative policies and determine their effect on young children, families, and early childhood education.

Prerequisite: Students must be in their last or second-to-last session.

ENC 1101 English Composition 40 hours, 4 credits

This course is designed to guide students in understanding the writing process and developing their ability to write and express ideas in an organized, unified, and coherent manner. Students will produce college-level writing that reflects awareness of rhetorical strategies, writing purpose, student voice, and appropriate grammar, punctuation, and usage skills. Through reading, writing, discussion, research, and collaboration, students will learn practice effective writing and apply course concepts.

Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

EVR 3410 Human Uses of the Environment 40 hours, 4 credits

This course provides an in-depth exploration of the integrated relationship between human life and the surrounding environment, beginning with a study of the fundamental concepts and principles of ecology. Topics that are interwoven throughout the course include principles of ecology as seen in the structure and function of the ecosystem; pollution of air, soil, and water resources; population explosion and the relationship of people, disease, and food production; and environmental controls necessary for survival.

Prerequisite: None

FIN 1000 Principles of Finance 40 hours, 4 credits

This course is a study of financial institutions, investment techniques, and financial management. Students will examine acquisition of funds, cash flow, financial analysis, capital budgeting, working capital requirements, and capital structure.

Prerequisite: Financial Accounting I

FIN 1202 Financial Markets and Institutions 40 hours, 4 credits

This course is the standard introduction to the banking profession, financial markets, and financial institutions. It touches on nearly every aspect of financial services, from the fundamentals of negotiable instruments to contemporary issues and developments within the industry.

Prerequisite: None

FIN 3122 Intermediate Financial Management 40 hours, 4 credits

This course uses financial theories and skills as a foundation to help student learn to make effective financial decisions. Students will assimilate advanced financial topics such as securities analysis and risk management. The course also provides a detailed discussion of mortgages and commercial banks.

Prerequisite: Advanced Principles of Financial Management

FIN 3247 Investments and Security Markets 40 hours, 4 credits

This course will instruct the student on how to assess a corporation in the current markets and identify the factors necessary to value security prices. Students will gain an understanding of strategies and applications that can be used to measure and assess the quality of investments.

Prerequisite: Advanced Principles of Financial Management

FIN 3396 International Finance 40 hours, 4 Credits

This course will focus on the exchange rate, trade, and international finance of the organization. This course instructs the students to be proficient within the international environment.

Prerequisite: Advanced Principles of Financial Management

FIN 3434 Applications in Corporate Finance 40 hours, 4 credits

This course will instruct the student on the evaluation of an institution's financial policy. The topics covered in the course will be the time value of money, financial ration analysis, cash flows, capital budgeting, and international issues.

Prerequisite: Advanced Principles of Financial Management

FIN 4019 Financial Modeling 40 hours, 4 credits

This course provides the theoretical foundation and practical skills and tools to enable students to use financial modeling to make sound business decisions. Key areas of focus are based on options pricing models. These models include the Monte Carlo studies.

Prerequisite: Advanced Principles of Financial Management

FIN 4372 Investment Portfolio Management 40 hours, 4 Credits

This course will focus on the design of common stock portfolios and other investments. The student will incorporate analytical procedures in making sound investments decisions based on quantitative analysis and perform portfolio construction, management, and protection using the Eagle Investment Group portfolio.

Prerequisite: Advanced Principles of Financial Management

FIN 4955 Finance Capstone II 30 hours, 3 credits

This course will combine and apply the finance, business, and general education courses offered in the Finance Bachelor of Science Degree Program. The student will also apply ethics and professional standards to the world of finance.

Prerequisite: Offered last or second-to-last quarter for Bachelor of Science degree Students

GEB 1011 Introduction to Business 40 hours, 4 credits

This course is a study of the characteristics and functions of business in a free enterprise environment and how business impacts the economy in which we live. Characteristics studied may include opportunities, organizations, management, marketing, analysis and any other activities related to general ownership and operation.

Prerequisite: None

GEB 2888 Introduction to Business Analysis and Intelligence 40 hours, 4 credits

This course will differentiate business intelligence and business analytics and how each function is important to the management of business operations. Students will analyze methods of data retrieval, discuss the importance of data mining and ethical business analysis, and explain business data findings and trends when making sound business decisions.

Prerequisite: None

GEB 2930 Business Capstone 20 hours, 2 credits

This course is designed to allow students to integrate the knowledge and skills gained in the Business Management Associate's Degree program. Through case analysis, class discussion, and supervised field experience, students will synthesize and demonstrate their understanding of core business concepts via the completion of a capstone project.

Prerequisite: None for students enrolled in AcceleratED programs

GEB 3020 Advanced Principles of Financial Management 40 hours, 4 credits

This course provides an introduction to advanced concepts and methods of financial management for organizations. Topics include: an analysis of corporate finance, asset pricing, leverage, risk and return, short- and long-term investment decisions, business financial planning, working capital management, capital structure, multinational finance, as well as other topics. This course includes educational resources from Harvard Business Publishing.

Prerequisite: Financial Accounting II

GEB 3110 Research and Report Writing 40 hours, 4 credits

Students will learn research and report writing for academic settings. Topics will include qualitative and quantitative research methodology, literature reviews, information literacy, and academic report writing.

Prerequisite: English Composition or Communicating in Your Profession

GEB 3124 Business Research and Analysis 40 hours, 4 credits

Students will develop research strategy and problem solving skills used for business analysis. They will examine the use of qualitative and quantitative research methodology and develop professional writing skills for presenting research findings. They will experience using various research methods such as surveys, business research proposals, and dashboards. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

GEB 3275 Consumer Behavior 40 hours, 4 credits

Students focus on demographics, lifestyle, social and cultural trends, and the impact on consumer motivations and behavior. Topics for exploration include the consumer decision-making process, family, learning, personality, group dynamics, market adjustment, product innovation and the impacts on the business world. Market research techniques and strategies in conjunction with the analysis of business to business as well as business to consumer sales are included. Students assess the managerial application of consumer behavior including ethics and legal implications.

Prerequisite: None

GEB 3388 Winning Customer Service Strategies 40 hours, 4 credits

Motivating and empowering employees to provide outstanding customer service is critical to an entrepreneur's success. This course teaches students the strategies, techniques, and tools for developing and sustaining long term customer relationships. Cutting-edge customer relationship management tools will be explored, as well as how to create customers who are promoters of your brand.

Prerequisite: None

GEB 3422 Business Project Management 40 hours, 4 credits

This course provides students with the essential elements and foundational standards used to manage projects, programs and portfolios in any organization. Students will develop project scope and scheduling skills as well as assess program bidding and proposal processes. They will evaluate the impact of

scope definition, and explore how to manage teams, expectations and project stakeholders.

Prerequisite: None

GEB 4220 Managing a Diverse Workforce 40 hours, 4 credits

This seminar course examines diversity from a personal, group, organizational, national, and global perspective. Students will explore stereotypes of individuals within organizations, and they will study how these stereotypes affect people within the workplace. Students will also examine issues in conducting business and managing people within a global setting.

Prerequisite: None

GEB 4230 Website Development for Business 40 hours, 4 credits

This course teaches students the business strategies and techniques for website design and development. Key areas include usability studies, information architecture design, and working with information technology professionals to develop the website. This course includes educational resources from Harvard Business Publishing.

Prerequisites: Search Engine Optimization and Marketing Strategies; Web Analytics

GEB 4410 Advanced Principles of Marketing 40 hours, 4 credits

This course examines developing, designing, and implementing marketing programs, processes, and activities. Key areas of focus include capturing market insights, brand building strategies, market segmentation, and delivering and communicating value. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None for students enrolled in AcceleratED programs

GEB 4505 Organizational Development 40 hours, 4 credits

This seminar course builds upon the theories introduced in Organizational Behavior Analysis. In this course, students examine how qualitative approaches, quantitative approaches, and process-based approaches to organizational development through the stories of professionals involved in organizational change. Students will critically examine the design, management, and control of organizational development programs. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

HIM 3810 Human Resource Management in Health Information 40 hours, 4 credits

Students will study human resource principles in the management and supervision of human capital within various healthcare organization settings, including specific evaluation an application of human resources within and relating to the health information management functions. Students will have a broad exposure to approaches, techniques and future trends in the management of personnel in healthcare. The course includes a study employment laws, workforce education and training, performance standards and evaluation, job analysis, labor analytics, benchmarking, trends and market analysis, wage and salary administration, human resource budget analysis, contract management, ergonomic principles and cost benefit analysis of human resource needs.

Prerequisites: None

HIM 3910 Healthcare Statistics and Reporting 40 hours, 4 credits

This course will enable the student to apply commonly utilized healthcare statistical formulas and descriptive and inferential statistics in the analysis of healthcare data. Students will be able to understand the availability of computerized statistical packages and evaluate effective data collection, data interpretation, reporting and presentation techniques for healthcare and patient care related studies, including those related to quality, utilization and risk management. Research design and methods

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such as qualitative, quantitative, evaluative and outcomes will be applied. An understanding of epidemiology and the utilization of vital statistics in the healthcare environment will be examined. Analysis of the national guidelines regarding human subject research will be explored within the context of the Institutional Review Board process at healthcare organizations.

Prerequisites: None

HSA 2264 Administrative Medical Assistant Practices
30 hours, 3 credits

The Administrative Medical Assistant Practices course is designed to educate students on legal and ethical responsibilities, the importance of critical thinking, intrapersonal and communication skills, office policies, maintenance of office equipment, organization, confidentiality, insurance information, government issued policies and acts, documentation as well as functionality and maintenance of paper and electronic medical records. The students will demonstrate competency of basic computer systems, applications, coding, documentation, legal and ethical responsibilities, customer service skills as well as communication skills throughout the course in various structures such as exams, case scenarios or hands on demonstrations.

Prerequisite: Medical Terminology

HSA 3109 Foundations of Managed Care
40 hours, 4 credits

In this course, students will analyze controversial issues surrounding the managed-care delivery system, focusing on theory and the foundational concepts of managed care.

Prerequisite: Introduction to Healthcare Administration

HSA 3110 Introduction to Healthcare Administration
40 hours, 4 credits

This course provides an exploration of the administrative principles and practices within healthcare organizations. Emphasis is placed on organization, structure, and operation of healthcare facilities. Management principles will be applied to case studies of healthcare industry scenarios.

Prerequisite: None

HSA 3170 Financial Management of Healthcare Organizations
40 hours, 4 credits

This course focuses on healthcare finances, assets, cost concepts, capital budgeting, and general principles of accounting applied in the healthcare environment. Students will discuss the development and management of department budgets, and the common sources of healthcare revenues and expenses.

Prerequisites: Introduction to Healthcare Administration; Financial Accounting II

HSA 3215 Healthcare Marketing
30 hours, 3 credits

This course will focus on the role of marketing within a healthcare organization. Marketing has become the centerpiece that brings together quality improvement performances on a national and global scale. Students will explore the purpose of marketing as well as the concepts, tools, and skills used to help organizations reach their intended market share.

Prerequisite: None

HSA 3383 Quality Improvement in Healthcare
40 hours, 4 credits

This course examines methods for assuring quality in healthcare and the statistical applications of measuring outcomes. There will be an emphasis on performance improvement and the relationship between healthcare quality, organizational performance, and the role of governing and accrediting bodies in healthcare organizations. Common methods and trends in quality improvement will be explored.

Prerequisite: None

HSA 3422 Regulation and Compliance in Healthcare
40 hours, 4 credits

This course is an exploration of the many entities that regulate healthcare delivery, from local, state, and federal government to the accreditation agencies of healthcare organizations. Issues and methods for compliance with the many laws and regulations are examined. The course provides an overview of the impact of regulatory agencies on the operation of healthcare facilities. Corporate ethics and responsibilities and the operation of healthcare as a business is explored. This course includes educational resources from Harvard Business Publishing.

Prerequisite: Introduction to Healthcare Administration or Introduction to Health Information Management

HSA 4110 Healthcare Operations Management
40 hours, 4 credits

In this course students examine the operations function of managing people, information technology, materials, facilities in the healthcare industry.

Prerequisites: Principles of Management; Introduction to Healthcare Administration

HSA 4124 International Healthcare
40 hours, 4 credits

In this course, students will compare and contrast foreign healthcare services and systems, focusing on cultural, geographic, environmental, economic and political factors.

Prerequisite: Introduction to Healthcare Administration

HSA 4150 Healthcare Planning and Policy Management
40 hours, 4 credits

This course provides a study of current healthcare-policy issues affecting the U.S. healthcare system and the politics that drive policy and planning of healthcare delivery. The influence of participants outside the healthcare industry and the various levels of government involved in policymaking will be examined. Economic theory, trends, and the future of healthcare will be explored.

Prerequisite: Introduction to Healthcare Administration

HSA 4191 Healthcare Information Systems
40 hours, 4 credits

The Healthcare Information Systems course focuses on how healthcare institutions can use technology and information processes and solutions to assist in the diagnosis of diseases and the documentation of patient records and other data. It also addresses the strategies and techniques healthcare business professionals can use to help increase the quality of healthcare services and the efficiency with which the services are delivered.

Prerequisites: Computer Applications and Business Systems Concepts; Introduction to Healthcare Administration

HSA 4210 Advanced Healthcare Law and Ethics
40 hours, 4 credits

This course examines ethical theories and the principles of bioethics. Students will analyze these theories and principles and apply them to ethical problems in the healthcare field. This course includes educational resources from Harvard Business Publishing.

Prerequisite: Health Information Law and Ethics or Electronic Health Records and Office Procedures

HSA 4922 Healthcare Management Capstone
30 hours, 3 credits

This online course is designed to allow students to integrate the knowledge and skills gained in the Healthcare Management Bachelor's program. Through case analysis, class discussion, and a research project, students will synthesize and demonstrate their understanding of core healthcare-management concepts via completion of a Capstone project approved by the instructor. This course includes educational resources from Harvard Business Publishing.

Prerequisites: Students must be enrolled in the Healthcare Management Bachelor's Degree program and in their last or second-to-last quarter

HSA 4940 Healthcare Management Internship
70 hours, 3 credits

In this course, students will apply the knowledge and skills gained throughout the Healthcare Management Bachelor program. Students will synthesize and demonstrate core healthcare management concepts through both their internship and course work. The course and internship experience will culminate with a final capstone project.

Prerequisite: None

HSC 3010 Contemporary Health and Wellness
40 hours, 4 credits

In this course students will explore the field of contemporary health and wellness, and become familiar with the variety of therapeutic methods offering holistic alternatives for patient care. Students will study the foundations & systems pertaining to health and wellness, preparing the student for health and wellness advocacy.

Prerequisite: None

HSC 3145 Therapeutic Communication and Patient Services
40 hours, 4 credits

This course introduces students to the roles of communication, compassion and decision-making in healthcare. Students will identify and explain the techniques and barriers to effective communication that enhance patient interaction. Students will focus on therapeutic communication, alternative and complementary approaches to healthcare and their roles in supporting patient privacy and dignity.

Prerequisite: None

HSC 3258 Multidisciplinary Medical Practices
40 hours, 4 credits

This course provides an introduction to multidisciplinary medical practice concepts and methods for evaluating coordinated medical services while working with diverse populations. Topics include comparing various medical models, holistic health approaches, improving patient outcomes, analyzing cost savings, advocating patient healthcare, providing patient education and case management skills.

Prerequisite: None

HSC 3371 Health Education and Training
40 hours, 4 credits

This course examines health and wellness education and focuses on opportunities within the healthcare field to support wellness and prevention through patient education. Students will explore evidence based practices, community health and disease management. Emphasis will be placed on examining and applying technologies necessary in delivering patient education to promote public health, preventative health and individual wellness.

Prerequisite: None

HSC 3485 Healthcare Advocacy
40 hours, 4 credits

This course provides the knowledge, skills, and understanding necessary to act as a healthcare advocate for patients, diverse clients and special populations across the life span. Students will evaluate different barriers to healthcare, patient rights, health justice and behaviors related to promoting health and disease prevention. Students will also

identify the role of cultural beliefs in relation to health practices and social services.

Prerequisite: None

HSC 4009 Healthcare and Aging
40 hours, 4 credits

The course is designed to investigate health concerns and aspects of the aging process. Explores concepts related to specific health problems confronting the aging population, examines preventative (primary, secondary and tertiary) health behaviors along with health maintenance strategies. This course will also explore death and the dying process and as well as stress the importance of purposeful living.

Prerequisite: None

HSC 4125 Behavioral Health
40 hours, 4 credits

This course examines behavioral health in the contexts of wellness education and advocacy. Students will explore the relationship between behavioral health and overall wellness, while examining the critical importance of demonstrating advocacy skills to meet the behavioral health needs of patients in today's healthcare systems. Key emphasis will be placed on analyzing applicable models of advocacy and understanding the unique ethical and legal challenges associated with the rapidly evolving shifts in our present behavioral health marketplace.

Prerequisite: None

HSC 4290 Health and Wellness Capstone
30 hours, 3 credits

The Health and Wellness capstone course is designed as a final milestone for students to demonstrate the ability to use interdisciplinary methods to draw together different areas of study focusing on relevant health and wellness concepts and concerns. Students will rely heavily on knowledge and skills learned in previous program courses to demonstrate transferable skills related to critical thinking; digital fluency; information literacy; ethics and professional responsibility; communication and diversity and teamwork.

Prerequisite: None

HSC 4500 Epidemiology
40 hours, 4 credits

This course examines the patterns and causes of disease in populations, how diseases are documented, and how to analyze the data to understand disease causes.

Prerequisite: None

HUM 2023 Humanities
40 hours, 4 credits

This course investigates human creative achievement. It is designed to increase the student's understanding and appreciation of cultural literacy and the pursuit of humanitarian goals. Representative disciplines may include art, music, literature, architecture, drama, and philosophy.

Prerequisite: None

HUS 3000 Ethics and Professionalism in Human Services
4 credits, 40 hours lecture

In this course, students will practice upholding ethical and professional standards within human services. This includes accurately and honestly documenting interactions with clients, adhering to rules of mandated reporting, and protecting clients' confidentiality. Practice also includes creating and maintaining professional boundaries with clients and coworkers. This also includes contributing to a positive and professional working environment within the field.

Prerequisite: None

HUS 3025 Interpersonal Relations for Helping Professions
4 credits, 40 hours lecture

In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and

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evaluation plans to address a community need. They will also practice maintaining the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency. Finally, they will also work on addressing stakeholder needs and maintaining a solid reputation of an agency within their community.

Prerequisite: None

HUS 3110 Human Development Throughout the Lifespan 4 credits, 40 hours lecture

In this course, students will use human development theories to explain how individuals develop and adapt theories to work with individuals one on one and in groups. Practice includes observing individuals and contextualizing their development histories using human development theory and identifying their development needs and gaps. Students will also identify how different variables such as the environment and culture impact a variety of types of development including physical, emotional, and psychosocial human development.

Prerequisite: None

HUS 3120 Human Sexuality 4 credits, 40 hours lecture

In this course, students will develop an awareness of historical, current, and cross-cultural perspectives on human sexuality. They will work through their initial reactions to individuals with different gender identities, sexual orientation, sexual behaviors, and experiences with sexual abuse. They will also acknowledge personal biases that may be barriers to working with others. Finally, they will also practice using effective techniques to address sexuality related needs of clients.

Prerequisite: None

HUS 3130 Theoretical Approaches to Service Delivery 4 credits, 40 hours lecture

In this course, students will explore a variety of theoretical approaches for treatment and intervention service delivery in the human services and use them to address individual client needs. They will practice using approaches for short-term solutions, culturally diverse clients, and behavior change. Students will also practice assessing a human services agency's theoretical approach and creating a plan to prepare themselves to successfully implement the approach in practice.

Prerequisite: None

HUS 3260 Dynamics of Human Ecosystem 4 credits, 40 hours lecture

In this course, students will use an ecological systems perspective to view individuals within the broader context of the different systems they interact such as their family, work, school, community, and society. They will also explain how individuals' historical context affects their current situation. Practice includes interacting with individuals to diagram the systems in which they interact and identifying strengths such as support systems to help enable them to make change in their lives.

Prerequisite: Theoretical Approaches to Service Delivery

HUS 3270 Working with Special Populations 4 credits, 40 hours lecture

In this course, students will assess the attributes and needs of diverse populations served by human services such as elderly, children and family, GLBT, homeless, mentally and physically disabled, and ethnically diverse populations. They will also practice adapting strategies and locating resources to address the needs of those populations. They will also assess their own skills and potential challenges working with different populations to help shape their career path in the field.

Prerequisite: None

HUS 3340 Models and Techniques of Effective Helping 4 credits, 40 hours lecture

In this course, students will develop the day to day skills necessary to work one on one with clients. Practice includes building rapport, guiding conversations, and establishing clear boundaries and expectations for relationships with clients. They will also practice self-care by setting goals, acknowledging personal limitations, organizing their time, and creating a support network. They will also practice managing stress using strategies that work best for them to help prevent burnout in the field.

Prerequisite: None

HUS 3350 Applied Human Communication 4 credits, 40 hours lecture

In this course, students will practice using objective and professional verbal and non-verbal language when interacting with clients. This includes managing personal biases and controlling their emotions. Students will also practice creating informed opinions to become professional representatives in the field of human services. They will also practice using clear, concise, objective language to create goals, intervention plans, and document interactions with clients.

Prerequisite: None

HUS 4000 Social Problems and Advocacy 4 credits, 40 hours lecture

In this course, students will assess social problems from multiple perspectives and advocate for societal change to resolve social problems at a local, national, and global level. Perspectives include systems, historical, and sociological perspectives to analyze the root causes of the problem, the institutions and issues that compound the problem, and different ways of viewing and addressing the problem. Students will also practice selecting appropriate advocacy strategies and settings in which to effectively advocate for change.

Prerequisite: None

HUS 4130 Research Methodology in Human Services 4 credits, 40 hours lecture

In this course, students will evaluate research in the human services to determine its validity and applicability to addressing client needs. They will practice using basic research terms to accurately describe field research. They will also practice using basic research methods such as surveys and needs assessments to gather data to address client and community needs. They will also practice using available data to identify patterns and service gaps within a community.

Prerequisite: Theoretical Approaches to Service Delivery and Dynamics of Human Ecosystems

HUS 4140 Practical Application of Assessment and Evaluation 4 credits, 40 hours lecture

In this course, students will practice completing intake interviews and observations to gather information to assess clients' situation. They will also practice interpreting the information they gathered to identify client needs and document a social history. They will also practice using the Diagnostic Statistical Manual (DSM) to interpret clients' diagnoses and identify needs related to mental health disorders. This course lays the groundwork for practicing developing and implementing intervention plans in the Intervention Plans and Resources course.

Prerequisite: None

HUS 4220 Intervention Strategies and Resources 4 credits, 40 hours lecture

In this course, students will practice enabling clients to move through the stages of change and implement treatment plans to improve the quality of their lives. Practice includes using motivational interviewing strategies to help build self-efficacy and autonomy and to work through any conflicts between clients' values, ideas, and behaviors. Students will also practice collaboratively creating treatment plans with clients. This includes defining goals and priorities, locating appropriate resources, and determining ways to measure progress.

Prerequisite: Practical Application of Assessment & Evaluation

HUS 4230 Administration and Management in Human Services

In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and evaluation plans to address a community need. They will also practice maintaining the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency. Finally, they will also work on addressing stakeholder needs and maintaining a solid reputation of an agency within their community.

Prerequisite: None

HUS 4300 Case Management in Practice 4 credits, 40 hours lecture

In this course, students will practice integrating the skills they need to work effectively with clients as general case workers in human services. They will practice managing multiple complex cases to effectively prioritize and address individual client needs. This practice includes assessing needs, identify strengths, creating appropriate service plans, and coordinating and monitoring progress. It also includes completing documentation to communicate case work. Students will also practice using effective helping skills to manage their cases and effectively address client needs.

Prerequisite: None

HUS 4440 Pathways to Career Success 4 credits, 40 hours lecture

In this course, students will assess their personal values, beliefs, and interests in human services and create a relevant career path for their professional development. Practice includes exploring potential career opportunities and selecting specific populations to serve, needs to address, and settings to work in. They will also create career related goals, assess current strengths and growth opportunities, and identify strategies to address potential challenges they may encounter in the profession.

Prerequisite: None

HUS 4450 Human Services Capstone II 3 credits, 30 hours lecture

The capstone course represents the final milestone in the Human Services Bachelor's program. Students will integrate the knowledge and skills gained to demonstrate achievement of the program outcomes. They will support their work by demonstrating their transferable skills including critical thinking, digital fluency, information literacy, ethics, communication, and diversity to support practice as a professional in the field of human services. Students will also participate in discussions and reflective exercises to determine how to continue to develop as a professional in the field.

Prerequisite: Must be taken in last or second-to-last quarter

HUS 4460 Internship for Human Services II 3 credits, 30 hours lecture, 100 hours practicum

The internship course represents the final milestone in the Human Services Bachelor's program. Students will integrate the knowledge and skills gained to demonstrate achievement of the program outcomes through the completion of an internship in the field of human services.

They will support their work by demonstrating their transferable skills including critical thinking, digital fluency, information literacy, ethics, communication, and diversity to support practice as a professional in the field of human services. Students will also participate in discussions and reflective exercises to support their work in the field and determine how to continue to develop as a professional in human services.

Prerequisite: Must be taken in last or second-to-last quarter

IDC 3152 Enterprise Resource Reporting 40 hours, 4 credits

In this course students will develop an understanding of advanced enterprise resource reporting and business intelligence and how businesses can use them to support decision making. Major electronic techniques and tools for classifying, segmenting, and analyzing business information will be examined. Students will learn how to integrate enterprise resource tools into standard business processes.

Prerequisite: None

IDC 3309 Data Warehousing 30 hours, 3 credits

This course is a study of methods used to centralize data and provide meaningful business reporting based on this aggregated data. This course focuses on designing, building, managing, and maintaining data warehouses.

Prerequisite: None

IDC 3688 Advanced Relational Databases for Business Applications I 40 hours, 4 credits

In this course, students learn to lead the management and implementation of enterprise relational database solutions within a corporate environment. Students will learn about leading relational solutions, how to assess the business needs for an enterprise database solution, and how to create the business requirements for the selected solution. Key decision-making criteria like performance, compliance, security, and scalability requirements will be addressed. Students will present their solution recommendation in a written document and oral presentation.

Prerequisite: None

IDC 4088 Business Process Reengineering, 40 hours, 4 credits

This course explores business process reengineering in the context of high and low performing organizations. Students will examine the productivity and output of an organization as it relates to revenue and growth. Students will then analyze and strategize on how to create and implement processes that enable organizations to continuously improve performance. Evaluation and assessment of management process and production will be analyzed. Key topics such as the cost/benefit analysis, creating stakeholder teams, and creating a service-oriented culture will also be examined.

Prerequisite: None

IDC 4111 Advanced Relational Databases for Business Applications II 60 hours, 4 credits

This course builds on the knowledge and skills learned in Advanced Relational Databases I. Students will utilize the business requirements they created in Advanced Relational Databases and simulate an implementation of the outlined solution. Virtual implementation teams will conduct stakeholder project meetings and work together to implement and test the database solution. Students will learn to identify, assess, and solve typical implementation challenges as part of the course. At the end of the course, students will deliver the results of the implementation in a written document and oral presentation.

Prerequisite: Advanced Relational Databases for Business Applications I

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IDC 4291 Advanced Business Process Management
40 hours, 4 credits

This course is a study of the characteristics and functions of business process management systems as a tool to improve business performance. This course explores the installation of a BPM system and the specialized tools and advanced techniques made available from such a system.

Prerequisite: None

IDC 4375 Database Analytics and Administration
40 hours, 3 credits

In this course students will learn the concepts and tools to administer and maintain databases within an organization. Key areas of responsibility like database configuration, management, and upgrading will be addressed. In addition, students will examine database security and how to store and manage information.

Prerequisites: MIS Techniques; Management of Information Systems

IDC 4572 Systems Analysis and Design
30 hours, 3 credits

This course is a study of the Systems Development Life Cycle and the various models that employ the techniques and methods of the SDLC. Systems analysis and design is a set of methods and procedures used to design information systems that focuses on requirements, validation, training, and stakeholders.

Prerequisite: None

IDC 4637 Business Systems Analysis Capstone
30 hours, 3 credits

This is a capstone course that will integrate prior business process analysis courses into a comprehensive senior project that covers business process analysis, database analytics, enterprise reporting, network administration, business courses. Students will develop a comprehensive final project in the context of planning, managing, designing and implementing a large scale enterprise database application utilizing skills learned in various areas of the program.

Prerequisite: Students complete in last or second to last quarter of the program.

IDC 4733 Database Security Management
50 hours, 4 credits

In this course students learn how to design database strategies and security processes for business databases. The course addresses IT security architecture, user access policies, and auditing. Students also learn how databases are used to support business intelligence. As part of the course, students will complete an exciting project in which they act as a Database Administrator and design a network security strategy for a business.

Prerequisite: None

INS 3677 International Leadership and Human Resource Management
40 hours, 4 credits

This course is designed to introduce students to the complexities of the human resource management processes on a global scale. Students learn how to differentiate between domestic and international human resource management. Employee training and development is addressed, including how to assimilate new employees in the global arena.

Prerequisite: None

ISM 3005 MIS Techniques
40 hours, 3 credits

This course is an introduction to computer use required of users and developers of management information systems. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None for students enrolled in AcceleratED programs

ISM 3015 Management of Information Systems
40 hours, 4 credits

Students are introduced to the foundations of management information systems. This includes current trends, fundamental MIS technology concepts, applications for business functions, and management practice. Students will gain exposure to analyzing, utilizing, and supervising integrated management information systems.

Prerequisite: None

ISM 3314 Information Technology Project Management
40 hours, 4 credits

This course will introduce students to the processes of project planning from the early stages of brainstorming through project planning including creating timetables, resource management, implementation, along with the basics of writing project proposals. Students will learn to select appropriate planning techniques and software. Students will plan and propose a project appropriate to their fields of study.

Prerequisite: None for students enrolled in AcceleratED programs

LIT 3382 Modern World Literature
40 hours, 4 credits

This course explores how authors from around the world have engaged with important themes and historical events since the onset of modernism near the start of the twentieth century. Students will examine the interplay of fiction and history, the varieties of literary style, and the qualities that link as well as distinguish works from different cultures. Students will respond to texts critically in discussion and essays, as well as research critical evaluations of literary topics, authors, et cetera.

Prerequisite: None

MAN 1300 Introduction to Human Resource Management
40 hours, 4 credits

This course is an introduction to the management and leadership of an organization's human resources. It explores the importance of establishing or administrating the goals, policies, and procedures of the organization. Topics discussed include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guidelines. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

MAN 2021 Principles of Management
40 hours, 4 credits

Students enrolled in this course will develop managerial skills and insights by studying management practices. In addition, they will develop an understanding of the manager/employee relationship and the legal and ethical issues that impact these relationships. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None

MAN 2062 Business Ethics
40 hours, 4 credits

This course presents an examination of current moral and ethical issues that arise in the world of business, as well as an analysis of the main theories of moral obligation, right and wrong action, and good and bad values.

Prerequisite: None

MAN 2793 Introduction to Functional and Project Management
40 hours, 4 credits

This course examines various management roles and how they interrelate within organizations by analyzing the daily tasks and responsibilities within each management role. The course compares how divisional managers lead teams, investigates cross functional team relations and discusses the importance of developing project management skills within various management disciplines.

Prerequisite: None

MAN 3122 Hiring, Developing, and Managing High-Performing Employees
40 hours, 4 credits

Employees are a business' most important asset. In this essential course, students learn how to recruit and hire top performers and provide them with the coaching and professional development they need to become rockstar employees. Students will also focus on developing workplace policies that help provide a safe and empowering environment for employees. Students will learn the skills and knowledge required to build a human resources strategy and business plan.

Prerequisite: None

MAN 3175 Applied Management Principles
40 hours, 4 credits

This course will review foundational management skills and insights derived from the study of management practices. Through theory, self-analysis, and analysis of others, this course provides students with the knowledge, skills, and attitudes needed to become an effective manager. Specific topics covered include managing stress; solving problems; coaching, influencing, and motivating others; team-building; and leading change.

Prerequisite: None

MAN 3322 Human Resource Information Systems
40 hours, 4 credits

This course examines the role of human resource information systems in today's organizations and human resource departments. Key areas of focus include human resource information systems design, acquisition, and implementation. The role of these systems in talent acquisition and management is also examined.

Prerequisite: None for students enrolled in AcceleratED programs

MAN 3429 Modern Human Resource Management
40 hours, 4 credits

This seminar course introduces students to timely human resources topics: helping organizations manage workforce planning related to mergers and acquisitions, outsourcing and offshoring as a workload planning strategy, and sustainability and corporate social responsibility.

Prerequisite: Introduction to Human Resource Management

MAN 3504 Operations Management
40 hours, 4 credits

In this course students examine the operations function of managing people, information, technology, materials, and facilities to produce goods and services. Specific areas covered will include: designing and managing operations; purchasing raw materials; controlling and maintaining inventories; and producing goods or services that meet customers' expectations. Quantitative modeling will be used for solving business problems.

Prerequisite: None

MAN 3668 Strategic Human Resource Management
40 hours, 4 credits

This course is designed to teach students how to integrate the human resources function with an organization's overall strategic planning process. Students will learn how to establish human resources goals and objectives in the context of an organization's business goals to help increase employee performance and satisfaction. Strategies for creating a culture that values innovation and competitiveness will also be explored.

Prerequisite: None

MAN 4055 Workforce Performance and Talent Management
40 hours, 4 credits

This course examines strategies and techniques for developing and managing employees to help institutions create a competitive workforce. Students will learn how to work with employees on how to build a successful career through an institution's performance appraisal and professional development processes.

Prerequisite: None

MAN 4128 Workforce and Labor Relations Management
40 hours, 4 credits

This course examines the context of workforce and labor relations management, the collective bargaining process and labor contracts. Students will learn how to establish a bargaining unit, negotiate and implement a collective bargaining agreement, and participate in the arbitration process.

Prerequisite: None

MAN 4143 Contemporary Leadership Challenges
40 hours, 4 credits

This seminar course examines current issues within the management field. This course is highly interactive in that both students and faculty are actively engaged in researching, presenting, and discussing course materials. In addition to gaining in-depth exposure to a current key topic in the field, students learn to become active and effective members of a professional learning community.

Prerequisite: None

MAN 4240 Organizational Behavior Analysis
40 hours, 4 credits

This course is designed to explore human behavior in work settings from an interdisciplinary perspective. The following topics will be studied and analyzed from a management perspective: organizational structure, leadership, power, conflict management, individual and group dynamics, motivation, morale, and communication.

Prerequisite: None

MAN 4320 Human Resource Recruitment and Selection
40 hours, 4 credits

This course introduces students to the basic principles and techniques of staffing the workplace. Students will analyze theories and strategies utilized in staffing, planning, recruiting, and selection and performance assessment. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None for students enrolled in AcceleratED programs

MAN 4330 Compensation Administration
40 hours, 4 credits

This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees. This course includes educational resources from Harvard Business Publishing.

Prerequisite: None for students enrolled in AcceleratED programs

MAN 4441 Negotiation and Conflict Management
40 hours, 4 credits

This course will focus on negotiation and conflict management in business and other organizational settings. The emphasis is on gaining an understanding of the negotiation process and developing effective negotiation and conflict management skills.

Prerequisite: Organizational Behavior Analysis

COURSE DESCRIPTIONS

MAN 4602 International Business 40 hours, 4 credits

This course provides management students with an introduction to international economic, political, cultural and business environments. Students will develop a basic understanding and appreciation of the myriad factors involved in managing people within a global workforce.

Prerequisite: None

MAN 4679 Performance-Based Training and Instructional Design 40 hours 4 credits

This course is designed to introduce students to the field of instructional design. Theories of instructional design are covered, with an emphasis on the systematic approach to learning and instruction. Students will transfer the learning to a project, demonstrating an understanding of key instructional design concepts: analysis, design, development, implementation, and evaluation.

Prerequisite: None

MAN 4701 Leading Change 40 hours 4 credits

This course will focus on the impact of change in an organizational setting. Various change management models will be explored, providing students with a foundation for approaching change and developing effective skills and techniques to perform in the workplace when change occurs. Students apply business concepts to real-world case study examples and determine strategies for bringing constructive change to an organization.

Prerequisite: None

MAN 4720 Strategic Management 40 hours, 4 credits

This course is designed to integrate prior business courses through study, discussion, and creation of strategic management plans. Students will evaluate the key functions of organizations and integration of these functions to understand the best practices used to achieve competitive advantages. Topics will include strategic formulation, implementation, and evaluation.

Prerequisite: None

MAN 4845 Leadership and Teams 40 hours 4 credits

This course provides an applied approach to leadership, team building, collaboration, and conflict resolution. Students will understand and apply these concepts to workplace settings. Students will develop structures, processes, and strategies to create and maintain effective teams. Gender, culture, individuality, and telecommuting in team dynamics will also be explored.

Prerequisite: None

MAN 4900 Management Capstone 30 hours, 3 credits

In this course, students analyze, synthesize, evaluate, and create new knowledge by reviewing, contemplating, and applying theoretical concepts studied throughout their degree in creating a solution for an actual management need. This course is designed to be taken during the student's last quarter.

Prerequisite: Business Bachelor's student in last or second-to-last quarter

MAN 4926 Human Resource Management and Organizational Leadership Capstone 20 hours 2 credits

In this course students apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science Degree to a real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, international leadership and human resources, compensation, and employment law. This course is designed to be taken at the end of the program.

Prerequisite: Human Resources and Organizational Leadership Bachelor's student in last or second-to-last quarter

MAR 2011 Principles of Marketing 40 hours, 4 credits

This course serves as an introduction to the marketing concept, integrating seven key marketing perspectives. Topics include: consumer buying behavior, business-to-business markets and organizational buying behavior, market research techniques, fundamental pricing concepts, marketing channels and logistics, integrated marketing communications, and marketing's role in electronic commerce.

Prerequisite: None

MAR 3295 Internet Marketing, Public Relations and Social Media 40 hours, 4 credits

This course is designed to give students an in depth understanding of emarketing strategies and techniques and how to apply them to help organizations achieve their online sales and marketing objectives. Key areas of focus include email marketing, social media, and online PR.

Prerequisite: None for students enrolled in Accelerated ED programs

MAR 3592 Strategic Sales and Sales Management 40 hours 4 credits

Students will examine strategies and relationships that relate to the job of managing an effective sales force. A concentration on developing a sales force program and managing strategic account relationships will be applied. The focus on sales management will allow students to explore team development, diversity in the work force, problem-solving skills, and financial issues.

Prerequisite: None

MAR 3817 Search Engine Optimization and Marketing Strategies 40 hours, 4 credits

This course is designed to give students an in-depth understanding of search engine optimization and search engine marketing strategies and techniques. Application of key word strategies, local, and offpage search engine optimization techniques, developing an account structure, identifying differences in black hat/white hat philosophies, and defining success metrics are examined. Students will also gain hands-on experience developing and optimizing campaigns.

Prerequisite: None

MAR 4239 Marketing and Product Management 40 hours 4 credits

Students will explore the amalgamation of marketing and product management. The applications-oriented focus will allow students to develop a marketing plan with a concentration on product lifecycle management and customer relationship management. Students will apply theory and concepts in the areas of marketing, management, economics, as well as finance in the marketing planning process.

Prerequisite: None

MAR 4355 Web Analytics 40 hours, 4 credits

This course teaches the fundamentals of how to use web analytics concepts, tools, and techniques to harness the power of an organization's website to create measurable business value, increase customer retention, and build customer loyalty.

Prerequisite: Search Engine Optimization and Marketing Strategies

MAR 4582 Internet Law 40 hours, 4 credits

This course gives students an in-depth understanding of Internet law and how it applies to online commerce and today's business transactions.

Prerequisite: Business Law

MAR 4806 Marketing Capstone 20 hours 2 credits

In this course students apply the knowledge and skills they have learned in the Marketing Bachelor of Science Degree to a real-world business scenario. Key areas of focus include: public relations and advertising, internet marketing, consumer behavior, website development for business professionals, and sales management. This course is designed to be taken at the end of the program.

Prerequisite: Marketing Bachelor's student in last or second-to-last quarter

MAT 1031 College Algebra 40 hours, 4 credits

This course provides students with the skills to achieve mastery of algebraic terminology and applications including, but not limited to, real number operations, variables, polynomials, integer exponents, graphs, factoring, quadratic equations, and word problems.

Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

MAT 3172 The Mathematics of Games 40 hours, 4 credits

An introduction to the mathematics of games. Math topics may include, but are not limited to, probability, statistics, and introductory game theory.

Prerequisites: None

MEA 1350 Fundamentals in Clinical Techniques 80 hours, 6 credits

In this course, students will begin to develop and apply skills in injections, phlebotomy, and basic vital signs. They will begin to understand reasoning and sequencing of immunizations, basic lab functions, and applied lab skills as well as learn basic CPR. In addition, students will recognize proper techniques in providing efficient patient care within a clinical setting and applied knowledge of basic laboratory coding.

Prerequisites: None

MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I 100 hours, 6 credits

MEA 1460 Lecture (20 hours, 2 credits) MEA 1460 Lab (80 hours, 4 credits)

In this course, students will begin to develop and apply learned patient care assessment, procedures, diagnosis, and treatments within clinical departments to include internal medicine, geriatrics, pediatrics, urology, cardiology, endocrinology, special needs and disability patient care. In addition, students will recognize proper assessment and utilize basic skills in working with patients dealing with a terminal illness in addition to identifying the psychological states of death or dying. In this course, students will also learn basic procedural coding, where applicable.

Prerequisite: Fundamentals in Clinical Techniques, Medical Terminology, and Structure and Function of the Human Body

MEA 1570 Clinical Laboratory Applications & Diagnostic Procedures II 100 hours, 6 credits

MEA 1570 Lecture (20 hours, 2 credits) MEA 1570 Lab (80 hours, 4 credits)

In this course, students will begin to develop and apply learned applied skills and procedure technique within Pulmonary, Audiology, and Ophthalmology. Students will also learn patient care assessment, procedures, and applicable tests within Women's Health, the importance of good nutrition in conjunction with an understanding of common eating disorders. In addition, students will learn to work with common injuries and treatment of Orthopedics. Students will gain overall knowledge within various clinical department settings.

Prerequisite: Fundamentals in Clinical Techniques, Medical Terminology, and Structure and Function of the Human Body
Pre- or Corequisite: Clinical Laboratory Applications & Diagnostic Procedures I

MEA 2895 Medical Assistant Experiential Externship 200 hours, 6 credits

In conjunction with a Medical Assisting Capstone, students will complete 200 hours of a Medical Assisting training experience in a physician's office/clinic or medical center. While on the clinical site, the extern will perform medical assisting job duties in both the front-office administrative and the back-office clinical areas, in order to develop on-the-job learning skills. Under no circumstances will the student extern receive pay for the externship hours worked.

Prerequisite: Successful completion of all medical assisting core courses except Career Development and Seminar courses

Corequisite: Medical Assisting Capstone

MEA 2976 Medical Assisting Professional Externship 260 hours, 6 credits

In conjunction with the Medical Assisting Capstone course, students will train in a physician's office/clinic or medical center. They will complete 240 hours of Medical Assistant training where they will perform a wide variety of clinical, administrative and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student receive any form of compensation for the hours they work.

Prerequisite: Successful completion of all medical assisting core courses except Career Development and Seminar courses

Corequisite: Medical Assisting Capstone

MLT 1728 Introduction to Chemistry 40 hours, 3 credits

MLT 1728 Lecture (20 hours, 2 credits) MLT 1728 Lab (20 hours, 1 credit)

This course is designed for the student without a chemistry background. It includes: chemical symbols and formulas, atomic theory, equation writing and balancing, chemical nomenclature, calculations involving chemical formula and a brief introduction to organic chemistry, physical chemistry, analytical and biochemistry.

Prerequisite: None

MLT 2775 Clinical Practicum 360 hours, 12 credits

Supervised clinical rotations and or simulation laboratory experience of the microbiology, immunohematology, clinical chemistry, urinalysis, hematology, and phlebotomy departments.

Prerequisite: Approval by MLT Program Coordinator/Director; completion of all coursework required by clinical affiliate and MLT Program Coordinator

COURSE DESCRIPTIONS

MLT 2864 Medical Laboratory Technician**Capstone**
20 hours, 2 credits

Students will demonstrate their knowledge, clinical and laboratory experience in the areas of microbiology, immunohematology, clinical chemistry, urinalysis, hematology, and phlebotomy.

Prerequisite: MLT 2775 Clinical Practicum

MMC 3209 Realities of Crime and Justice**40 hours, 4 credits**

In this course, students will analyze and critique media portrayals of crime and justice. Public perceptions of crime and realities of crime are evaluated. The mass media and "spectacular" cases are used to exemplify the media's influence on crime and justice.

Prerequisite: Ethics Around the Globe

MMC 3209 Realities of Crime and Justice**40 hours, 4 credits**

In this course, students will analyze and critique media portrayals of crime and justice. Public perceptions of crime and realities of crime are evaluated. The mass media and "spectacular" cases are used to exemplify the media's influence on crime and justice.

Prerequisite: Ethics Around the Globe

MMC 3407 Visual Communication in the Media**40 hours, 4 credits**

This course examines how people understand their world through visual images. Students will examine how people visually gather, process, and interpret information presented through media sources.

Prerequisite: None

MNA 1161 Customer Service**40 hours, 4 credits**

This course covers the basic concepts of essential communication skills needed in business to interact/work effectively with individuals and/or groups. Special areas of emphasis include solving problems, developing a customer service strategy, coping with challenging customers, increasing customer retention and surveying customer satisfaction.

Prerequisite: None

PHC 4305 Practices and Policies in Public Health**40 hours, 4 credits**

This course is designed to examine the various aspects of public health practices and policies. Explores the concepts of planning, implementing and evaluating health education programs. This course will also explore the process of policy development from conception to implementation, as well as ethical issues that often confront health educators.

Prerequisites: None

PHI 1520 Ethics Around the Globe**40 hours, 4 credits**

This course is a study of various and common ethical principles around the world and their relationships to morality and professional responsibility. Emphasis is placed on the application of ethical theories to problems faced in increasingly globalizing business and society.

Prerequisites: None

PHI 2103 Introduction to Critical Thinking**40 hours, 4 credits**

A study of the rules of valid judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements. Logical analysis is applied to concrete problems dealing with our knowledge of reality.

Prerequisite: English Composition

PHY 4060 Understanding Ourselves Through**Physics: From Newton to Your Cell Phone****40 hours, 4 credits**

This course tracks how we have understood ourselves and our world—including time, space, gravity, and our gadgets—as understanding of physics has evolved. Topics will include Newton's "discovery" of gravity, Einstein and relativity, energy particles and waves, the atom and how we use it, Schrödinger's cat, and modern technologies.

Prerequisites: None

POT 4001 Political Thought**40 hours, 4 credits**

The aim of this course is to understand and appreciate some important authors and traditions of political thought. The course will cover such topics as authority, consent, freedom and obligation.

Prerequisite: None

PSY 3738 The Psychology of Social Media**40 hours, 4 credits**

This course examines psychology impacts when humans engage with peers through online networks for social and professional use. Benefits to be explored include networking, distance team building, access to global perspectives, and social media's impact on Benedict Anderson's "Imagined Communities." Also explored will be the psychology of harmful online behaviors such as cyberbullying and trolling.

Prerequisites: None

REL 3308 Contemporary World Religions**40 hours, 4 credits**

An investigation of the historical and theological development of world religions from earliest times until the present. The course will cover the lives of the major religious founders and leaders in history, as well as the scriptures and religious text of world religions. The development of religious rituals will also be dealt with. The relationship between world religions and secular governments will be investigated, as well as the role and status of women in world religions.

Prerequisite: None

RMI 4020 Risk Management**40 hours, 4 credits**

This upper-level business course explores the elements of risk management and insurance essential to the business environment. This course will develop the rationale for risk-management systems and examine the environments in which they operate. Students will learn, analyze, and evaluate approaches to measuring and managing risks in various business environments.

Prerequisite: None

STA 1625 Essential Statistics and Analytics**40 hours, 4 credits**

In this course students will be introduced to descriptive analytics. They will develop basic statistical literacy along with the ability to analyze and evaluate real-life problems using statistical methods. Students will learn to organize and present quantitative data by means of graphical and numerical methods. Topics include descriptive statistics, basic probability theory, discrete and continuous probability distributions, and sampling distributions.

Prerequisite: Satisfactory score on placement exam or passing grade in B087 Practical Math or B095 Combined Basic and Intermediate Algebra

STA 3140 Advanced Statistics and Analytics**40 hours, 4 credits**

In this course students will be introduced to statistical methods used for predictive analytics. They will continue to build on their previous statistics knowledge while strengthening their abilities to analyze and solve real-life problems using statistical methods. Topics may include, but are not limited to, estimation, hypothesis testing, correlation and regression, chi-square tests, and analysis of variance.

Prerequisite: Passing grade in Developmental Education coursework or placement determined by Rasmussen College entrance placement exam

SYG 1000 Introduction to Sociology**40 hours, 4 credits**

This course introduces students to basic sociology terms and concepts. Students will understand how to apply sociological concepts and theories and analyze the structure and relationships of social institutions and the process of social change. Students will explore a variety of topics of sociological interest, including socialization, social inequality, social movements, and the impact of technology and social change on society.

Prerequisite: None

SYG 4119 Sociology in a Digital World**40 hours, 4 credits**

This course examines how society's structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance.

Prerequisite: None

TAX 2002 Income Tax**40 hours, 4 credits**

This course is designed to provide knowledge of the rights, options, and requirements in filing returns for the individual and small business.

Prerequisite: Financial Accounting II

TAX 3257 Partnership and Corporate Taxation**40 hours, 4 credits**

This course is a comprehensive study of corporate taxation. It includes how to prepare and file corporate tax returns, tax strategies for liquidating a corporation, and how to form and structure corporations and partnerships and the associated tax considerations.

Prerequisite: None

TRA 3086 Principles of Supply Chain**40 hours, 4 credits**

This course is the study of supply chain management from an operational, tactical, and strategic perspective within the organization. Topics will include the relationships and flows of materials, information, and resources. This course will provide students with the understanding of supply chain creating value, enhancing efficiencies, and satisfying customers through optimization.

Prerequisite: none

TRA 3142 Quality Improvement**40 hours, 4 credits**

This course provides a comprehensive discussion in quality and process management. Topics include course work in the following areas: evaluating differing perspectives related to quality, understanding quality theories and applications, integrating global supply chain and international quality standards, understanding the strategic quality planning process, describing the importance of the customer in the quality-driven process, describing the importance of benchmarking in the development of quality design, evaluating quality and innovation in product and process design, developing and managing quality improvement teams, describing processes for the implementation and validation of a quality system, and applying quality audit processes in the business environment.

Prerequisite: None

TRA 4017 Procurement and Supplier Relations**40 hours, 4 credits**

This course offers students exposure to a wide range of purchasing techniques and strategies used across a broad spectrum of industries. In this course, students will gain insight into both tactical and strategic decisions routinely found in today's business environment. Students will learn how to effectively source, solicit bids, negotiate, and select suppliers based on dynamic, real-world scenarios.

Prerequisite: Principles of Supply Chain

TRA 4153 Supply Chain Risk and Compliance**40 hours, 4 credits**

This course reviews regulatory compliance mandates around the world. Students will understand the scope, impact and risks associated with regulation requirements on supply chain including managing logistics and trade compliance, environmental and safety compliance and become skilled at policy development to ensure compliance throughout the supply chain.

Prerequisite: None

TRA 4238 Transportation and Distribution Management**40 hours, 4 credits**

This course covers essentials of transportation and distribution management. Students will build key skills related to selecting the optimal mode of transportation while considering the impact to the customers and the overall supply chain.

Prerequisite: None

TRA 4370 Inventory Management**40 hours, 4 credits**

This course is the study of the knowledge associated with successfully managing inventory and warehouse operations. Topics covered in this course will include strategic design, analytical assessment, and process build. This course will prepare students for work within the field of supply chain and logistics management.

Prerequisite: None

TRA 4490 Supply Chain and Logistics Management Internship**70 hours, 3 credits**

TRA 4490 Lecture (10 hours, 1 credits)
TRA 4490LL Field Experience (60 hours, 2 credits)

This course will synthesize outcomes from the Supply Chain and Logistics Management program and allow students to exhibit their learning in a field experience. Students working in-field will reflect upon and apply knowledge and skills in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. At the conclusion of their internships, students will submit a capstone project demonstrating synthesis of, and reflection upon, their learning.

Prerequisite: Supply Chain and Logistics Management student in their final term

TRA 4495 Supply Chain and Logistics Management Capstone**30 hours, 3 credits**

This course will synthesize learning from the Supply Chain and Logistics Management program. Students will reflect upon and demonstrate understanding in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. Students will submit a capstone project demonstrating synthesis of their learning. Optionally, students may achieve these course objectives through a supply chain internship.

Prerequisite: Supply Chain and Logistics Management student in their final term

ACADEMIC INFORMATION AND COLLEGE POLICIES

ADMISSIONS AND ENROLLMENT PROCEDURES

Congratulations on taking the first steps toward earning your degree and achieving your professional goals. If you haven't already done so, schedule a time to discuss your educational and career objectives with a member of our admissions team. Contact information is at the end of this document and on our website at rasmussen.edu. Our staff is knowledgeable in helping you select the right major to prepare you for your desired career.

Our staff will assist you in planning your course schedule and will connect you with our student financial services team to get you started on your journey toward earning a college degree.

When you've chosen the program that best meets your needs, apply for admission by submitting or completing the following:

- Application Form
- Attestation of high school graduation or equivalency
- Enrollment Agreement
- Rasmussen College Entrance Placement Exam(s) (if applicable)
- All financial arrangements are complete, submitted, and verified
- Criminal Background Check, some programs require applicants to complete a criminal background check. Please see College Acceptance or Rejection of Application for more details.
- International Students are required to submit the following in addition to that above in order to apply for admission to Rasmussen College:
 - TOEFL test score of 500 paper-based or 173 computer-based or 61 for Internet-based.
 - Graduates of high schools outside of the United States need to provide an official transcript or high school diploma along with their standard attestation. Additionally, if the transcript/diploma is not in English, it needs to be evaluated by an academic credential evaluation agency to indicate the student's education level equivalent to U.S. secondary education standards.

Rasmussen College will notify you in writing of your acceptance or rejection. All money paid to the College will be refunded if you are not accepted. All new students will complete an orientation program prior to beginning classes which includes an informational session covering college policies and services. This required orientation program provides students with valuable tools and knowledge necessary for success at Rasmussen College.

UNLESS OTHERWISE NOTED, THE POLICIES IN THIS CATALOG REPLACE ALL PREVIOUSLY ISSUED VERSIONS.

Rasmussen College Admissions Nondiscrimination Policy

Rasmussen College is committed to the principle of equal opportunity in education. Rasmussen College admits students without regard to their race, color, sex, age, national or ethnic origin, religion, sexual orientation, ancestry, disability, veteran status, marital status, parental status, or any other protected status to all the rights, privileges, programs, and other activities generally accorded or made available to students at Rasmussen College. Rasmussen College does not discriminate against individuals on the basis of race, color, sex, age, national or ethnic origin, religion, sexual orientation, ancestry, disability, veteran status, marital status, parental status, or any other protected status, in the administration of its educational policies, admissions policies, scholarship and ban programs, and other Rasmussen College administered programs and activities. Otherwise qualified persons are not subject to discrimination on the basis of disability.

Student Definition

The word "student" means the student himself or herself if he/she is the party to the contract, or his/her parents or guardian or another person, if the parent, guardian, or other person is party to the contract on behalf of the student.

College Acceptance or Rejection of Application for Admission

The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following requirements:

- Completed application form and enrollment agreement
- An attestation of high school graduation or equivalency. If any information provided on the attestation is found to be false, the student will be subject to immediate dismissal from the College, all credits will be invalidated and any financial aid will have to be repaid.

- Applicants providing a college transcript* indicating a grade of C or higher or a grade of Pass in college-level English and/or mathematics are not required to complete College entrance placement examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency.

Applicants without a conferred associate's degree or higher and who have not completed a college-level English course are required to complete the Reading & Writing sections of the placement examination. Students who have not completed a college-level math course are required to complete the math portion of the placement examination.

Applicants providing a transcript* with a conferred associate's degree or higher are not required to complete the College entrance placement examination in Reading and Writing and will not require Developmental Education coursework in this area. Students providing a transcript with a conferred associate's degree or higher indicating a passing grade in college-level mathematics are not required to complete the College entrance placement examination in mathematics and will not require remedial coursework in this area.

- Applicants to AcceleratED programs and Flex Choice option students must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require developmental coursework.
- Successful completion of Rasmussen College Experience Course. All prospective students, except as noted below, of Rasmussen College must successfully complete the College Experience Course with a cumulative score of 80% or higher in order to continue the enrollment process. Applicants who do not successfully pass the College Experience Course with a score of 80% or higher on the

first attempt will be allowed one additional opportunity to re-take the course within one calendar year from the start of the applicant's first attempt. A third and final attempt may be granted based on two conditions: 1) one year has passed since the original first attempt; 2) written request is submitted by the applicant. The following applicants are exempt from the College Experience Course requirement: graduates of Rasmussen College within the last two years; students who successfully completed the Child Development Associate preparation program (CDA) within six months of enrolling into a program; applicants accepted into Surgical Technologist, Medical Laboratory Technician, Law Enforcement Skills, Law Enforcement Academic and Law Enforcement AAS, Nursing, Flex Choice or AcceleratED programs, Early Honors program and Individual Progress and Audit students as well as reentering students who have already successfully completed the College Experience Course.

Students accepted into Surgical Technologist, Medical Laboratory Technician, Law Enforcement Skills, Law Enforcement Academic and Law Enforcement AAS, Nursing, Early Honors program and Individual Progress and Audit students as well as reentering students who have already successfully completed the College Experience Course are exempt from successfully completing the Online College Readiness Course.

- All financial arrangements are complete, submitted and verified.
- For selected programs, applicants must also pass a criminal background check. See additional information.
- Individuals applying for admission to the Computer Science, Law Enforcement, Medical Laboratory Technician, Software Application Development, Surgical Technologist, or School of Nursing programs must meet program-specific admissions requirements, in addition to all general Rasmussen College admissions requirements. See the admissions policies for these programs under Academic Information and College Policies.
- International Students are required to submit the following in addition to that above in order to apply for admission to Rasmussen College:
 - Graduates of high schools outside of the United States need to provide an official transcript or high school diploma along with their standard attestation. Additionally, if the transcript/diploma is not in English, it needs to be evaluated by an academic credential evaluation agency to indicate the student's education level equivalent to U.S. secondary education standards.
 - TOEFL test score of 500 paper-based or 173 computer-based or 61 for Internet-based.
 - Rasmussen College is an approved Student and Exchange Visitor Program (SEVP) School. All international students seeking an F-1 Visa will need to provide evidence that all of the qualifications of the Form I-20 have been met before Rasmussen College will issue an I-20. Form I-20 is a government form that tells the U.S. government that you are eligible for F-1 Student Status. It certifies that (1) you are or expect to be a full-time student pursuing a degree at Rasmussen College; (2) you meet our admissions requirements; (3) you proved to us that you have enough financial resources to study and live in the U.S. without working illegally or suffering from poverty.
- In addition to all other admissions requirements, students must be at least 16 years old to enroll at Rasmussen College.

The College reserves the right to reject any applicant on the good faith belief that the applicant is seeking to enroll for any reason other than to obtain an educational degree or credential, or if the College determines that admission of the applicant would create a potential danger or disruption to the College or its existing students, staff and faculty.

In the event of rejection, any monies paid will be refunded in full. The date of acceptance by the College shall be presumed to be the date of delivery of the notice of acceptance; and if delivered by mail, the postmarked date of the letter of acceptance.

AcceleratED Bachelor's Degree Programs College Acceptance or Rejection of Application

The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following additional requirements:

- Completion of the AcceleratED Online Orientation course
- Applicants must have a conferred Associate of Science (AS), Associate of Arts (AA), or Associate of Applied Science (AAS) degree from a regionally or nationally accredited institution which is recognized by the Department of Education, or
- Alternatively (in some programs), the student must have successfully completed 60 quarter or 40 semester college-level credits with a grade of "C" or higher from a Regionally or Nationally accredited institution which is recognized by the Department of Education in order to be admitted. The student must have successfully completed, with a grade of "C" or higher, college-level Math or Natural Science and English Composition coursework even if plans are to transfer credits from a previously attended program. Any student who is not transferring successfully completed college-level Math or Natural Sciences and/or college-level English Composition coursework must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require developmental coursework. See transfer policies for program-specific entrance requirements.

Assessment

Rasmussen College has developed an institutional culture wherein assessment is at the heart of the College's daily functions. The Rasmussen College Comprehensive Assessment Plan (CAP) is the primary measurement for the Institution's mission. The CAP is organized around the Mission Statement and the five purposes that support the mission. For each purpose, supporting objectives have been developed, and assessment tools are used to collect data and assess each objective. In this way, the College systematically assesses the purposes and, ultimately, the mission of the Institution. To guide this process, Rasmussen College has established five Councils, which align with the five purposes that support the mission; as such, the College provides its faculty and staff with a central role in the decisions that impact the future of the institution.

In the spirit of this learning-focused approach to assessment, academic assessment at Rasmussen College follows a pattern of incoming, ongoing, and outcome assessment.

The College has an academic assessment plan that it uses to evaluate and improve the quality of learning and teaching. The academic assessments used measure incoming student skills through a placement test to determine students' reading, writing, and numeracy skills; ongoing skills in a formative fashion in individual courses; and end of program skills through various program outcomes assessments.

* Official and unofficial transcripts and grade reports for courses completed at regionally or nationally accredited institutions of higher learning as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA) will be accepted.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Entrance Assessment

The Rasmussen Ready assessment is used to determine students' proficiency in math, reading, and writing. General education skills including literacy and numeracy are central to the Rasmussen College mission and are highly valued in the workforce. Rasmussen Ready is equipped with test preparation tools, including optional live tutoring. Based on English and math assessment results, students are placed in the following courses:

Subject	Score	Course Placement
English	0-17 items correct	Not eligible for admission
English	18-25 items correct	B080 Reading and Writing Strategies
English	26-40 items correct	ENC 1101 English Composition
Math	0-7 items correct	B087 Practical Math
Math	8-20 items correct	Lower-division Math/Natural Sciences coursework

Transferable Skills Assessment

Transferable Skills are essential abilities that are valued by employers in many professional fields and form the basis for lifelong learning. Rasmussen College has identified the following Transferable Skills as institution-level learning outcomes: Communication, Critical Thinking, Information Literacy, Diversity and Teamwork, Ethics and Professional Responsibility, and Digital Fluency.

Students will have the opportunity to demonstrate these outcomes in a number of courses across their programs of study, especially in course projects across the curricula. Most of the projects have an authentic focus on the type of tasks students will perform in the workplace. An electronic portfolio is being used for students to collect their project work from their courses, and students will be assigned to submit the portfolio in their program capstones courses.

Seminar Courses

At designated points in their programs of study students are required to complete with a passing grade a seminar course. Students may be able to meet this requirement if they are enrolled in a program in which an electronic portfolio, which is designed to collect transferable general education skills artifacts, is included in the program capstone course.

Following is the most common method by which students will complete the various seminar courses, but there may be some variation from this depending on course sequencing or other scheduled courses that are required for a student's program completion.

- Students must complete the Junior Seminar the quarter in which they finish the associate's degree requirements to graduate from an associate's degree program. Students who are enrolled in the Business Management Associate's and Accounting Associate's Degrees with the Flex Choice option are exempt from the Junior Seminar.
- Students must complete the Senior Seminar the quarter in which they finish the bachelor's degree requirements to graduate from a bachelor's degree program.

The purpose of the non-credit, pass/fail graduation requirement seminar course is to challenge students at the end of their program of study to reflect on concepts and skills learned in courses across the curriculum. Summative assessments included in the seminar course focus on general education skills that provide the basis for lifelong learning. Among the required assessments compiled in the seminar courses are the components of the Graduate Achievement Portfolio (GAP), which may include communication, critical thinking, information literacy, and diversity awareness, depending on the course. Other external assessments may also be included in the seminar courses.

For programs which require a conferred associate's degree from an accredited institution as recognized by the Department of Education in order to be considered for admission, students are not required to complete the Junior Seminar.

Reenter Policy

Students may re-enroll in certificate or diploma programs one time, associate's degree programs two times, and bachelor's degree programs up to four times, unless the Dean, Campus Director, or Director of Student Affairs determines that mitigating circumstances exist. Any student who withdraws from classes after the first week of the initial quarter of attendance and then elects to return in a subsequent quarter

is defined as a reenter. Reentering students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. For the calculation of Satisfactory Academic Progress, reentering students are treated as continuing students and must meet progress requirements. All reentering students, regardless of time away from the College, must successfully complete the College Experience Course or have a record of successfully completing the College Experience Course as part of the acceptance process for returning to the College. All reentering students must comply with all other college acceptance criteria as outlined in the current catalog before being accepted into the College as a reenter.

Determination of whether a student is eligible to re-enroll is based on the criteria below. A student will be allowed to start the enrollment process and reenter if the student meets the following criteria: all other enrollment qualifications are met at the time of reentry; the student is in good academic standing as defined in the Standards of Satisfactory Academic Progress guidelines in this catalog at the time of the most recent withdrawal; the student has no outstanding balance owed to the College; and the student has successfully completed any required Foundations Writing courses or placed into Reading and Writing Strategies previously or through re-test, and has a previous clear background check.

A reentry process will be initiated for a student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines in this catalog at the time of previous withdrawal from the College or reentry request and/ or has an outstanding balance with the College or has not met the foundations course requirements at the time of the request. As part of the reentry process the student will be required to participate in Project Rally following the Reentry Process Guidelines. The reentry request will either be approved or denied based on a review of the student's current academic standing at the time of withdrawal, financial status and completion of online learning tools within Project Rally.

A complete description and the requirements of the reentry application process are available through the Program Managers.

Students in Health Sciences programs who wish to reenter into the School of Health Sciences programs must complete a programmatic assessment in order to determine an appropriate level of reentry. These students will be allowed to reenter at the appropriate level in a current program if a space in the program is available.

Students who wish to reenter into a Nursing program must complete a programmatic assessment in order to determine an appropriate level of reentry. Nursing students will have their previously completed Nursing core courses as designated by course prefix (NU, NUR, PN, PRN, HUN) assessed against the current program to determine which will be applied to the program into which they are enrolling, all previously completed general education courses will be applied as required in the program. Rasmussen College will allow the student to reenter at the appropriate level in a current program if a space in the program is available and all other reentry requirements are met.

ADMISSIONS REQUIREMENTS**Background Checks**

For some programs, Rasmussen College requires applicants to pass a background check before admission. Note that "passing" a criminal background check is determined by Rasmussen College, in its sole discretion. The background check is designed to alert students to issues that may impair their ability to complete clinical, externship or practicum activities, obtain employment upon graduation, or accumulate unnecessary student loan debt.

The inclusion of a program on this list is intended to apply to all credential levels and specializations within the program unless specified otherwise. The following programs require a general background check for admission in all states:

- Criminal Justice
- Early Childhood Education
- Fire Science
- Health and Wellness
- Health Information Management
- Health Information Technician
- Health Sciences Associate's with Pharmacy Technician Specialization
- Healthcare Management
- Human Services
- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician Certificate

The following programs require a general background check for admission in all states except Minnesota. In Minnesota, these programs require a Minnesota Department of Human Services background check for admission:

- Health Sciences with General Specialization
- Health Sciences with Medical Assisting Specialization
- Medical Assisting Diploma
- Medical Laboratory Technician
- Practical Nursing
- Professional Nursing
- Surgical Technologist

At the Moorhead, Minnesota campus, the following programs require a general background check in addition to the Minnesota Department of Human Services background check for admission:

- Health Sciences Associate's with General Specialization
- Health Sciences Associate's with Medical Assisting Specialization
- Medical Assisting Diploma
- Medical Laboratory Technician
- Practical Nursing
- Professional Nursing
- Surgical Technologist

In Minnesota, the following programs require a Minnesota Bureau of Criminal Apprehension background check in addition to the general background check for admission:

- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills

In Florida, the following programs require a Florida Department of Law Enforcement (FDLE) background check in addition to the general background check for admission:

- Practical Nursing
- Professional Nursing

Programs listed here may not be available in each state. See program pages in this catalog or program listings on rasmussen.edu for program availability.

General Criminal and FDLE Background Check Process

Students enrolling in any of the general criminal background check programs will agree to the terms and conditions of the background check process as part of the order process. Students enrolling in any of the FDLE background check designated programs must complete and return to the College a VECHS Waiver Agreement and Statement. Campuses will be notified directly of applicants whose background check results are clear. If the background check reveals a potential problem, Rasmussen College will review the applicant's background to determine whether the applicant is eligible to start the program. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender. This also applies to a student whose appeals are denied. If a student is determined ineligible for admission, the following must be completed:

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course resources.
- If the student is taking transferable general education courses, the student may elect to finish those courses for that quarter, if the student pays for the course resources.
- If a student chooses to appeal his/her termination from the school, all appeals must be completed by the end of the first quarter, or the student may not continue to the next quarter.

A student enrolling in a program that requires a background check will not have his/her aid submitted until the student is determined to be eligible either through a clear or possible letter or successfully going through the appeals process. This process may delay a student's funding until the background check process is complete.

The College will send either a possible issue letter or a pre-adverse action letter to all applicants whose background check reveals a potential problem. A possible issue letter informs applicants that a potential problem revealed in their background check may prevent the student from completing practicum activities, field trip experiences, and/or finding employment in-field after graduation. Applicants who receive a possible issue letter may acknowledge the issue and make an informed decision to continue with the program, or they may choose to change programs.

A pre-adverse action letter informs the student that the College is about to take adverse action by either not allowing the applicant to enroll in a certain program, or removing a student from a certain program, based on the background check. After receiving a pre-adverse action letter the student may contact the background check firm directly to dispute the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send the student an adverse action letter indicating the action to be taken. The Director of Admissions will contact the applicant to explain the options available.

If the applicant wishes to appeal the decision, a written appeal should be submitted to the Director of Admissions. The College will review the appeal and issue a final decision. A student whose appeal has been denied has the right to request to file one request for reconsideration of their appeal, but must provide supplemental or additional information to support such a request for reconsideration.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Minnesota Department of Human Services Background Check Process

A student enrolling in any of the MDHS designated programs will review and accept the MDHS Privacy Notice as part of the order process. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender.

A student enrolling in a program that requires an MDHS background check will not have his/her aid submitted until the student is determined to be eligible either through an MDHS blue clearance letter or set aside letter. This process may delay a student's funding until the background check process is complete.

A student who receives an MDHS yellow letter may attend class for one quarter while the MDHS finalizes its decision. If the MDHS has not finalized its decision by the end of the student's first quarter of enrollment, the student will be withdrawn from the College and not allowed to continue into a second quarter. If the MDHS finalizes its decision with a blue clearance letter after the withdrawal, the student will be eligible for reentry/re-enrollment for the next subsequent start date.

A student who receives an MDHS disqualification is determined ineligible for admission and must complete the following:

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course resources.
- If the student is taking transferable general education courses, the student may elect to finish those courses for that quarter, if the student pays for the course resources.

A student who receives an MDHS disqualification may choose to apply for a Commissioner's Reconsideration with the MDHS. If the Commissioner sets aside the disqualification, Rasmussen College will allow the student to apply for reentry/re-enrollment for the next subsequent start date.

Early Childhood Education Associate's Degree Flex Choice Completer Option

Current employees of Knowledge Universe or Bright Horizons Family Solutions are eligible for acceptance into the Early Childhood Education Associate's Degree Flex Choice Completer Option. Acceptance requires proof of current employment (via pay stub) at either Knowledge Universe or Bright Horizons Family Solutions, and also evidence of one of the following: (1) current Child Development Associate Credential (CDA Credential) granted by the Council for Professional Recognition; (2) current Florida Child Care Professional Credential (FCCPC); or (3) a transcript proving 12 successfully completed college-level credits (indicating a grade of C or higher) completed at a regionally or nationally accredited institution of higher learning recognized by the U.S. Department of Education and either the Council on Higher Education Accreditation (CHEA) or the American Council on Education. Prior transcripts will be evaluated on a course by course basis to determine transfer of credit eligibility. Students enrolled in the Early Childhood Education Associate's Degree Flex Choice Completer Option will be enrolled through the National Online campus and scheduled in Track II (reflections).

Entrance Requirements for Associate's Degrees with the Flex Choice Option

Applicants must complete the online orientation course prior to starting in a program with a Flex Choice option. All programmatic entrance requirements must be met.

AcceleratED Business Systems Analysis Certificate Admission Requirements

To be considered for admission to the AcceleratED Business Systems Analysis Certificate program, students must hold a conferred associate's degree from an accredited institution as recognized by the Department of Education.

PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY

The College has a professionally staffed Student Financial Services Office designed to help you apply for federal, state, and private assistance. The primary purpose of financial aid is to help students who otherwise would not be able to attend a post-secondary institution to meet the cost of higher education. The basic responsibility for financing your education lies with you and your family. Aid is based upon documented financial need—the difference between the cost of college and your ability to pay for it. Potential costs include books, tuition, supplies, room and board, transportation, living expenses, and child care costs.

There are three basic types of aid available to Rasmussen students:

- Various state and federal student loan programs.
- Gift aid, also known as grants, is assistance you do not have to pay back and is usually based upon financial need.
- Employment through work study programs may provide relevant work experience and decrease the necessity of borrowing student loans for living expenses.

Tuition Rates

Please see the Tuition Structure section under Academic Information and College Policies for complete information on tuition rates.

	Program	Type of Award	Amount Per Year	Application
GIFT AID	Federal Pell Grant Program	Grant based on financial need.	\$581 - \$5,775	Free Application for Federal Student Aid (FAFSA)
	Federal Supplemental Educational Opportunity Grant (SEOG)	Grant based on financial need awarded by the institution. Notification is made by the College regarding eligibility.	\$100 - \$4,000, based on availability	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
	Florida Student Assistant Grant	Grant based on financial information provided by the student on the FAFSA.	Varies	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
EMPLOYMENT	Federal Work Study	Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available.	Varies	Free Application for Federal Student Aid (FAFSA) – Awarded by the College
FEDERAL LOAN PROGRAMS	Federal Subsidized Stafford Loan Program	Payment deferred until six months after student leaves college or attends less than half time. Need-based calculation.	1st Year - \$3,500 2nd Year - \$4,500 3rd Year+ - \$5,500	Free Application for Federal Student Aid (FAFSA) and Promissory Note processed through College and Lender and Entrance Counseling
	Federal Unsubsidized Stafford Loan Program	Principal and interest may be deferred until after student leaves college or attends less than half time.	Same as subsidized limits with additional \$2,000 for Dependent. Independent: 1st & 2nd Year - \$6,000 3rd Year & above - \$7,000.	Free Application for Federal Student Aid (FAFSA) and Promissory Note processed through College and Lender and Entrance Counseling
	Federal Parent Loan for Undergraduate Students (PLUS)	For credit-worthy parents of dependent undergraduates.	Up to college cost of attendance.	PLUS application and Promissory Note processed through College and Lender
VETERANS' BENEFITS	Veterans' Benefits	Veterans and dependents of veterans, including Guard and Reserve Component.	Monthly benefit based on service contributions	Veterans Administration or Veterans Service Officer

Gift aid and work study are awarded annually based on the fiscal year dates of July 1 through June 30. Students attending in more than one fiscal year period must reapply for financial aid assistance.

ACADEMIC INFORMATION AND COLLEGE POLICIES

SCHOLARSHIP AND GRANT PROGRAMS

Rasmussen College offers the following institutional scholarship and grant programs. All scholarships are non-cash scholarships. Some campuses have additional scholarships available; please contact your Student Financial Services Office for more information.

Discounts

Students who meet qualifications for military, corporate or articulation discounts are eligible to receive a 10% reduction in per term tuition cost.

Military Discount

All current and retired military personnel, as well as veterans, enrolling in a degree, diploma, or certificate program may be eligible for a tuition discount on part-time tuition rates. In addition, the College will extend the discount to the spouse and dependents, age 18-21, of any service member on active duty as outlined above.

Corporate Discount

Some companies receive a tuition discount or grant from Rasmussen College for eligible employees. For the School of Education corporate partners, some employers require proof of employment, such as a pay stub, to initiate and maintain the tuition discount. Contact your campus for details.

Restrictions

Students are eligible for only one of the following scholarship and grant programs at a time:

- Early Honors Program
- Military Discount
- Corporate Discount
- Articulation Agreements

Rasmussen College and its agents assume no responsibility for damages, losses, or injury resulting from acceptance or use of the scholarship award. Taxes and fees, if any, are the sole responsibility of the recipient.

Employer Tuition Reimbursement

Many employers today offer tuition reimbursement to their employees earning a degree. Whether it's full reimbursement or partial, we want to make using your tuition reimbursement plan as seamless as possible so you can reduce the cost of your education, as well as potentially reduce the amount of loans required to fund your degree.

To take advantage of tuition reimbursement, check with your employer about what tuition reimbursement options may be available to you. Then, contact your Program Manager to discuss your tuition reimbursement options.

High School Professional Program

Rasmussen College waives tuition for high school teachers and counselors who meet the required criteria. This program is only available to teachers and counselors who are employed at a high school (grades 9-12) in Minnesota, North Dakota, Florida, Illinois, Kansas, and Wisconsin. Current status as a high school professional will be verified by Rasmussen College prior to the initial start of any course. Attendance is required at an orientation, which must be completed prior to the start date of the professional's first course. Offer is limited to one course, per quarter, per high school professional. A maximum of 50 seats in online courses will be made available to high school teachers and counselors each quarter. There is no maximum on cumulative number of classes that may be taken. Courses for high school professionals are offered on a space-available basis, with priority given to other enrolled Rasmussen students who must complete the course as part of their degree program at Rasmussen College.

High School Professional Program participants are responsible for the course resources fee for each course taken. Most technology courses require access to specialized hardware and software, which are available to students at all Rasmussen campuses. High School Professional Program participants electing to complete courses online will need to secure access to required hardware and software. The College will provide specific technology requirements information for each course. Grades will be recorded as audit grades with the student classified as an audit student.

ACADEMIC POLICIES

Class Content

The College reserves the right at any time to make changes to improve the quality or content of the programs of study offered. The College reserves the right to cancel any classes or programs where enrollment is under 12 students.

Class Standing

Rasmussen College determines class standing by the number of credit hours a student has completed. The College assigns class standings according to the following criteria:

Freshman	0-36 credits completed
Sophomore	37-72 credits completed
Junior	73-129 credits completed
Senior	130 or more credits completed

Developmental Education and Rasmussen College Entrance Placement Assessment Re-test Policy

The goal of Developmental Education is to provide students with a solid foundation of basic skills and knowledge as they move on to college-level classes. Placement into Developmental Education courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those who enroll. Coursework in math or English that is numbered below 100 is considered to be Developmental Education. College entrance placement assessment scores are used to appropriately place students in English and math courses according to skill level. See Entrance Assessment Table for placement scores.

All new students who enroll in a degree, diploma, or certificate program are required to take the Rasmussen College entrance placement English, and math placement assessments. Applicants providing a college transcript* indicating a grade of C or higher in college-level English and/or mathematics are not required to complete College entrance placement assessments in the corresponding subject area and will not require Developmental Education coursework in areas in which they have previously proven this proficiency. Applicants who have not completed a college-level English course are required to complete the English section of the placement assessment. Applicants who have not completed a college-level math course are required to complete the math portion of the placement assessment.

Applicants to a program that has a stated minimum School of Health Sciences and School of Nursing Entrance Exam composite score acceptable for admission to the program are exempt from the Entrance Placement Assessment when the School of Health Sciences and School of Nursing Entrance Exam composite score threshold is met for that program according to the School of Nursing and School of Health Science acceptance policies. School of Nursing and School of Health Science applicants to who do not meet the intended program's minimum score for entrance and score below a 48.5 are required to take the College entrance placement assessment in order to enroll in another program.

Returning students who did not take the Rasmussen Ready, STEP or COMPASS assessments but who have successfully completed the courses at Rasmussen College for which courses are prerequisites, or their equivalents, do not need to take the College entrance placement assessment. Returning students who have not successfully completed the Developmental Education courses, their equivalents, or the courses for which Developmental Education courses are prerequisites must take the College entrance placement assessment to determine placement upon return.

Students who transfer from other colleges, and whose test scores fall within the range of Developmental Education, will be required to complete the Developmental Education courses. Students who test at developmental level, and who wish to transfer courses that have Developmental Education courses as prerequisites, must first successfully complete the Developmental Education courses.

Students who place below the level of B080 Reading and Writing Strategies are not eligible for admission to Rasmussen College. Students who place below the level of B080 Reading and Writing Strategies and are not admitted to Rasmussen College may, after three months, have the option to re-take the College entrance placement assessment(s).

The College entrance placement assessment may not be re-taken for initial placement purposes during the quarter in which a developmental level course is scheduled. However, a student may repeat the assessment at the end of a quarter in which the Developmental Education course was attempted and prior to the start of the following quarter in order to prove readiness for College-level coursework. If the student places into Developmental Education coursework following the re-assessment, the student must repeat the Developmental Education course in the following quarter as long as the student is still eligible to repeat the Developmental Education course.

Developmental Education Courses

Students are placed into Developmental Education courses based on the results of the Rasmussen College entrance placement assessment. To help ensure student success, students requiring Developmental Education coursework must attempt one such course in their first term of enrollment. Students requiring two Developmental Education courses must attempt the first course, Reading and Writing Strategies (B080), in their first term of enrollment and the second course, Combined Basic and Intermediate Algebra (B095) in Illinois and Practical Math (B087) in other states, in their second quarter of enrollment. If a student withdraws from or does not pass a required Developmental Education course, the student must successfully complete that course in the subsequent full quarter of enrollment or the student will be dismissed from the College. As such, any required Developmental Education courses must be completed no later than the end of the student's third full quarter of enrollment, or the student will be withdrawn from the College.

Students requiring two Developmental Education courses must attempt Reading and Writing Strategies (B080) and one additional course in their program of enrollment prior to enrolling in the Developmental Education math course. Students requiring two Developmental Education courses will not be scheduled into both courses in their first quarter of enrollment. If necessary, however, a student may be scheduled into both Developmental Education courses in each of the terms of the second quarter. Upon successful completion of Reading and Writing Strategies, and at least three credits of coursework in their program of enrollment with a grade of C or higher, the student will be allowed to take a full-time credit load, if desired.

Developmental Education course credits are not counted toward graduation, and must be passed with a grade of "SX." Students enrolled in Developmental Education courses are eligible for financial aid. Students are not eligible to access competency courses until all Developmental Education requirements have been successfully fulfilled. Developmental Education courses must be taken in conjunction with courses required in an eligible program.

Developmental Education Course Grading

All Developmental Education courses are satisfactory/unsatisfactory (SX/UX) courses.

The following grading scale is then used to determine if students have passed the courses:

Reading and Writing Strategies			
SX	73% or higher	UX	Below 73%
Practical Math or Combined Basic and Intermediate Algebra			
SX	73% or higher	UX	Below 73%

* Official and unofficial transcripts and grade reports for courses completed at regionally or nationally accredited institutions of higher learning, as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA).

ACADEMIC INFORMATION AND COLLEGE POLICIES

Seminar Course Grading

- The E185, E270, E320, and E410 seminar courses are satisfactory/unsatisfactory (SX/UX) courses.
- Students are to complete and submit the components of their Graduate Achievement Portfolio (GAP), a general education skills assessment, as assigned in the appropriate seminar or capstone courses designated for each program.
- If a student does not successfully submit an assigned GAP general education assessment piece in the appropriate seminar course, then he or she will be unable to earn enough points to pass that seminar course.

E185, E270, E320, and E410 Seminars
 SX 73% or higher UX Below 73%

Common Grading System Percentage Scale

A	100 TO 93%
A-	92 TO 90%
B+	89 TO 87%
B	86 TO 83%
B-	82 TO 80%
C+	79 TO 77%
C	76 TO 73%
C-	72 TO 70%
D+	69 TO 67%
D	66 TO 63%
D-	62 TO 60%
F	Below 60%

Common Grading Scale

Some General Education courses may contain a lecture component with a Co-requisite lab component. If a grade is achieved at or above the threshold of 60% in both components of a course which consists of lecture and lab components, each component will receive the grade earned independently. Failure to earn a grade at or above the threshold of 60% in either the lecture or lab component will result in failure of both components of the course.

Point Scale

Alphabetical Grading System

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.75	
B+	3.50	
B	3.00	Very Good
B-	2.75	
C+	2.50	
C	2.00	Average
C-	1.75	
D+	1.50	
D	1.00	Below Average
D-	0.75	
F	0.00	Failure
AUDIT	NA	Audit
CW	NA	Course Waiver
FD	NA	Failure Dropped
I	NA	Incomplete
PT	NA	Pending Transfer Credit
S/SX	NA	Satisfactory
TO	NA	Test-Out
TR	NA	Official Transfer Credit
U/UX	NA	Unsatisfactory
UD/UXD	NA	Unsatisfactory Drop
WF/WXF	NA	Withdrawal Fail
WP/WXP	NA	Withdrawal Pass

The Health Sciences Courses Grade Scale

The following grade scale applies to all upper and lower level courses with prefixes of BMS, CVT, EK, HI, HIM, HSC, M, MA, MEA, ML, MLT, MTS, PB, PC, PT, PTN, and ST.

Common Grading System Percentage Scale

Letter Grade	Percentage Range
A	100 to 93%
A-	92 to 90%
B+	89 to 87%
B	86 to 83%
B-	82 to 80%
C+	79 to 77%
C	76 to 73%
F	Below 73%

School of Health Sciences courses may contain a co-requisite lab component, co-requisite externship and/or practicum learning component, or both in addition to the lecture component of a course. Satisfactory performance (score of 73% or higher) in the lecture, lab, externship and/or practicum experience is required to earn a passing grade in the course. Failure to earn a satisfactory grade in the lab and externship and/or practicum component will result in failure of all components of the course. If a satisfactory grade is achieved in both components of a course consisting of lecture and externship/practicum components (no lab component), the grade earned in the lecture component will appear on the transcript as the final grade for each component of the course. If a satisfactory grade is achieved in both components of a course consisting of lecture and lab components (no externship or practicum component), each component will receive the grade earned independently.

Competency Courses

Competency-based courses allow students to progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course. Rasmussen College partners with multiple developers of competency courses to provide offerings that align with the course objectives of the College's instructor-led courses. Each objective is typically directed to ensure that students have learned that competency. Competency courses are groups of assessments that allow students to prove their ability to perform a specific task. Completing the competency demonstrates that students have learned that competency and are able to apply that knowledge and skill.

Demonstrated mastery in a competency course may be converted to credits that will transfer into Rasmussen College credits. Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5 or 6-week format, depending on the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

- Students must have fulfilled all Developmental Education requirements prior to enrolling in any competency course(s).
- Students must be in good academic standing in order to enroll in any competency course(s).
- Students may attempt a competency course as long as they are concurrently enrolled in and taking coursework in an eligible program.

- Enrolled students may elect to take a competency course in lieu of an online, instructor-led course for any course that has been identified as having a competency course equivalent.
- Upon successful completion of a competency course, Rasmussen College will issue a Certificate of Successful Competency Course Completion. The certificate will be placed in the student's academic file.
- If a student has already attempted an online, instructor-led course, as indicated by a posted W/WD or F/FA grade, the student will not be allowed to attempt the equivalent competency course. A student may attempt a competency course and later enroll in an equivalent instructor-led course as long as the competency transfer credit has not been awarded.
- Competency courses will not count as credits for financial aid eligibility.
- Students have 60 days from the date they access a competency course to complete it. Students may apply in writing for one additional 30-day extension to complete the competency course; additional requirements may apply. Students are allowed a maximum of one 30-day extension per competency course.
- Students who do not successfully complete a competency course within the allotted time will be required to take the course as an instructor-led course.
- Competency courses must be completed prior to or concurrently with the final instructor-led courses in the program.

Repeating Courses Policy

Students who are meeting Satisfactory Academic Progress may re-take courses up to three times, but only at regular tuition rates. Students repeating a course for a second or third time may count the credits for that course in a financial aid award calculation only if they earned a failing grade in all previous attempts of that course. Courses should be repeated in the next quarter in which it is offered. No course can be repeated within the same quarter in which it was most recently attempted.

If a student elects to repeat a course for which a grade above "F/FA" was earned, the credits are included in the financial aid award calculation only if the program requires a higher grade to be considered "passing" than what the student has previously earned. In this case if the student fails the previously passed course all future eligibility to receive financial aid for that course is discontinued. The credits for all repeated courses, along with the credits from prior attempts, will be included in credits attempted for the purposes of determining Satisfactory Academic Progress. The highest grade earned from a repeated course will be used in the calculation of the student's cumulative GPA. The student's GPA will be recalculated to reflect the highest letter grade. If more than one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA. Students who fail a required course three times and have a cumulative grade point average of 2.0 or greater may be able to switch to another program that does not include the course as a required part of the program curriculum without going through the program appeal process. Students who fail a course three times, and who cannot switch to another program as determined by the program change appeal process, will be terminated from the College. Those students cannot return to the College until they successfully complete an equivalent to the course elsewhere by earning a grade of C or higher or a grade of Pass and transferring it back in to Rasmussen College, in accordance with the transfer of credit requirements. In the case of credit transfer, an "F/FA" grade will be replaced by a "TR" and the student's GPA will be recalculated to reflect the transfer of credit. However, all of the course credits both failed and transferred, count in the student's Cumulative Completion Rate (CCR).

Developmental Education Courses may only be repeated one time. Students who fail a Developmental Education Courses a second time will be terminated from the College. All attempts of repeated courses, including the grades, remain on academic records and transcripts even though they may not be included in the GPA calculation. Students should be aware that graduate schools and other institutions to which they might wish to transfer may not accept repeats and may include all grades in calculating GPA for admission.

Nursing Reenter Policy

Students who wish to reenter into a Nursing program must complete a programmatic assessment, under the direction and guidance of the School of Nursing Dean, in order to determine an appropriate level of reentry. Nursing students will have their previously completed Nursing core courses (as designated by course prefix NU, NUR, PN, PRN, HUN) assessed against the current program to determine which course(s) will be applied to the program into which they are enrolling. All previously completed general education courses will be applied as required in the program. Rasmussen College will allow the student to reenter at the appropriate level in a current program if a space in the program is available and all other reentry requirements are met.

Students who have been dismissed from the program, those who fail two core nursing courses, or those who fail the same core nursing course twice are not eligible for reentry into the same program within the School of Nursing. Students who have been removed from the Professional Nursing Associate's Degree Program as a result of the Nursing Repeating Courses Policy are eligible to reenter the college in the Practical Nursing Diploma program if all reentry requirements are able to be met. Students who have been removed from the Practical Nursing Diploma program as a result of the Nursing Repeating Courses Policy are not eligible to reenter the college through the Professional Nursing Associate's Degree Program unless graduate status has since been achieved for the Practical Nursing program.

School of Health Sciences Repeating Courses Policy

Students are required to attend the Externship or Practicum Orientation prior to their externship or practicum. They receive an externship or practicum manual that discusses the expectations, and students are required to sign an acknowledgement form that is submitted and included in their programmatic file. The externship or practicum manual discloses that students have two attempts to complete their externship or practicum successfully, or they will be dismissed from the program. If a student fails both attempts, documentation will be placed in the student's file. If a student is dismissed from an externship or practicum site due to circumstances out of his/her control, attempts will be made to secure an additional site within the same quarter for the student to complete his/her externship or practicum. Students enrolled in the Pathway to Clinical Care Seminar course or the Pathway to Patient Care Seminar course will have one opportunity to attempt the course regardless of grade (SX/UX/WX) earned.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Late Assignment Submission Policy

Students may submit assigned work up to seven (7) days after the stated deadline. A 10% grade penalty is assessed for work up to 24 hours late; an additional 10% penalty is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for equivalent point value, minus any applicable penalty. Online discussions conclude at the end of the current week/module. Discussion posts made after the end of the current week/module will not be accepted. Instructors may waive the late penalty or timeframe in the case of extenuating circumstances as determined by the faculty. In some cases, certain activities, such as labs and exams, must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities. In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested and granted beforehand.

Accelerated Incomplete Grade Policy

An "I/IN" indicates an incomplete grade, and is a temporary grade for a course which a student is unable to complete due to extenuating circumstances. The student must request an incomplete from the instructor prior to the last day of the session. An incomplete may be granted to a student at the end of a session at the discretion of the instructor under the following conditions:

- An incomplete form is completed by the instructor which identifies:
 - The work to be completed;
 - Qualifications for acceptable work;
 - The deadline for completing the work (within seven calendar days of the last day of class);
 - The grade to be entered should the student not complete the work by the deadline (the calculated grade).
 - Instructors will have 10 calendar days for grading, recalculation of grades and processing of all documents required.
- Incomplete records will be maintained in the student's file.
- The student's Dean must be informed of all incompletes granted by instructor. Incompletes will be granted rarely and instructors will take the following into consideration when granting an incomplete:
 - The work to be completed must be regularly assigned work, identified in the course syllabus.
 - The student can reasonably be expected to complete the work by the deadline.
 - The student's grade will be substantially improved.
 - The student has demonstrated a commitment to completing work in a timely fashion.
 - Granting the incomplete is truly in the best interest of the student.
- By completing the work, one of the following will apply:
 - The student will learn substantive information by completing the work.
 - The student will learn higher level thinking skills or gain substantially greater command of the subject matter.

- Allowing the student extra time compensates for events or conditions not within the student's control (e.g., illness, emergencies, etc.).
- Incompletes may not be granted only for the sake of improved cumulative grade point average, nor will they be granted to allow students to make up "extra credit" work.
- Credits for all incomplete courses will be counted as credits attempted but not earned in the quarter of enrollment. Incomplete grades must be completed within seven calendar days of the last day of class. An incomplete grade not completed by the deadline will be changed to the calculated alternate grade designated by the instructor on the incomplete form and will be included in the cumulative grade point average. The final grade awarded for the course is included in the calculation of the cumulative grade point average.

Policy for Change of Grade

On occasion it is appropriate to change a final grade submitted by an instructor at the end of a quarter. Except for situations outlined below, only the instructor who issued the original grade may authorize its change. Instructors may change grades at their discretion, with the following guidelines:

Circumstances that may warrant a change of grade include:

- Emergency situations that prevent a student from submitting a petition to receive an incomplete grade. Examples of such emergencies are hospitalization, car accident, death of a close family member, or mandatory military service.
- Miscalculation of the final grade by the instructor.
- Situations involving miscommunications, misplaced assignments, or technical difficulties beyond the control of the student.
- Accommodation for special circumstances such as short-term disability or family leave.

Grade changes must be consistent with course policies as outlined on the syllabus. In particular, stated policies regarding the acceptance of late work and how points are apportioned must be followed.

Students must contact their instructors within one week of the start of a subsequent term regarding grade changes. Instructors will have one week from the time they are contacted by students to consider any requests for grade changes. No grade changes may be made after the end of the second week of the subsequent quarter. Grade disputes which cannot be resolved between instructors and students should be directed to the appropriate Dean.

Circumstances where a grade change may be authorized later or by someone other than the original instructor include:

- Administrative errors regarding grades will be corrected by administrative staff as soon as they are identified.
- If the original instructor is no longer available to submit a grade change (for example, an adjunct instructor no longer employed at the College), the Academic Dean may determine if a grade change is appropriate.
- The Dean may authorize grade changes in order to settle academic appeals.

Program Transfers

A student in good academic standing at the end of the current quarter will be allowed to change programs at the start of the next quarter as long as the request has been received prior to Friday of the first week of a quarter break.

A student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines in this catalog who is changing to a lower credential within the same program, or a student who is selecting a different specialization within the same program, or a student who is requesting to change catalogs within the same program at the time of the request will be allowed to make the change regardless of the number of prior program changes. No appeal process is required. The request for the program change must be received prior to Friday of the first week of a quarter break.

A student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines in this catalog at the end of the current quarter and does not meet any of the criteria above must file an appeal with the campus Program Change Appeal Committee. As part of the appeal process, the student will be required to submit a letter following the appeal process guidelines. The appeal will either be approved or denied based on a review of academic standing and progress to date with Rasmussen College and the information provided in the appeal letter.

A complete description and requirements of the program change appeal process is available through the Campus Manager of Student Records. A clear background check is required for enrollment in certain programs as determined in the background check section of the catalog. Students who do not successfully pass a background check will be terminated from the College. All program change appeals must be received no later than Friday of the first week of break prior to the start of the quarter in which the student wants to change programs.

If a student chooses to change his/her academic program, the student defaults to the current catalog curriculum requirements. On occasion, a student may remain in his/her original catalog, assuming the desired program is still offered. A student who chooses to change programs must provide written authorization in the form of a completed change of status form and a new enrollment agreement.

Independent Study Policy

Independent study applies when a student contracts to meet regularly with a qualified instructor to fulfill the assignments, tests, projects, and other tasks necessary to achieve the performance objectives of a given course. Independent study requires a student to be motivated and organized. Because an independent study does not provide the student with the classroom interaction normally expected in higher education, it is to be offered only when there is no alternative and as infrequently as possible. Students may take, and the College may offer, a course through independent study when all of the following conditions are met:

- The course is not currently offered on-site or online.
- Completion of the course is necessary for on-time graduation.
- The need for the course in the term/quarter in question does not arise from the student's decision to withdraw from the course in an earlier term/quarter, the student's failure to satisfactorily complete the course in an earlier quarter, the student's decision to change programs, or the student's decision to accelerate graduation near the end of their program.

4. The student will complete work of a similar quantity and quality as required in a regularly scheduled course and will meet the standard performance objectives for the course. If the method for meeting and assessing the performance objectives differs from the standard course syllabus, the changes will be noted within the course section.

- Within the first week of the independent study, the student and instructor must meet to review the course schedule and determine how the course and weekly objectives will be met and assessed.
- If the independent study is held residentially the instructor and student(s) will meet an equivalent of at least 11 hours which are distributed evenly across the weeks of the term/quarter.

Prerequisites

In order to take a course listing a prerequisite, the student must have received a passing grade in the prerequisite.

Equipment

Rasmussen College strives to maintain its role as an educational leader by incorporating current technology. Rasmussen College provides technology and computer access, and Internet access at each campus. Students will also have access to printers, additional software packages, electronic databases, and a helpdesk lab as needed at a Rasmussen College campus.

Graduation Requirements

Degrees, diplomas, and certificates are awarded solely on the merit and completion of requirements listed, and not on the basis of clock hours in attendance. Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means. Students in the Medical Assisting, Medical Laboratory Technician, Surgical Technologist, and Nursing programs must complete 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means. Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.0 to receive a degree, diploma, or certificate with a passing grade in each area. Completion and submission of the components of the Graduate Achievement Portfolio (GAP), as assigned in the appropriate seminar courses designated for each program, is a graduation requirement.

Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.00 or higher to receive a degree, diploma, or certificate with a passing grade in each area. Completion and submission of the components of the Graduate Achievement Portfolio (GAP), as assigned in the appropriate seminar or capstone courses designated for each program, is a graduation requirement. Students may be able to meet this requirement if they are enrolled in a program in which an electronic portfolio, which is designed to collect transferable general education skills artifacts, is included in the program capstone course. Required seminar or capstone courses are identified on the catalog pages for each program.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Complete Status

A Complete status is applied to students who were enrolled in a degree-seeking program and have either completed the time allowed or attempted the maximum allowable number of credits for the program of study and did not meet one or more of the following graduation requirements:

- Achieve the cumulative GPA required by the program of enrollment.
- Complete all program requirements.
- Achieve a passing grade in each required course. All courses in the program must have been attempted. A withdrawal grade is not considered an attempt.
- Complete all Developmental Education courses as determined by the entrance placement exam.
- Submit official transcripts for all transferred courses.

Prior students who were enrolled in a degree-seeking program who have a Complete status may be able to return to repeat failed courses or transfer them in through the submission of an official transcript in order to graduate. The ability to return to retake courses is determined at the point of reentry, students must be academically and financially eligible to return and the coursework or its equivalent must be available. Some programs such as Nursing and Health Sciences and Law Enforcement may have an alternate timeline to convert to a graduate status. If remediation is required in order to attempt a certification exam, the student may be required to attend said remediation prior to sitting for the certification. Students returning to complete coursework in order to graduate will be charged the prevailing tuition rate at the time of the return. Students with a Complete status in a degree-seeking program are eligible for certain graduate benefits as defined in the College catalog.

Students who are completing coursework in non-degree-seeking opportunities will have their final status awarded as Complete. Students in non-degree seeking opportunities with a status of Complete are not eligible for graduate benefits. When applicable, coursework completed in non-degree seeking opportunities may have credits applied to eligible programs.

Academic Overload Policy

An academic or credit overload occurs when a student registers for more than 20 credits per quarter or more than 12 credits in either a 5.5-week term or six-week session. Students wishing to schedule an overload must obtain the signature of the Advisor as well as the approval and signature of the Academic Dean of the campus in which they are enrolled. In order to apply for an overload, the student must have completed a minimum of 30 credits at Rasmussen College. The student must also be meeting the Rasmussen College Standards of Satisfactory Academic Progress (SAP) and have a cumulative grade point average at least 3.01 (3.5 for six-week programs) to apply for an overload. Students with a cumulative grade point average of 3.01 (3.5 for six-week programs) or above will be eligible to take up to 24 total credits in the approved quarter. The student must apply for approval no later than two weeks prior to the start date of the quarter in which the overload is desired. The Academic Overload Approval Form is available through an Advisor.

AcceleratED Drop/Add Class Policy

Course registration practices ensure that the College is able to provide quality instruction through obtaining a minimum class size of 12 students per course.

Students may add courses through the second day of the six-week session and may drop a course through the first Friday of the six-week session, which is the close of the drop/add period.

When a student notifies the College of withdrawal from a class:

1. On or before the close of the drop/add period, the class will be dropped without being recorded on the student's transcript and tuition will not be charged.
2. Following the first week of the six-week session and on or before the third Friday of the six-week session, students will receive a W/WD on their transcript. The student's grade point average will not be affected, the credits will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.
3. Following the third week of the six-week session, students will receive an F/FA for any classes dropped. The student's grade point average will be affected, the credits will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.

Students who fail to notify the College that they wish to withdraw from a class are still scheduled in the class, the credits for all courses will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.

Course Withdrawals

The credits for all courses in which the last date of attendance was after the drop deadline will be counted in the cumulative credits attempted.

School of Business Mission Statement

The Rasmussen School of Business prepares students for an ever-changing business environment. This goal is accomplished by offering market-focused skills and leading-edge programs that address the global marketplace. We measure our success by the academic performance, commitment to lifelong learning, and professional contributions of our graduates. Graduates of the School of Business will be active contributors and leaders in their chosen fields and diverse communities.

Academic Honors

Term Honors and Dean's List Recognition:

Each term, Rasmussen College recognizes outstanding academic achievement by awarding certificates of achievement. Enrolled, degree-seeking students who earn a term grade point average of 3.25-3.749 will receive an Honor Roll certificate. Enrolled, degree-seeking students who earn a term grade point average of 3.75-4.00 will receive a Dean's List certificate.

Graduation Honors

Rasmussen College recognizes outstanding academic achievement by awarding honors to graduates who meet minimum qualifications. Certificate, Diploma, Associate's, and Bachelor's degree students who complete all graduation requirements and earn a cumulative grade point average of 3.50 or higher will graduate with honors, which will appear on their diploma and transcripts, and they will receive gold cords for the graduation ceremony as a symbol of this achievement. The following honors will be noted on the diplomas and transcripts of Bachelor's degree students:

Cum Laude: Bachelor's students who earn a cumulative grade point average of 3.50-3.669

Magna Cum Laude: Bachelor's students who earn a cumulative grade point average of 3.67-3.749

Summa Cum Laude: Bachelor's students who earn a cumulative grade point average of 3.75-4.00



ACADEMIC INFORMATION AND COLLEGE POLICIES

RASMUSSEN COLLEGE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress, or SAP, is defined as the successful progression through an academic program within a prescribed timeframe.

Cumulative grade point averages and successful completion of credits attempted are monitored quarterly, and students not meeting the standards are notified. Students who do not meet the standard will be expected to participate in Project Rally, which includes online learning tools and consultations with a member of the College team. The student is expected to complete the online learning tool in Project Rally by the first Friday of the quarter. Failure to complete this tool may result in an administrative withdrawal from the College.

SAP Components: All students must meet all three of the components that are used to measure a student's Satisfactory Academic Progress (SAP) towards the completion of a degree or certificate. The three components are as follows:

1. GPA. Rasmussen College students are required to achieve and maintain a minimum Cumulative Grade Point Average (CGPA) of 2.00.
2. Pace/Cumulative Completion Rate (CCR). This is the pace at which a student progresses through a program. CCR is calculated by dividing cumulative credits earned by cumulative credits attempted within a program (e.g., 6 credits earned ÷ 12 credits attempted = 50%). Minimum standards are listed in the chart below.

Percentage of Credits Attempted Toward Maximum Time Frame	Minimum Successful Completion of Cumulative Credits Attempted
Up to 25%	25%
Greater than 25%, up to 50%	50%
Greater than 50%	67%

3. Duration of Eligibility. This is the maximum time frame for program completion and is equal to 150% of the number of total credits required for the program (e.g., maximum time frame for a 90-credit program = 90 X 150%, or 135 credits).

Total credits are indicated for each program listing in the catalog. A student who exceeds 150% of the maximum time frame is no longer eligible for financial aid.

In calculating Pace/CCR and Duration of Eligibility, the following grades will be considered attempted, but will not be considered as credits successfully completed or earned: F/FA/FD, U/UD/UN, W/WD/WF/WP/WX, I/IN. In addition, Foundations courses are not included in the number of credits attempted or successfully completed when assessing satisfactory progress.

Financial Aid Warning: If a student's CGPA falls below 2.00, or if Pace/CCR standards or Duration of Eligibility requirements are not met, the student will be placed on Financial Aid Warning for the subsequent quarter. A student is eligible for financial aid during the Financial Aid Warning period. A student who fails to meet any one of the components of SAP at the end of the Financial Aid Warning period is not eligible for financial aid.

Not Eligible for Financial Aid: A student who fails to meet the minimum Satisfactory Academic Progress requirements at the end of either the Financial Aid Warning or Financial Aid Probation period, and who does not successfully appeal, is not eligible for further financial aid funding.

Appeals: A student may appeal his/her assigned status of Not Eligible for Financial Aid to the Academic Review Committee, which will determine whether mitigating circumstances exist, and, if so, will forward the appeal to the Senior Vice President of Compliance and Financial Services. All appeals must be made in writing and must address the nature of the circumstances that the student believes warrant exception to the policy stated above. All appeals will be reviewed and ruled on within 10 business days, and students will be notified in writing regarding the outcome of the appeal. The ruling of the Senior Vice President of Compliance and Financial Services is final and cannot be appealed.

Financial Aid Probation: If a student fails to make Satisfactory Academic Progress, but submits a successful appeal and has his/her eligibility for aid reinstated, he/she will be placed on Financial Aid Probation. A student is eligible for financial aid during the Financial Aid Probation period. At the end of the Financial Aid Probation period, the student must meet minimum SAP requirements to be eligible for further financial aid funding. A student who fails to meet either the CGPA, Pace/CCR, or Duration of Eligibility requirements at the end of the Financial Aid Probation period is not eligible for financial aid.

Students must regain Satisfactory Academic Progress within two quarters or they will be terminated from the College. The decision to terminate may be appealed through the Academic Review Committee process.

Students who withdraw from the College and later reenter are treated as continuing students and must meet progress requirements. Reentry does not negate previous academic status or satisfactory progress requirements. Satisfactory Academic Progress calculations for a reentering student who changes programs will include only the grades and credits attempted and earned for courses that are part of the student's new program; standard CCR requirements will be followed from the reentry point and for each quarter thereafter. If other courses have been taken at another institution and can be transferred in, the courses will be included in SAP calculations as described elsewhere in this section. A student terminated due to SAP may not reenter the College unless he/she has completed coursework elsewhere that is acceptable for transfer into the College and will bring the student back into good standing.

TRANSFER OF CREDIT, PRIOR LEARNING AND WAIVERS

Transfer of Previously Earned College Credit and Prior Learning Assessments

General Transfer Credit Policy

- Rasmussen College reserves the right to accept or deny transfer of credit based on the guidelines below.
- Students who wish to transfer credits to Rasmussen College must first apply for admission to the College.
- Students must request that official transcripts containing coursework for review be sent directly to Rasmussen College. It is the student's responsibility to ensure that all official transcripts have been received by Rasmussen College.*
- As part of the acceptance process, official and unofficial transcripts will be evaluated for transfer of credit. Students will receive notification regarding the total number of credits accepted for transfer and the equivalent Rasmussen College courses.
- A student may send copies of transcripts or documents during the initial admissions process for estimation purposes only. Any transfer credit conditionally awarded in fulfillment of a prerequisite or corequisite through the use of an unofficial transcript will be rescinded if an official transcript is not received by Rasmussen College at the time the required course is scheduled due to curriculum sequence. All necessary credits will be required to be completed in order to graduate.
- For students in Bachelor Completer programs, official transcripts must be received by Rasmussen College prior to the completion of the second full quarter (four sessions) or students may be administratively withdrawn.
- College-level courses completed at regionally or nationally accredited institutions of higher learning as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized

by the American Council on Education, will be considered for college transfer.

- Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.
1. Students in the Medical Assisting, Medical Laboratory Technician, and Surgical Technologist programs must complete at least 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means, with the exception of "block transfer" candidates for the Surgical Technologist and Medical Assisting Associate's Degree programs.
 2. Students in the Professional Nursing Associate's Degree program must complete at least 45% of their program requirements at Rasmussen College, and no more than 55% may be completed via transfer credits, course waivers, credit by examination, or other means.
 3. Students eligible and approved for the Surgical Technologist Associate's Degree Completer Block Transfer must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means.
 4. Students in the Nursing Bachelor's Degree program must complete at least 25% of their program requirements at Rasmussen College, and no more than 75% may be completed via transfer credits, course waivers, credit by examination, or other means.
- Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 1.5 quarter credits. The calculated number is rounded down. Transfer credits based on a different unit

of credit than quarters will be subject to conversion prior to being transferred.

- International transcripts must be evaluated by a NACES approved organization (National Association of Credential Evaluation Services) or by AACRAO International Education Services (IES) to ensure the student's credit transfer is equivalent to Rasmussen College course content. The evaluation is the student's responsibility.
 - Transfer credit is evaluated based on the program in which the student is applying for or is currently enrolled in.
 - Credits earned at Rasmussen College will be transferred directly from one Rasmussen College campus to another. Only the classes that are applicable to the current program will be posted or calculated.
 - Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average, but will be counted as credits attempted and earned for determining Satisfactory Academic Progress. All credits considered to be earned toward program completion, including test-out, transfer, and course waiver credits, are also credits attempted.
 - Courses which have been accepted for transfer will be listed on the student's transcript with a Transfer (TR) designation. Transfer credits which have been conditionally accepted pending the receipt of an official transcript will be listed with a Pending Transfer (PT) designation. Any pending transfer credits still remaining at the end of the student's program will be removed and the student will be required to complete the program requirements in order to graduate.
 - Courses for which a student has received credit by examination will be listed on the student's transcript with a Test Out (TO) designation.
 - Courses for which a student has received credit through waiver will be listed on the student's transcript with a Course Waiver (CW) designation.
 - When courses are not accepted for transfer, a student may file an appeal through the following process:
 1. The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
 2. The information will be reviewed by the College Registrar.
 3. The student will receive written notice of the decision.
- Course By Course Transfer**
- Course by course transfer credits from regionally or nationally accredited institutions of higher learning will be evaluated on course content. Most courses that are comparable in content will be accepted.
 - Course must have the minimum number of credits to that of the Rasmussen College course.
 - Only courses completed with a grade of C or higher, or a grade of Pass (in a Pass/Fail grading system), will be eligible for transfer credit.
 - Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade-point average. Grade-point averages and grades from courses taken at any of the Rasmussen College campuses, which pertain to the current program, will be computed in the student's final grade-point average.
 - General education credits may be considered for transfer regardless of completion date.
 - Credits in Major and Core Courses in the School of Technology must have been earned within the previous three (3) years of the assessment date. Prefixes included in Florida and Kansas: CAP, CDA, CEN, CET, CGS, CIS, COP, COT, CNT, CTS, DIG, GRA, ISM, MAA, and MTB. Prefixes included in Illinois, Minnesota, North Dakota,

* These include official and unofficial transcripts and grade reports for courses completed at regionally or nationally accredited institutions of higher learning, as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA).

ACADEMIC INFORMATION AND COLLEGE POLICIES

Wisconsin: N, SD and W. This excludes the following courses, which do not have expirations:

1. Computer Applications and Business Systems Concepts
 2. Excel
- Credits in major and core courses in the School of Design must have been earned within the previous five (5) years and specialization courses within the previous three (3) years of the assessment date, excluding Drawing from Observation and Figure Drawing courses, which do not expire.
 - Nursing programs will not accept any core course transfers (prefixes NUR/PRN in Florida; prefixes PN/NU/NUR in Illinois, Minnesota and Wisconsin).
 - Health sciences core courses as designated by course prefix, have a five (5) year transfer limit.
 - The following courses in the Medical Assisting Diploma program are not transferable; MEA 1350 Fundamentals in Clinical Techniques, MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I, MEA 1570 Clinical Laboratory Applications & Diagnostic Procedures II, MEA 2895 Medical Assistant Experiential Externship; and MEA 2820 Medical Assisting Capstone
 - Transfer of credit for Medical Laboratory Technician and Surgical Technologist core courses (MLT and STS prefixes) have a two (2) year time limit from time of course completion. Students who have completed similar course work that exceeds the two (2) year limit can test-out of the course with a 73% or greater score on a course assessment. All transfers or test-outs into the Medical Laboratory Technician and Surgical Technologist programs are based on program space availability.
 - Externship, Internship, Practicum and Reflection Courses cannot be transferred in from another institution of higher learning.
 - Seminar Courses cannot be transferred in from another institution of higher learning.
 - For students in MN who enroll in the Law Enforcement Associate's, Law Enforcement Academic Certificate, or Law Enforcement Skills Certificate programs, transfer credits for law enforcement specific classes (CCJ, CJE, CJK, C JL, J, LE prefixes) can only be accepted if the incoming course is from a regionally accredited college that is POST Board approved. Students who have credits that are not transferable are eligible to demonstrate competency by completing the course specific test out, if available.

Declining Transfer of Credit

A student may choose to decline external transfer credit that would otherwise be awarded by submitting a written request to their advisor prior to the end of the drop period of their first quarter of the program. The transfer credits will be removed from the Rasmussen College student record. The request must explicitly state for which course the student wants to waive the transfer of credit. The declined transfer credit may be rescinded at a later date by submitting a written request to the advisor. If the course was attempted at Rasmussen College, the transfer grade will replace the grade that was earned at Rasmussen College, the attempted credits will continue to apply for the purpose of determining Satisfactory Academic Performance (SAP).

Competency Course Transfer Policy

- Credit for successfully completed competency courses at Rasmussen College will appear as a credit by examination (TO) grade on a transcript. Competency course credits awarded through credit by examination (TO) may not be transferable to another institution.
- Credit for successfully completed competency courses that have been approved by the American Council on Education (ACE) will appear as a transfer of credit (TR) on a transcript.
- The decision to accept transfer credits is always at the discretion of the receiving institution.

- Credits earned through competency courses count toward the transfer maximum. Credits earned through competency courses will count toward earned credits.

General Education Block Transfer for Baccalaureate Candidates

For students with a conferred degree, general education coursework will be transferred as a block regardless of conferred degree or degree sought through Rasmussen College.

- All required general education courses must be met due to accreditation requirements.
- Conferred associate's degrees may be posted as a block of up to 40 credits (up to 42 credits in Illinois), depending upon the program.
- Conferred baccalaureate degrees may be posted as a block of up to 64-credit block (up to 66-credit block in Illinois), depending upon the program, comprised of up to 40 lower-level and 24 upper-level credits (up to 42 lower-level and 24 upper-level credits in Illinois).
- For those students without an earned degree, successfully completed general education credits will be applied.

Credit by Examination (for Non-Competency Courses)

- Enrolled students may request credit by examination for courses if an exam has been developed.
- Students seeking to utilize a microbiology credit by examination must provide transcripts indicating they have successfully passed with a C grade or higher from an accredited institution a Microbiology course of a minimum four quarter credits which contains both a didactic component and lab. Qualified students who score 73% or higher on the credit by examination will earn a Microbiology "TO" on their Rasmussen College transcript.
- An examination score of 73% or higher is required to earn credit by examination.
- The examination grade will be posted as Test-out (TO) on the student transcript.
- Credits earned count in the transfer maximum.
- Credit by examination will not count as credits for financial-aid eligibility.
- A credit by examination may be taken only once for each course.
- If a student has already attempted the course, as indicated by a posted W/WD/WP or F/FA/FD grade, no test-out attempt will be allowed.
- Credits awarded through credit by examination (TO) may not be transferable to another institution.
- Contact your Student Advisor for a list of available challenge exams

AcceleratED Bachelor's Degree Programs Transfer Policies

For students enrolled in AcceleratED Bachelor's degree-completion programs, the following transfer policies apply:

- Students who have an associate's degree from a college that is accredited by an agency recognized the United States Department of Education will receive 91 quarter credits of transfer to Rasmussen College (90 quarter credits in the Business Management BS Degree, Computer Science BS Degree, Healthcare Management BS Degree, Health and Wellness BS Degree, Finance BS Degree, Human Services BS Degree, and Supply Chain and Logistics Management BS Degree) and begin their degree with junior standing.
- Students who have successfully accumulated 60 or more quarter credits at a grade of C or higher, and who have successfully completed college-level English and Math or Science from college(s) that are accredited by an agency recognized by the United States Department of Education, will receive 60 quarter credits of transfer to Rasmussen College, or the actual credits successfully completed, whichever is higher.

- Students transferring into an AcceleratED program who are required to complete additional non-AcceleratED coursework in order to begin the AcceleratED program (pre-qualified students) will have their posted credits adjusted to reflect the additional coursework required.

AcceleratED Computer Science Bachelor's Degree Entrance Policy

Students entering the AcceleratED Computer Science Bachelor's Degree program must provide evidence of having a conferred associate's degree from an accredited institution as recognized by the U.S. Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable associate's degree programs are:

- Computer Science
- Programming
- Web Programming
- Game Programming
- Software Application Development
- Software Engineering
- Computer Engineering
- Engineering

Prospective students without an associate's degree in the fields listed above may be considered as specified below:

- Student must have a conferred associate's degree or at least 90 quarter credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.
- Students may be required to take additional coursework prior to being accepted into the program. The courses a student may be required to complete may include: Programming Fundamentals, and Introduction to Business. Prior transcripts will be evaluated on a course by course basis to determine which pre-qualification coursework is required. A comparable introductory programming course needs to have been completed within the past three (3) years.
- Students who are not transferring successfully completed Programming Fundamentals and Introduction to Business, or equivalent courses, will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the program. Students who are accepted into the program with these additional requirements are considered pre-qualified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the AcceleratED Computer Science Bachelor's Degree program.

AcceleratED Computer Science Bachelor's Degree Computer Requirements

Students enrolled in the Universal Windows App Development Specialization must own or utilize a Windows® computer with:

- 3.2+ GHz Intel Dual Core i5 or faster CPU (AMD equivalent)
- Windows®8 (OS provided license through Microsoft® DreamSpark™)
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

Students enrolled in the Apple iOS App Development Specialization must own or utilize an Apple Mac® computer with:

- 2.6 GHz dual-core Intel Core i5
- OS X Yosemite
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

- Able to run Microsoft Windows® within a virtual machine environment (e.g. VMware Fusion, Parallels, VirtualBox, etc.)

AcceleratED Criminal Justice Bachelor's Degree Transfer Policy

Students entering the AcceleratED Criminal Justice Leadership and Management bachelor-completer program must provide evidence of having a conferred associate's degree in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

Acceptable Programs:

- Criminal Justice
- Law Enforcement
- Justice Administration
- Justice Management
- Corrections
- Public Safety
- Emergency Management
- Law Enforcement Academic Certificate and Law Enforcement Skills Certificate plus conferred associate's in any program

Prospective students without an associate's degree in the fields listed above may be considered as specified below:

- Student must have a conferred associate's degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.
- Students may be required to take additional coursework prior to being accepted in the AcceleratED program. The courses a student may be required to complete may include: Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures. Prior transcripts will be evaluated on a course by course basis to determine which pre-qualification coursework is required.
- Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree program.
- Students who are accepted into the program with these additional requirements are considered pre-qualified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the Criminal Justice Leadership and Management AcceleratED program.

AcceleratED Finance Bachelor's Degree Transfer Policy

Students entering the Finance Bachelor's program must also provide evidence of having successfully completed with a grade of "C" or higher both Principles of Financial Accounting for Managers and Principles of Finance, or equivalent courses. Any student who is not transferring successfully completed Principles of Financial Accounting for Managers and Principles of Finance, or equivalent courses, will be required to successfully complete the required coursework within a regularly scheduled term at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor's Degree Program.

Medical Coding Practicum Waiver

- Students with a minimum cumulative GPA of 3.0 in their program major courses may request a waiver for the Medical Coding practicum coursework. Students must complete and submit the required paperwork to their Program Coordinator/Director prior to the start of the quarter of the practicum.

ACADEMIC INFORMATION AND COLLEGE POLICIES

- Students must have a variety of experiences in the necessary medical fields rather than from just one area, and documentation will be required from the student's employer. The Program Coordinator/ Director will inform the Campus Manager of Student Records of the result of the evaluation.
- If the waiver is granted, the grade will be posted on the student transcript as a Course Waiver (CW) once the course waiver form is signed.

School of Education Waivers

- Students who have a current and valid CDA Credential awarded by the Council for Professional Recognition or a FCCPC certificate awarded by the Florida Department of Children and Families, and are enrolled in the Early Childhood Education Associate's Degree, Early Childhood Education Diploma, or Early Childhood Education Certificate, may request a waiver from Foundations of Child Development; Early Childhood Education Curriculum and Instruction; and Health, Safety, and Nutrition/CDA Application.
- The student's credential will be reviewed, and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Justice Studies Waivers

- Course waivers will be considered for students who have select professional certifications from recognized state police/corrections academies.
- Course waivers will be considered for specific courses within the School of Justice Studies related to the certification.
- No time limit for earning certifications.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.
- Course waivers will be considered for students who have attended and successfully completed the following courses offered through the MN BCA Criminal Justice Training and Education Program (BCA-CJTE). Student must present evidence of their attendance by submitting a course certificate of completion.

1. Basic Narcotics
 2. BCA Crime Scene Course
 3. Crime Prevention Practitioner Course
 4. Financial Investigation Techniques Course
 5. Forensic Science Partners Course
 6. Leadership in Police Organizations Course
 7. Southern Police Institute Homicide Course
- Course waivers will be considered for students who have attended and successfully completed the following courses offered by the Florida Department of Law Enforcement (FDLE). Students must present evidence of their attendance by submitting a course certificate of completion.
- Domestic Interventions & Investigations 091
 - Organized Crime 054
 - Narcotics and Dangerous Drugs 016
 - Criminal Law 019

Similar courses will be considered upon request. A review of the content against the syllabus of the course for which transfer is requested will be assessed, awarding of a waiver is at the sole discretion of the Dean of the School of Justice Studies. Sufficient time must be allowed for an appropriate review, the student will be required to submit the syllabus of the course, the hours required, and evidence of completion of the course.

School of Business Waivers

Course waivers will be considered for students who have select professional certifications from the HR Certification Institute™ for the distinction of Professional in Human Resources

(PHR) or for the distinction of Senior Professional in Human Resource Management (SPHR)

- Course waivers will be considered for specific courses within the School of Business related to the certification and the program of enrollment.
- Certifications must be current.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.
- Students presenting evidence of certification by the HR Certification Institute for the distinction of PHR will be awarded the following credit as Course Waiver (CW):
 1. Introduction to Human Resource Management
 2. Employment Law
 3. Modern Human Resource Management
 4. Workforce and Labor Relations Management
- Students presenting evidence of certification by the HR Certification Institute for the distinction of SPHR will be awarded the following credit as Course Waiver (CW):
 1. Introduction to Human Resource Management
 2. Employment Law
 3. Modern Human Resource Management
 4. Workforce and Labor Relations Management
 5. Strategic Human resource Management

School of Technology Waivers

- Course waivers will be considered for students who have select professional certifications from Amazon, Apple, Cisco, Certified Internet Web Professional (CIW), the Computing Technology Industry Association (CompTIA), C++ Institute, EC-Council, EMC², (ISC)², Microsoft, Oracle, VMWare.
- Course waivers will be considered for specific courses within the School of Technology related to the certification.
- Certifications must have been earned within the last three years or are current through renewal.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Design Waivers

- Course Waivers will be considered for students who have select professional certifications from Adobe (Certified Associate or Certified Expert) and Autodesk.
- Course Waivers will be considered for specific courses within the School of Design related to the certification.
- Certifications must have been earned within the last three years or are current through renewal.
- The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student's transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Health Sciences Waivers

Course waivers will be considered for students who have earned the Certified Coding Specialist (CCS or CCS-P) from American Health Information Management Association (AHIMA).

- Certifications must be current.
- Course waivers will be considered for specific courses related to the certification.
- The student's credential will be reviewed, and if the criteria are met, will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Nursing Waivers

- Students who enroll in the Professional Nursing AS program and have a practical nursing license that is current and unencumbered on the date their program starts at Rasmussen College, may request a waiver from NU117/NUR1172 Nutritional Principles in Nursing and NU211/NUR2115 Fundamentals of Professional Nursing.
- The student's license status, as recorded on the state's licensing website will be reviewed, and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as Course Waiver (CW) once the course waiver request form is signed.
- This does not apply to the Illinois Professional Nursing AAS program.

College Equivalency Credit

Credits earned through college equivalency programs will be posted on student transcripts as Test-Out credits (TO) and will not be assigned letter grades or applied to cumulative grade point average. Rasmussen College recognizes the following college equivalencies:

- Advanced Placement (AP) examinations administered by The College Board. A score of 3 or higher required.
- For graduates of United States high schools who provide transcripts of individual certificate completion in an International Baccalaureate® (IB) Diploma Programme credit may be awarded based on individual subjects; examination scores of 4 and higher are required. Courses will be accepted relative to the program of enrollment.
- College-Level Examination Program (CLEP) examinations administered by The College Board. A score of 50 or higher is required for computer-based testing since 2/15/2003. For paper-based exams taken prior to 2/15/2003, the CLEP ACE recommended score will be used.
- DSST, DANTES, Excelsior College Exams. Passing scores are determined by the individual test requirements. Prior Learning Assessment (PLA) credits may be earned by going through the PLA process as established through The Council for Adult Experiential Learning (CAEL).
- Other types of college equivalency courses and/or examinations may be evaluated for eligibility by the Associate College Registrars.

Military Experience Equivalency Credit

College credit for military service may be awarded upon review of a military transcript. Rasmussen College follows the American Council of Education (ACE) recommendations on transferring credit. These credits are usually listed on Sailor/Marine American Council on Education Registry Transcript (SMART), Defense Activity for Non-Traditional Education Support (DANTES) transcript, College Level Examination Program (CLEP) score, Coast Guard Institute (CGI) transcript, Army American Council on Education Registry Transcript System (AARTS) transcript and/or Community College of the Air Force (CCAF) transcript. ACE military credits recommendations which have been accepted for transfer will be listed on the student's transcript with a Transfer (TR) designation.

- Other types of college-equivalency courses and/or examinations may be evaluated for eligibility by the Associate College Registrars.

Transfer to Other Colleges

Rasmussen College does not imply or guarantee that credits completed at Rasmussen College will be accepted or transferable to any other college, university, or institution. Graduates or students who would like to transfer credits earned at Rasmussen College to another school should understand that the decision to accept transfer credits is always at the discretion of the receiving institution. Please see the Registrar with questions about transfer to other colleges.

Transcripts

Transcripts for graduates and students who have completed their course of study are provided without charge; however a fee of \$5.00 is charged for all other transcripts. The institution reserves the right to withhold official academic transcripts from students under certain circumstances such as having an outstanding financial obligation to the College.

POLICIES AND GRIEVANCES

Accommodations Policy

The mission of Rasmussen College in disability services is to create an accessible college community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience. Rasmussen College recognizes its obligation under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and commits to the success of its students and faculty by prohibiting discrimination on the basis of disability and requiring reasonable accommodations to qualified disabled students in all programs and activities.

Students with disabilities do not have to self-disclose or register with the Campus Accommodations Coordinator, although the College encourages them to do so. Students seeking academic accommodations or adjustments must contact the Campus Accommodations Coordinator to request such services. Students who are unsure who to contact should check with their Academic Dean or Campus Director.

Attendance

A basic requirement for employment in any organization is regular, on-time attendance. Rasmussen College students are expected to be on time and in regular attendance for all of their classes. Workplace etiquette also requires a call be made if an absence is necessary. Rasmussen College students are expected to call the College and to indicate if they will be absent or tardy. It is the student's responsibility to contact the instructor to get missed information, class work, and assignments.

Attendance requirements are met by (a) attending a face-to-face course session at the campus or other class location, or (b) substantive online activity, including commentary in the discussion section of the online classroom, posting of required assignments and course quizzes and exams in a timely manner. Discussion posts in the student lounge area of the classroom are encouraged but do not count as attendance activities. Attendance is not equivalent to participation. Student grades will be impacted by the frequency and quality of participation in class, whether face-to-face or online, consistent with the requirements of the particular course and as outlined in the course syllabus.

Rasmussen College uses a standard grading scale for its courses (although some programs may be required to follow additional standards). Faculty are required to keep accurate attendance records which are submitted to the Business Office. Rasmussen College makes attendance records available to supporting agencies and prospective employers. Students must maintain regular attendance and be in satisfactory academic standing to remain eligible for financial aid.

First Week Attendance: Students are expected to meet attendance requirements in their courses on or before the seventh (7th) day of the start of a term. Students who have not met the attendance requirement in at least one scheduled College course within seven days of the start of a term may be administratively withdrawn from the College.

Course Attendance: If a student has not been in attendance in a course within 14 days of their last date of attendance in that course, he or she may be administratively withdrawn from the course. If the student has not been in attendance in any courses within 14 days of their last day of attendance, he or she may be administratively withdrawn from the College. Upon withdrawal a student's financial aid eligibility will be adjusted according to the Institution's refund policy as described in the College catalog and will be assigned grades according to the Rasmussen College Drop/Add Class Policy.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Practicums/Externships in Nursing and Health Sciences programs have attendance requirements that are more stringent than the attendance policy above. Attendance policies for programs with additional requirements can be found in program-specific manuals/handbooks.

Rasmussen College Academic Integrity Policy**I. Introduction**

As an institution of higher learning, Rasmussen College is committed to preparing students to be active, productive and successful contributors to a global community. In pursuit of this commitment, students, faculty and staff of Rasmussen College are expected to uphold the very highest business and personal ethics. Students of Rasmussen College commit to holding themselves and their peers to the foremost level of academic integrity, and accept responsibility should behaviors and actions fall short of the College's expectations.

II. Definitions

- a) **Academic Misconduct** is the violation of the Academic Integrity Policy, including all forms of academic cheating including but not limited to acts listed below and any other act perpetrated to give unfair advantage to the student.
- b) **Cheating:** Distributing or receiving answers or information by any means other than those expressly permitted by an instructor for any academic exercise. Examples include:
 - i. Copying answers, data, or information for any academic exercise from another student in which the student is not expressly permitted to work jointly with others.
 - ii. Impersonation: Assuming another student's identity or allowing another person to complete an academic exercise on one's own behalf.
 - iii. Using or attempting to use unauthorized materials, texts, devices, notes, information or study aids in any academic exercise (e.g., assignments, discussions, tests, quizzes, papers, labs).
- c) **Collusion:** Knowingly assisting, attempting to assist, or receiving assistance from another student or students to commit academic misconduct, or conspiring with any other person in or outside of the College to commit misconduct.
- d) **Destruction, Theft, Obstruction, Interference:** Seeking to gain unfair academic advantage by destroying, damaging, or stealing equipment or products of any academic exercise; or obstructing or interfering with an instructor's materials or another student's academic work.
- e) **Fabrication, Falsification, Forgery:** Deliberately falsifying, altering, or inventing student records, information or citations. Forgery is the act of imitating or counterfeiting documents, signatures, and the like.
- f) **Plagiarism** is the act of representing an individual's or organization's words, thoughts, or ideas as one's own. Examples include:
 - i. Using information (a paraphrase or quotation, in whole or in part) from a source without attempting to give credit to the author of that source.
 - ii. Using charts, illustrations, images, figures, equations, etc., without citing the source.
 - iii. Using an academic exercise (in whole or in part) purchased or copied from a ghostwriter or paper/essay mill.
 - iv. Copyright infringement or piracy, including the use, alteration, or duplication of media, software, code, or information when expressly prohibited or where copyright exists or is implied.
- v. Submitting work previously graded in another course without prior approval by the course instructor; or, submitting the same work in two or more concurrent courses without prior approval by all course instructors.

III. Violations

A student who violates the Academic Integrity policy faces severe penalty from the College. Violations may occur in one or more courses in one or more quarters and accumulate for all quarters in which the student is enrolled. Upon conclusion by the student's instructor and the student's Dean that the student has committed Academic Misconduct, the following penalties will be applied:

- a) **First Offense.** The student will receive no credit on the assignment in question and will not be allowed to redo the work.
- b) **Second Offense.** The student will be expelled from the course, and the final grade assigned for the course will be an "F/FA". The student may re-take the course, but the "F/FA" will remain on the transcript even if the student retakes the course and earns a passing grade.
- c) **Third Offense.** The College reserves the right to dismiss a student from the College if there are more than two offenses. If dismissed, the student's transcript will reflect the timing and nature of the offense. A student dismissed from the College because of Academic Misconduct may not re-enroll.

The College reserves the right to dismiss a student from the College if there are more than two offenses. A student dismissed from the College because of academic misconduct may not reenroll.

Students who commit academic misconduct also run the risk of harming future educational and employment opportunities. Reference forms sent by prospective employers and other educational institutions often ask for judgment and comment on a student's ethical behavior. As the form is sent at the behest of the student, the student waives any rights he or she may have under the Family Educational Rights and Privacy Act to keep Academic Integrity violations confidential.

- IV. **Concurrent Offenses:** A concurrent offense is an instance of academic misconduct that occurs at the same time as another instance (i.e., two or more assignments submitted at the same time in the same or different courses), or instances of misconduct that occur prior to the student receiving notice of the immediate prior offense. Concurrent offenses will be treated as a single offense, and the appropriate penalty will be applied for all concurrent violations.

- V. **Appeal:** A student who disagrees with a ruling of academic misconduct has one week to appeal the ruling in writing to his/her Dean. If the Dean confirms the violation, the appeal is reviewed by the Academic Integrity Committee, which has one week from the time that they receive the appeal to thoroughly investigate and rule on the appeal. If the issue remains unresolved, the student must submit a written statement of appeal to the Vice President of Academic Affairs thereafter. Response will be given within 30 days.

Conduct/Dismissal

Students are expected to conduct themselves with the same standards of behavior as are expected in the workplace and in the community at large. Consequently, the following is an all-encompassing policy regarding student conduct. The College reserves the right to suspend or dismiss any students whose conduct is detrimental to the educational environment. A student dismissed from the College because of misconduct may not re-enroll. Conduct/dismissal guidelines for School of Nursing students, or School of Health Sciences students enrolled in the Medical Assisting, Health Information Technician/Management, Medical Laboratory Technician and Surgical Technologist programs can be found in each programmatic

handbook provided at programmatic orientation.

This includes, but is not limited to, conduct:

- By students, faculty, or staff that is detrimental within the classroom environment.
- That interferes with the well-being of the fellow students and/or faculty and staff members.
- That causes damage to the appearance or structure of the College facility and/or its equipment.
- By students who copy or otherwise plagiarize the assignments/projects of other students or professionals.
- By students who otherwise display conduct detrimental to their own academic progress or ultimate success in the field for which they are being educated.

Students, employees and guests using Rasmussen networks to access the Internet are prohibited from viewing inappropriate material or visiting sites which have been identified as facilitating the violation of copyright/intellectual property protections or other suspicious/illegal activity. Prohibited material could include pornographic images, illegal file sharing programs (such as the illegal downloading and sharing of music), or other violations of the Rasmussen College Acceptable Use Policy. Violations will result in the loss of network use privileges and possibly other penalties, up to and including dismissal.

Anti-Hazing Policy

It shall be the policy of the College to strictly prohibit any action or situation which may recklessly or intentionally endanger the mental, physical health or safety of its students for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the College. This policy applies to any student or other person who may be associated with any student organization. Violation of this policy may result in disciplinary action including but not limited to suspension and/or termination from school or employment. The Campus Director of the College shall be responsible for the administration of this policy.

Dress Code

Rasmussen College encourages students to dress as if they were going to work and to start acquiring a wardrobe suitable for employment after graduation.

Several programs, including those in our School of Nursing and our School of Health Sciences, have stringent dress code and professional appearance requirements. Standards are specified in the applicable program handbooks. In some cases, failure to meet the required standard may impact a student's ability to participate in an externship or clinical experience, and may ultimately impact the student's grade. Please consult the handbook specific to your program or see your Program Coordinator/Dean for details.

Rasmussen College Minimum Technical Requirements

In order to be successful in online courses, you must use a computer system that meets or exceeds the minimum technical requirements specified in the course. If you do not meet those requirements, you may need to attend a campus to complete some assignments.

Due to frequent changes in technology, technological requirements change periodically. Technical requirements necessary for online courses to run properly are located on the following website: content.learntoday.info/course_files/techinfo/techinfo_ols.html, which is updated regularly to reflect current requirements.

Please read the following current technical requirements information carefully to ensure that your computer is properly configured for online courses. Some courses require the use of software that is not Mac compatible. If you use a Mac, you may need to attend a campus, use a PC, or run the software in Windows emulation mode in order to complete some required course activities and assignments.

1. **Web Browser Requirements:** The following web browsers are formally supported and tested:

- With PCs running Windows OS:
 - Firefox
 - Internet Explorer version 8, 9 or 10;
- With Macs running OS X:
 - Firefox
 - Safari 5 or 6.0.x

Desktop or laptop computers are preferred. Mobile devices may only work with limited functionality.

2. **Cookies Must Be Enabled on Your Browser**

A cookie is a small file that is placed on your computer by the server. Cookies are a very common Internet technology used by many websites, such as Amazon or eBay. Your browser has a setting that allows you to control whether you allow cookies or not.

Since cookies are so common, your browser probably already has cookies enabled. If you are unsure whether your browser is set up properly, please call the Personal Support Center.

3. **Required Plug-ins**

Flash

Your courses may include images or animations that require the Flash plug-in. If you do not have Flash installed, or have difficulty viewing the animations, you may load the most current version of the Flash plug-in here: get.adobe.com/flashplayer/.

Shockwave

Your courses may include images or animations that require the Shockwave plug-in. If you do not have Shockwave installed, or have difficulty viewing the animations, you may load the most current version of the Shockwave plug-in here: get.adobe.com/shockwave.

Acrobat Reader

Your courses may include .pdf files, which require the Adobe Acrobat Reader. If Acrobat is not installed on your computer, please download the free Adobe Acrobat Reader: get.adobe.com/reader/.

Microsoft PowerPoint

Your courses may include Microsoft PowerPoint presentations. If you do not have PowerPoint installed on your computer, you may use the free PowerPoint viewer to view the course materials. Download the free PowerPoint viewer here: microsoft.com/en-us/download/details.aspx?id=13.

Microsoft Word

Your courses require the use of Microsoft Word to turn in written assignments. If you do not have Word, please contact your instructor.

Microsoft Excel

Your courses may require Microsoft Excel spreadsheet software. If you do not have Excel, please contact your instructor.

ZIP File Compression Utility

Your courses may require the use of a compression utility, like 7-Zip, to create a "zipped" file (i.e. filename.zip). If you do not have a compression utility installed on your computer, you may download a free copy of 7-Zip here: 7-zip.org. If your computer is running Windows XP, or newer, there is a compression utility already built in. For help "zipping" and "unzipping" files using the Windows compression tools, please view the demonstrations at: content.learntoday.info/course_files/techinfo/techinfo_ols.html.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Student Senate

The Student Senate assists the College in providing a successful, positive, and rewarding atmosphere by organizing campus events.

The Student Senate meets on a regular basis. Students are encouraged to participate in the open forum discussions or may petition to be one of the board representatives.

The representatives include: President, Vice President, Treasurer, and Secretary.

Student Senate is open to all students, however student groups vary from campus to campus. Therefore, students should see their Campus Director for information regarding student groups.

Circulation Policy**Library Mission & Introduction**

Rasmussen College Library System, in accordance with the mission of the College, is rooted in a tradition of student support and driven by a desire for academic excellence. The library is passionate about empowering the college community and cultivating life-long learners who are prepared to thrive in a diverse and digital society.

In support of this mission we:

- Extend our resources and services to all students and employees of the College;
- Empower students to access information independently in the changing world of technology;
- Support faculty by providing professional development and instructional partnerships;
- Engage in responsive collection development by collaborating with faculty to select resources; and
- Provide direction and recommendations to help guide our users to the resources and online tools that will work best for their learning.

This circulation policy supports the library mission by ensuring that library materials are available to members of the Rasmussen College community and other library users on an equitable basis. Exceptions to this policy may be granted by the Dean and/or Associate Dean of Library on a case-by-case basis if need is demonstrated.

Borrowing Materials: General

The following persons are permitted to check out materials owned by our library system:

- Rasmussen College students and alumni in good financial standing with the College
- Rasmussen College faculty and staff in good standing with the library
- Consortia patrons in good standing with the library

A patron in good standing with the library is defined as a person who has no overdue items and owes no fees toward damaged or lost items. A library user is responsible for any items checked out in his or her name. Rasmussen College retains the right to deny borrowing privileges to any person in violation of this or any other library policy.

Loan Periods

Loan periods vary depending on the database and content. eBooks from the databases can be checked out and used offline for up to 7 calendar days. Digital materials are loaned for 21 calendar days from the Cloud Library and may be renewed up to two times if there are no outstanding holds on the material. Library materials must be returned to the library on or before the end of the loan period; if they are not returned by the user, the system will automatically recall the material.

Fees and Restriction of Borrower Privileges

Users will receive a reminder 2 days in advance of an item's due date.

Following the grace period (5 days for circulating items; 10 hours for special materials), items are considered overdue and borrower privileges will be restricted until items are returned or fees are paid for lost materials.

After 30 days past the end of the grace period, the material is considered lost. The library reserves the right to charge for replacement costs. Replacement costs are assessed per each individual item. The library will charge \$55.00, or the cost of replacing the item plus a \$5.00 processing fee. In the event that a library material is returned damaged, the borrower will be assessed a fee to repair or replace the damaged item. In the event that an irreplaceable item is damaged, the library will assess a \$55.00 fee.

Rasmussen College cannot override fines incurred at other libraries, including fines for Interlibrary Loan items lost or returned late. Library fees are assessed through the Department of Student Financial Services. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the College.

Non-Discrimination Policy

Rasmussen is strongly committed to providing equal employment opportunity for all employees and all applicants for employment. For us, this is the only acceptable way to operate our College.

Rasmussen employment practices conform both with the letter and spirit of federal, state, and local laws and regulations regarding non-discrimination in employment, compensation, and benefits.

Anti-Harassment and Sexual Violence Policy

It is Rasmussen College's policy and responsibility to provide our employees and students an environment that is free from harassment. Rasmussen College expressly prohibits harassment of employees or students on the basis of gender. Harassment undermines our College community morale and our commitment to treat each other with dignity and respect. This policy is related to and is in conformity with the Equal Opportunity Policy of Rasmussen College to recruit, employ, retain, and promote employees without regard to race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken. An Executive Vice President or President will be notified of all allegations. This will ensure a prompt, consistent, and appropriate investigation.

It is a violation of policy for any member of our College community to engage in sexual harassment and it is a violation of policy for any member of the College community to take action against an individual for reporting sexual harassment.

This policy covers actions of all students and employees, whether co-worker, manager or by any other persons doing business with or for Rasmussen.

Informal and Formal Complaints

Members of this College community who believe they have been sexually harassed or have been the victim of sexual assault may properly turn for assistance to the Campus Director, Regional Vice President, Executive Vice President or President. Whether or not a person consults with a school official, he/she has the option of making an informal or formal complaint according to the procedures outlined below.

No retaliatory actions may be taken against any person because he/she makes such a complaint or against any member of the College community who serves as an advisor or advocate for any party in any such complaint.

No retaliatory actions may be taken against any member of the College community merely because he/she is or has been the object of such a complaint.

Informal Resolution

Early efforts to control a potentially harassing situation are very important.

1. Sometimes sexual harassment can be stopped by telling the person directly that you are uncomfortable with his or her behavior and would like it to stop.
2. Writing a letter to the person or talking to the person's supervisor can also be effective.
3. Go to a sexual harassment/violence information center or discuss the matter with a friend.
4. Talk to others who might also be victims of harassment.
5. Any employee, faculty member, staff member, or student is encouraged to discuss incidents of possible sexual harassment with the Campus Director, Regional Vice President, or College President.

A Campus Director contacted by a person who may have been subjected to sexual harassment will give advice and guidance on both informal and formal procedures for solving the problem.

During the informal inquiry process, all information will be kept confidential to as great a degree as legally possible.

No specific circumstances, including the names of the people involved, will be reported to anyone else, except the President, Executive Vice President and the Human Resources Director and Corporate Counsel, without the written permission of the person making the complaint. However, if, in the course of the inquiry Rasmussen College finds that the circumstances warrant a formal investigation, it will be necessary to inform the person complained against.

Incidents should be reported within 30 days.

At any time during the procedures, both the person bringing a complaint and the person against whom the complaint is made may have a representative present in discussions with the Campus Director.

Resolutions and Informal Complaints

Anyone in the Rasmussen College community may discuss an informal complaint with the Campus Director, Regional Vice President, Executive Vice President or President.

1. If the person who discusses an informal complaint with an advisor is willing to be identified to others but not the person against whom the informal complaint is made, the College will make record of the circumstances and will provide guidance about various ways to resolve the problem or avoid future occurrences.

While the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complaining person regarding action by the College cannot be guaranteed in every instance, they will be protected to as great a degree as is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of the College's obligation to act upon the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by the College and those involved in the investigation.

2. If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt resolution of the problem, the College will make a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.
3. When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, offensive sexual remarks in a classroom lecture) or when the College receives repeated complaints from different people that an individual has engaged in other forms of sexual harassment, the College may inform the person complained against without revealing the identity of the complainants.

Definitions

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, 2) submission to or rejection of such conduct by an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment, 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or academic environment.

This policy prohibits behavior such as, but not limited to:

1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, cartoons or posters (includes by electronic means);
6. Sexually offensive comments, graphic verbal commentary about an individual's body or dress, sexually explicit jokes and innuendos, and other sexually-oriented statements; and
7. Physical conduct, such as: touching, assault, or impeding or blocking movements.

Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed. Sexual harassment can be as blatant as rape or as subtle as a touch. Harassment under the third part of the definition often consists of callous insensitivity to the experience of others.

Normal, courteous, mutually respectful, pleasant, non-coercive interactions between employees, including men and women, that is acceptable to and welcomed by both parties, are not considered to be harassment, including sexual harassment.

There are basically two types of sexual harassment:

1. "Quid pro quo" harassment, where submission to harassment is used as the basis for employment decisions. Employee benefits such as raises, promotions, better working hours, etc., are directly linked to compliance with sexual advances. Therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Example: A supervisor promising an employee a raise if she goes on a date with him; a manager telling an employee she will fire him if he does not have sex with her.
2. "Hostile work environment," where the harassment creates an offensive and unpleasant working environment.

Hostile work environment can be created by anyone in the work environment, whether it be supervisors, other employees, or customers. Hostile environment harassment consists of verbiage of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the work environment.

Cartoons or posters of a sexual nature, vulgar or lewd comments or jokes, or unwanted touching or fondling all fall into this category.

For further information please refer to the EEOC's website at eoc.gov or call the EEOC Publications Distribution Center at 800-669-3362 (voice), 800-800-3302 (TTY).

ACADEMIC INFORMATION AND COLLEGE POLICIES

Sexual orientation harassment: Sexual harassment includes harassment based on sexual orientation. Sexual orientation harassment is verbal or physical conduct that is directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

Romantic/sexual relationships between superior and subordinate: Substantial risks are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties.

The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study, or other forms of advancement may greatly diminish the student's actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign and oversee the work activities of employees may interfere with the employee's ability to choose freely in the relationship. Further, it is inherently risky where age, background, stature, credentials or other characteristics contribute to the perceptions that a power differential exists between the involved parties which limits the student or employee's ability to make informed choices about the relationship.

Claims of consensual romantic/sexual relationships will not protect individuals from sexual harassment charges nor guarantee a successful defense if charges are made. It is the faculty member, supervisor, or staff who will bear the burden of accountability because of his/her special power and responsibility, and it is exceedingly difficult to use mutual consent as a defense. Therefore, all employees should be aware of the risks and consequences involved in entering a romantic/sexual relationship where there is a superior/subordinate relationship.

Sexual assault: Sexual activity, including sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through a position of authority, or when the victim/survivor is mentally or physically disabled or helpless constitutes criminal sexual conduct.

Having a previous relationship of any nature, including prior sexual contact with the victim/survivor is not an accepted defense for sexual assault. The victim/survivor does not need to prove that she/he resisted and another witness is not needed to prosecute the case. The relative age of the persons involved, the victim's/survivor's fear of bodily harm to self or another, the use or threat to use a weapon by the perpetrator, and the infliction of either physical or emotional anguish upon the victim/survivor are among the criteria taken into account by state laws on Criminal Sexual Conduct and under the Crime Victims Bill of Rights.

Formal Complaints by Students and Employees

a. A formal complaint of sexual harassment must include a written statement, signed by the complainant specifying the incident(s) of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. The complaint must be addressed to the Campus Director or other manager who will immediately report such complaint to an Executive Vice President or President and Human Resource Director or Corporate Counsel.

The Human Resource Director and/or Corporate Counsel, with the assistance of the Campus Director or other manager will formally investigate the complaint and present the findings and recommendations to an Executive Vice President or President.

b. The College will investigate formal complaints in the following manner:

1. The person who is first contacted, after initial discussions with the complainant, will inform the College specifying the individuals involved. Rasmussen College will decide whether the circumstances

reported in the complaint warrant a formal investigation or an informal inquiry.

2. If the circumstances warrant an investigation, Rasmussen College will inform the person complained against of the name of the person making the complaint as well as of the substance of the complaint. The College will then limit the investigation to what is necessary to resolve the complaint or make a recommendation. If it is necessary for the College to speak to any people other than those involved in the complaint, they will do so only after informing the complaining person and the person complained against.
 3. The College's first priority will be to attempt to resolve the problem through a mutual agreement of the complainant and the person complained against.
 4. The College will be in communication with the complainant until the complaint is resolved. The complainant will be informed of procedures being followed throughout the investigation although not of the specific conversations held with the person complained against.
 5. The College will resolve complaints expeditiously. To the extent possible, the College will complete its investigation and make its recommendations within 60 days from the time the formal investigation is initiated.
 6. If a formal complaint has been preceded by an informal inquiry, the College will decide whether there are sufficient grounds to warrant a formal investigation.
- c. After an investigation of the complaint the College will:
1. Look at all the facts and circumstances surrounding the allegations to determine if there is reasonable cause to believe that harassment has occurred and report its findings and the resolution to an Executive Vice President or President; or
 2. Report its findings with appropriate recommendations for corrective action to an Executive Vice President or President; or
 3. Report to an Executive Vice President or President its finding that there is insufficient evidence to support the complaint.

Victims' Rights Under Sexual Assault Policy

If the assault is alleged to have been committed by a member of our college community on property owned by the College the following additional policy applies:

1. The victim is aware that criminal charges can be made with local law enforcement officials;
2. The prompt assistance of campus administration, or Rasmussen College management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident;
3. A sexual assault victim's participation in and the presence of the victim's attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complaint;
4. Notice to a sexual assault victim of the outcome of any campus or college facility disciplinary proceeding concerning a sexual assault complaint, consistent with laws relating to data practices;
5. The complete and prompt assistance of campus administration, or Rasmussen College management at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
6. The assistance of campus administration or Rasmussen College management in preserving, for a sexual assault complaint or victim, materials relevant to a campus disciplinary proceeding;

7. The assistance of campus and/or other Rasmussen College personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim's request, in shielding the victim from unwanted contact with the alleged assailant, including transfer of the victim to alternative classes; and
8. Further information can be obtained from the following sources:

Florida Commission on Human Relations
2009 Apalachee Parkway, Suite 100
Tallahassee, FL 32301
Phone: 850-488-7082
Toll-Free: 1-800-342-8170
Fax: 850-488-5291
Website: fchr.state.fl.us
Email: fchrinfo@fchr.myflorida.com

For Those with Communication Impairments:
The Florida Relay Service Voice (statewide)
711 TDD ASCII 800-955-1339
TDD Baudot 800-955-8771

Illinois Department of Human Rights
James R. Thompson Center
100 West Randolph Street, Suite 10-100
Chicago, IL 60601
312-814-6200
217-785-5125 (TTY)
state.il.us/dhr

Illinois Attorney General
illinoisattorneygeneral.gov/victims/index.html
800-228-3368 (Voice/TTY)

Kansas Coalition Against Sexual and Domestic
Violence Crisis Hotline: 1-888-363-2287
kcsdv.org/kcsresources.html

Kansas City Metropolitan Organization to
Counter Sexual Assault 24 Hour Crisis Line:
816-531-0233, 913-642-0233
moca.org/

Kansas Attorney General Victim
Services Division
120 SW 10th Ave., 2nd Floor
Topeka, KS 66612
1-800-828-9745
ag.ks.gov/victim-services

Minnesota Department of Human Rights
190 East 5th Street, Suite 700
St. Paul, MN 55101
1-800-657-3704 • 651-296-5663
TTY 651-296-1283

Website: humanrights.state.mn.us/
Office of Justice Programs
Minnesota Department of Public Safety
651-201-7310 • 800-247-0390
Website: ojp.state.mn.us

Human Rights Division North Dakota
Department of Labor and Human Rights
600 East Boulevard Ave., Dept 406
Bismarck ND 58505-0340
Phone: (701) 328-2660
ND In-state toll-free: 1-800-582-8032
TTY (Relay ND): 1-800-366-6888 or
1-800-366-6889
Fax: (701) 328-2031
http://www.nd.gov/labor/
human-rights/index.html

North Dakota Council on Abused
Women's Services
CAWS North Dakota
525 N. 4th St.
Bismarck, ND 58501
701-255-6240
www.ndcaws.org/

Wisconsin Office of Crime Victim Services
Wisconsin Victim Helpline: (800) 446-6564
Fax: (608) 264-6368
Website: doj.state.wi.us/ocvs/
office-crime-victim-services

9. The campus administration will inform victims of their rights under the Crime Victims Bill of Rights, including the right to assistance from the Office of the Crime Victim Ombudsman and the Crime Victims Reparations Board. For

further information refer to the Office of the Crime Victim Ombudsman website at ojp.state.mn.us/ 651-642-0550 or the Crime Victims Reparations Board website at ojp.state.mn.us/MCCVS/ 651-282-6256.

Nothing in this policy shall prevent the complainant or the respondent from pursuing formal or legal remedies or resolution through state or federal agencies or the courts.

Drug-Free School and Workplace

In accordance with the Drug-Free Schools and Communities Act (34 CFR Part 85), Rasmussen College campuses are hereby declared a drug-free college and workplace. For more information visit The U. S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention website at www.edc.org/.

Students are prohibited from the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol anywhere on property belonging to the College including but not limited to grounds, parking areas, or anywhere within the building(s); or while participating in College-related activities including but not limited to clinical, externship, or practicum experiences. Students who violate this policy will be subject to disciplinary action up to and including expulsion or termination of enrollment.

As a condition of enrollment, students must abide by the terms of this policy or the College will take one or more of the following actions within 30 days with respect to any student who violates this policy by:

1. Reporting the violation to law enforcement officials.
2. Taking appropriate disciplinary action against such student, up to and including expulsion or termination of enrollment.
3. Requiring such student to participate in a substance abuse rehabilitation program approved for such purposes by a federal, state, local health, law enforcement, or other appropriate agency.

In compliance with the law, the College will make a good faith effort to maintain a drug-free College through implementation of the preceding policy and will establish and maintain a drug-free and alcohol awareness program. Upon enrollment and on an annual basis, students will receive a copy of the Rasmussen College Drug-Free Schools and Workplace policy, list of applicable sanctions under federal, state, or local laws, description of health risks, list of drug and alcohol programs that are available, and list of imposed disciplinary sanctions for students.

The federal government has taken a number of legal steps to curb drug abuse and distribution. These anti-drug laws affect several areas of our lives. For instance, the Department of Housing and Urban Development, which provides public housing funds, has the authority to evict residents found to be involved in drug-related crimes on or near the public housing premises. Businesses with federal contracts are subject to a loss of those contracts if they do not promote a drug-free environment. In our particular situation, students involved with drugs could lose their eligibility for financial aid. Further, they could also be denied other federal benefits, disability, retirement, health, welfare, and Social Security. Finally, a record of a felony or conviction in a drug-related crime may prevent a person from entering certain career fields.

Drugs and alcohol are highly addictive and injurious to the person and can cause harmful effects to virtually every aspect of a person's life, e.g., relationships, family, job, school, physical, and emotional health. People who use drugs and alcohol may lose their sense of responsibility, become restless, irritable, paranoid, depressed, hantentive, anxious, or experience sexual indifference, loss of physical coordination and appetite, go into a coma, experience convulsions, or even death.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Persons who use drugs and alcohol face not only health risks, but their ability to function in their personal and professional lives can be impaired as well. Some examples of this are a hangover, or a feeling of being "burnt out," being preoccupied with plans for the next drink or "high," or slowed reflexes that can be especially dangerous while driving.

There are danger signals that could indicate when someone is in trouble with drugs or alcohol:

- inability to get along with family or friends
- uncharacteristic temper flare-ups
- increased "secret" type behavior
- abrupt changes in mood or attitude
- resistance to discipline at home or school
- getting into a "slump" at work or school
- increased borrowing of money
- a complete set of new friends

We recommend that any person observing any of the above changes in any student of Rasmussen College immediately notify the Academic Dean or Campus Director.

Drug Abuse Policy

Rasmussen College is committed to providing a safe, drug-free environment for its students and employees, based on our concern for the safety, health and welfare of our students and their families, as well as our employees and the community. The organization also wishes to protect its business from unnecessary financial loss due to drug or other intoxicant use among its students and employees.

Consistent with this commitment, Rasmussen College strictly prohibits:

1. The presence of students or employees on campus or off campus at activities sponsored by the College, while under the influence of intoxicants, drugs or any other controlled substances.
2. The use, manufacturing, furnishing, possession, transfer, or trafficking of intoxicants, illegal drugs, or controlled substances in any amount, in any manner, or at any times on Rasmussen College campuses or off campus at activities sponsored and controlled by the College.

Rasmussen College has the right to:

1. Discipline students, including dismissal, for felony convictions regarding illegal use, possession or trafficking of drugs.
2. Take disciplinary action against students who violate this policy. Students may also be suspended pending outcome of an investigation regarding compliance with this policy.

Tobacco Use Policy

Smoking and tobacco use is prohibited at all facilities owned, leased and/or controlled by Rasmussen College, including campuses, office buildings and grounds. This includes, but is not limited to, common work areas, classrooms, labs, elevators, hallways, restrooms, employee lounges, student lounges, library, parking lots, plazas, courtyards, entrance and exit ways, and any other areas of the campus grounds. This policy applies to all faculty, staff, students and visitors.

This policy does not apply to areas of multi-tenant buildings that the proprietor has designated a public area for smoking. Similarly, this policy does not apply to off-site events controlled or sponsored by the College where site management had designated an area for smoking.

For purposes of this policy, "tobacco use" means the personal use or consumption of any tobacco product, whether lit or not, including the use and display of an electronic cigarette or other device intended to simulate smoking. Prohibited tobacco products include smokeless tobacco, snuff, chewing tobacco, smokeless pouches, or any other form of loose-leaf, smokeless tobacco; and the use of unlit cigarettes, cigars, and pipe tobacco. Smoking is defined as inhaling, exhaling, burning or carrying in hand any lit tobacco product, including cigarettes, cigars, pipe tobacco, and any other tobacco products.

Personal possession of tobacco products inside a pocket, handbag or other storage container where the product is not visible is allowed.

Anyone found to be in violation of the Tobacco Use Policy will be subject to discipline in accordance with the applicable conduct and discipline policy. Visitors may be asked to leave the premises.

Weapons Policy

Rasmussen College prohibits the possession of weapons of any kind inside campus buildings. Prohibited items include but are not limited to firearms, BB/pellet guns, slingshots, paint guns, arrows, swords and knives other than cooking utensils and utility/pocket knives with a blade length of 3 inches or less. Prohibited items include weapons that are loaded or unloaded, functioning or non-functioning, and anything that could be perceived as a weapon, including toys and weapons used for decorative, display and/or simulation purposes. This policy applies to all staff, faculty, students and visitors with the exception of licensed peace officers and law enforcement/security agents as allowed by applicable statute. The approved storage and use of weapons for training purposes as part of a School of Justice Studies program is permitted. This policy includes both campus buildings and offsite events sponsored and controlled by the College including graduation ceremonies, internships, and clinical sites. This policy does not include Rasmussen College parking lots, where weapons are allowed to be stored in private vehicles unless prohibited by a separate parking facility owner or operator. Rasmussen policy defers to agency/site-specific rules regarding School of Justice Studies training facilities.

Family Educational Rights and Privacy Act (FERPA)

Amended 10/01 to include the USA Patriot Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the registrar, business office, or other appropriate official, written requests that identify the record(s) they wish to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the Campus Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such

as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to disclose—without the written consent or knowledge of the student or parent—personally identifiable information from the student's education records to the Attorney General of the United States or to his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. In addition, the institution is not required to record the disclosure of such information in the student's file. Further, if the institution has provided this information in good faith in compliance with an ex parte order issued under the amendment it is not liable to any person for the disclosure of this information.
5. The right to disclose—without the written consent or knowledge of the student or parent—information from a student's education records in order to comply with a "lawfully issued subpoena or court order in three contexts.
 - a. Grand Jury Subpoenas: The institution may disclose education records to the entity or persons designated in a Federal Grand Jury Subpoena. In addition, the court may order the institution not to disclose to anyone the existence or context of the subpoena or the institution's response.
 - b. Law Enforcement Subpoenas: The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with Federal Grand Jury Subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response. Notification requirements nor recordation requirements apply.
 - c. All Other Subpoenas: The institution may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action. The institution will record all requests for information from a standard court order or subpoena.
6. The right to disclose—without the written consent or knowledge of the student or parent—information in education records to "appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals." Imminent danger of student or others must be present.
7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Educational Records Definition

A student's education records are defined as files, materials, or documents that contain information directly related to the student and are maintained by the Institution. Access to a student's education records is afforded to school officials who have a legitimate educational interest in the records, such as for purposes of recording grades, attendance, advising, and determining financial aid eligibility.

Directory Information

Directory Information is that information which may be unconditionally released without the consent of the student unless the student has specifically requested that the information not be released. The school requires that such requests be made in writing to the Campus Director within fifteen (15) days after the student starts classes.

Directory Information includes: Student's name, date of birth, address(es); Rasmussen College issued student email address; course of study; extracurricular activities; degrees and/or awards received; last school attended; dean's list or equivalent; attendance status (full-time, part-time) and dates of attendance (the period of time a student attends or attended Rasmussen College not to include specific daily records of attendance).

Students may restrict the release of Directory Information except to school officials with legitimate educational interests and others as outlined above. To do so, a student must make the request in writing to the Business Office. Once filed this becomes a permanent part of the student's record until the student instructs the institution, in writing, to have the request removed.

Grievance Policy

It is the policy of Rasmussen College that students should have an opportunity to present school-related complaints through grievance procedures. The College will attempt to resolve promptly all grievances that are appropriate for handling under this policy.

An appropriate grievance is defined as a student's expressed feeling of dissatisfaction regarding any interpretation or application of school-related policies or the College's personnel. Students should notify the College in a timely fashion of any grievance considered appropriate for handling under this policy. As used in this policy the terms "timely fashion," "reasonable time," and "promptly" will mean 10 days. Students are assured that no adverse action will be taken by the College or any of its representatives for registering a grievance.

Grievance Procedure

In the event an applicant, student, graduate, former student, or other party who has dealings with the College feels his/her rights have been violated, the following procedures should be followed:

1. The individual must first try to resolve the issue with the other member involved.
2. If the matter is not resolved to the person's satisfaction he/she has the option to follow the appropriate steps:
 - a. Requests for further action on educational issues should be made to the Dean. The Dean will investigate the grievance, attempt to resolve it, and issue a decision to the student.
 - b. Students who feel they have an appropriate non-academic grievance should see the Campus Director for their campus. The Campus Director will investigate the grievance, attempt to resolve it, and issue a decision to the student.
 - c. If the grievance is still not resolved, students should contact the Campus Director for their campus. The Campus Director will review the previous discussions, conduct additional investigation if necessary, attempt to resolve the grievance, and issue a decision to the student.

Students or other interested parties may also contact:

- Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399
888-224-6684
- Illinois Board of Higher Education
431 East Adams, Second Floor
Springfield, IL 62701
217-782-2551

ACADEMIC INFORMATION AND COLLEGE POLICIES

- Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
785-296-3421
- Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-642-0533
- North Dakota University System
State Board of Higher Education
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
- State of Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
Madison, WI 53703
608-266-1996
- The Higher Learning Commission (ncahc.org),
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800-621-7440 or 312-263-0456

Appeal Procedure

Rasmussen College recognizes the rights of applicants, students, graduates, former students, and other parties who have dealings with the College as they relate to due process in matters of alleged violation of policies, procedures, and guidelines of the institution.

The following process must be followed for appeals involving academic matters including, but not limited to, final course grades and program-specific academic requirements.

1. The student must submit an appeal to his/her instructor's "@rasmussen.edu" email address within five business days after grades have been posted to the student's record.
 - a. Please note the instructor's "@rasmussen.edu" email address can be found in the course syllabus and is different from "course mail".
 - b. The request must include sufficient detail to explain why an appeal should be considered and what the student is asking for. (i.e. that a new grade should be assigned or that the student is willing to resubmit work/repeat the course)
 - c. The instructor will consider the appeal and respond to the student via email within seven business days from the date the appeal was submitted.
2. If the results of the appeal remain unsatisfactory to the student after the initial appeal as described in step one and the student wishes to escalate it further, a formal appeal request can be submitted to the student's Dean by completing the Rasmussen College Grade Appeal Request Form.
 - a. A copy of the form along with contact information for the Dean can be obtained from the student's advisor.
 - b. The form can be completed electronically or by hand and emailed or submitted in-person.
 - c. The Dean will consider the appeal and will respond to the student via email within seven business days from the date the appeal form was submitted.
3. If the results of the appeal remain unsatisfactory to the student after an investigation by the Dean as described in step two and the student wishes to appeal further, the student must submit a statement of appeal, all related documentation, and the completed copy of the Grade Appeal Request Form to the Academic Grade Appeal inbox at student.appeals@rasmussen.edu. A response will be provided to the student from the Academic Grade Appeal committee chairperson within 30 business days of receipt. All committee decisions on grade appeals are final.

Arbitration (Not applicable to North Dakota residents)

Any controversy or claim arising out of, or relating to a current or former student's recruitment by, enrollment in, or education at Rasmussen College ("Controversy or Claim"), shall be resolved first in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. If, following completion of the Grievance Policy procedures, any current or former student ("Student") or Rasmussen College remains dissatisfied, then the Controversy or Claim, in accordance with the Enrollment Agreement, shall be resolved by binding arbitration administered in accordance with the Commercial Arbitration Rules of the American Arbitration Association then in effect. Arbitration shall be the sole remedy for resolution of any Controversy or Claim which is not satisfactorily resolved in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. Unless the Student and Rasmussen College agree otherwise, the arbitration shall take place in Minneapolis, Minnesota, before a single neutral arbitrator. The Federal Arbitration Act shall govern the arbitration to the fullest extent possible, excluding all state arbitration laws. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof.

The arbitrator shall have no authority to award punitive damages, consequential or indirect damages, or other damages not measured by the prevailing party's actual damages. The arbitrator also shall have no authority to award attorney's fees or to collectively arbitrate any Controversy or Claim of or against more than one Student regardless of whether or how many other similarly circumstanced Students there may be. The Student and Rasmussen College shall bear an equal share of the arbitrator's fees and administrative costs of arbitration charged by the American Arbitration Association but otherwise the Student and Rasmussen College shall bear their own costs and expenses of the arbitration, including attorney's fees. Except as may be required by law, no party to the arbitration nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both the Student and Rasmussen College.

Disclosure Policy

Availability of financial information regarding the College may be requested from the Chief Financial Officer.

Rasmussen College is currently authorized or licensed to operate in: Alabama, Arkansas, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, North Dakota, Wisconsin, and Wyoming. Rasmussen College will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will work to obtain such additional approvals.*

Alabama Residents: School of Education

Alabama Students: Contact the Teacher Education and Certificate Division of the Alabama State Department of Education at 334-242-0035 or alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

STATE CONTACT INFORMATION FOR STUDENT COMPLAINTS*

ALABAMA

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130
ache.state.al.us/federal-reg.pdf
Alabama Department of Postsecondary Education
P.O. Box 302130
Montgomery, AL 36130
accs.cc/complaintform.aspx

ALASKA

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811
EED.ACPE-IA@alaska.gov
akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary_Institutions/Consumer_Protection.aspx

ARIZONA

Arizona State Board for Private Postsecondary Education
1400 West Washington Street, Room 260
Phoenix, AZ 85007
azppse.gov/student_info/compliance.aspx

ARKANSAS

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
114 East Capitol Ave.
Little Rock, AR 72201
ADHE_Info@adhe.edu
adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Delores/APPENDIX%20J%20Student%20Grievance%20complaint%20process%20%20new.pdf
Arkansas State Board of Private Career Education
501 Woodlane, Suite 312S
Little Rock, AR 72201
sbpcce@arkansas.gov
sbpcce.arkansas.gov/students/Pages/complaintProcess.aspx

CALIFORNIA

Approved Institutions:
California Bureau of Private Postsecondary Education
P.O. Box 980818, West
Sacramento, CA 95798
bppe@dca.ca.gov
bppe.ca.gov/forms_pubs/complaint.pdf
Exempt Institutions:
Attorney General's Office
California Department of Justice
Attn: Public Inquiry Unit
P.O. Box 904425
Sacramento, CA 94244
ag.ca.gov/contact/complaint_form.php?cmplt=PL

COLORADO

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
higherred.colorado.gov/Academics/Complaints/default.html
higherred.colorado.gov/DPOS/Students/complaint.html

CONNECTICUT

Connecticut Office of Financial and Academic Affairs for Higher Education
61 Woodland Street
Hartford, CT 06105
860-947-1800,
info@ctdhe.org
Non-degree institutions: ctdhe.org/
POSA/pdf/CP2ComplaintForm.pdf
Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford, CT 06106
trade.practices@ct.gov
ct.gov/dcp/lib/dcp/Consumer_Statement_CPFPR-2.pdf
Consumer Complaint Hotline: 800-842-2649

DELAWARE

Delaware Higher Education Office
Carvel State Office Building, 5th Floor,
820 North French Street
Wilmington, DE 19801
dheo@doe.k12.de.us
Delaware Attorney General
Consumer Protection Wilmington:
820 North French Street 5th floor
Wilmington, DE 19801
consumer.protection@state.de.us

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education
Education Licensure Commission
810 First Street, NE, 9th Floor
Washington, DC 20002

osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint_form_4_11.pdf

FLORIDA

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399
fldoe.org/cie/complaint.asp

GEORGIA

Georgia Nonpublic Postsecondary Education Commission
2082 Easy Exchange Pl. #220
Tucker, GA 30084
www.gnpec.org
rules.sos.state.ga.us/docs/392/5/06.pdf

HAWAII

Hawaii State Board of Education
P.O. Box 2360
Honolulu, HI 96804
ocp@dcca.hawaii.gov
hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

Idaho State Board of Education
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street
P.O. Box 83720
Boise, ID 83720-0037

ILLINOIS

Board of Higher Education
Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701
info@bhe.org
Institutional Complaint Hotline: 217-557-7359

INDIANA

Indiana Board for Proprietary Education
Attn: Director of Regulatory Compliance
302 West Washington Street, Room E201
Indianapolis IN 46204
in.gov/chc/2744.htm
Department of Workforce Development, Office of Career and Technical Schools
Complaint Adjudicator
DWD/Office of Career and Technical Schools
10 North Senate Avenue, Suite 203
Indianapolis, IN 46204
in.gov/dwd/files/StudentComplaintForm.pdf

IOWA

Iowa Student Aid Commission
603 East 12th Street, 5th Floor
Des Moines, IA 50319
info@iowacollegeaid.gov
https://www.iowacollegeaid.gov/content/constituent-request-review

KANSAS

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf

KENTUCKY

Kentucky Council on Postsecondary Education
1024 Capital Center Dr. #320
Frankfort, KY 40601
sarah.levy@ky.gov
Kentucky Commission on Proprietary Education
911 Leewood Drive
Frankfort, KY 40601
bpe.ky.gov/Applications%20and%20Forms/Form%20to%20File%20a%20Complaint.pdf
Office of the Attorney General
Capitol Suite 118, 700 Capitol Avenue,
Frankfort, KY 40601
consumer.protection@ag.ky.gov
ag.ky.gov/civil/consumerprotection/complaints/Lists/consumer_complaint/form.aspx

LOUISIANA

Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
ConsumerInfo@ag.state.la.us
1-800-351-4889, 225-326-6465
ag.state.la.us/Complaint.aspx?articleID=16&catID=15

*Many states do not require specific authorization or licensure for their residents to enroll in online programs.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Secondarily, complaints may also be sent to:
Louisiana Board of Regents
 Attn: Nancy Beall or Dr. Larry Tremblay
 P.O. Box 3677
 Baton Rouge, LA 70821
regents.louisiana.gov/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf

MAINE
 Maine Department of Education
 Harry Osgood - Complaints
 23 State House Station
 Augusta, ME 04333
harry.osgood@maine.gov
 Maine Attorney General, Consumer Protection Division
 6 State House Station
 Augusta, ME 04333
maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND
 Maryland Higher Education Commission
 6 North Liberty Street, 10th Floor
 Baltimore, MD 21201
 410-767-3388
mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf
 Office of the Attorney General, Consumer Protection Division
 200 St. Paul Place
 Baltimore, MD 21202
 Consumer Protection Hotline: 410-528-8662
consumer@oag.state.md.us
oag.state.md.us/Consumer/complaint.htm

MASSACHUSETTS
 Massachusetts Board of Higher Education
 One Ashburton Place
 Room 1401
 Boston, MA 02108
mass.edu/forstudents/complaints/complaintprocess.asp
 Massachusetts Division of Professional Licensure, Office of Private Occupational School Education
 1000 Washington Street
 Boston, MA 02118
mass.gov/ocabr/docs/dpl/complaint.pdf

MICHIGAN
 Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services, Licensing Division
 Proprietary School Unit Staff
 201 North Washington Square
 Lansing, MI 48913
michiganps.net/complaint.aspx

MINNESOTA
 Minnesota Office of Higher Education
 1450 Energy Park Drive, Suite 350
 St. Paul, MN 55108
ohe.state.mn.us/mpg.cfm?pageID=1078

MISSISSIPPI
 Mississippi Commission on College Accreditation
 3825 Ridgewood Road
 Jackson, MS 39211-6453
mississippi.edu/mcca/downloads/studentcomplaintform.pdf
 Mississippi Commission of Proprietary Schools and College Registration
 3825 Ridgewood Road
 Jackson, MS 39211-6453
sbjcc.ms.us/pdfs/pg/PSComplaintForm.pdf
 Consumer Protection Division, Office of the Attorney General
 P.O. Box 22947
 Jackson, MS 39225-2947
ago.state.ms.us/index.php/contact (email)
ago.state.ms.us/images/uploads/forms/MSAGO_Complaint_Form.pdf

MISSOURI
 Missouri Department of Higher Education
 205 Jefferson Street
 P.O. Box 1469
 Jefferson City, MO 65102-1469
 Phone: (573) 751-2361
<http://dhe.mo.gov/>

MONTANA
 Montana Board of Regents
 Office of Commissioner of Higher Education
 Montana University System
 2500 Broadway Street
 P.O. Box 203201
 Helena, MT 59620-3201
 Montana Office of Consumer Protection
 2225 11th Avenue
 P.O. Box 200151
 Helena, MT 59620-0151
contactocp@mt.gov
doj.mt.gov/wp-content/uploads/2011/05/complaintform3.pdf

NEBRASKA
 Nebraska Coordinating Commission for Postsecondary Education
 P.O. Box 95005
 Lincoln, NE 68509-5005
 Nebraska Attorney General, Consumer Protection Division
 2115 State Capitol
 Lincoln, NE 68509
ago.state.ne.us/consumer/emails/forms/consumer_complaint.htm
 Consumer Protection Hotline: 800-727-6432
 Nebraska Department of Education, Private Postsecondary Career Schools Investigations Office
 301 Centennial Mall South
 P.O. Box 98987
 Lincoln, NE 68509-4987
education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaint-form.pdf

NEVADA
 Nevada Commission on Postsecondary Education
 3663 East Sunset Road, Suite 202
 Las Vegas, NV 89120
cpe.state.nv.us/CPE%20Complaint%20Info.htm

NEW HAMPSHIRE
 New Hampshire Department of Education
 Stephen Berwick, Coordinator, Dispute Resolution, and Constituent Complaints
 101 Pleasant Street
 Concord, NH 03301
 603-271-2299
stephen.berwick@doe.nh.gov

NEW JERSEY
 Secretary of Higher Education
 New Jersey Higher Education
 P.O. Box 542
 Trenton, NJ 08625
nj_che@che.state.nj.us
 New Jersey Division of Consumer Affairs
 124 Halsey Street
 Newark, NJ 07102
nj.gov/oag/ca/complaint/ocp.pdf
 New Jersey Department of Labor and Workforce Development
 1 John Fitch Plaza, P.O. Box 110
 Trenton, NJ 08625
schoolapprovalunit@dol.state.nj.us
lwd.dol.state.nj.us/labor/forms_pdfs/coei/SAU/Conflict%20Resolution%20Questionnaire.pdf

NEW MEXICO
 New Mexico Higher Education Department
 2048 Galisteo Street
 Santa Fe, NM 87505
hed.state.nm.us/Complaint_3.aspx

NEW YORK
 Office of College and University Evaluation
 New York Office of College and University Evaluation
 New York State Education Department
 5 North Mezzanine, Albany, NY 12234
ocueinfo@mail.nysed.gov
highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html
 New York Bureau of Proprietary School Supervision
 New York State Education Department
 99 Washington Avenue, Room 1613 OCP
 Albany, NY 12234
access.nysed.gov/bps/students/documents/ComplaintForm.pdf
access.nysed.gov/bps/students/disclos.htm

NORTH CAROLINA
 Board of Governors for the University of North Carolina
 Postsecondary Education Complaints
 c/o Assistant Director of Licensure and Workforce
 University of North Carolina General Administration
 910 Raleigh Road
 Chapel Hill, NC 27514
studentcomplaint@northcarolina.edu
ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da5f/Complaint-Form.aspx
 See also: northcarolina.edu/aa-planning/licensure/resources.htm
 Community College System Office of Proprietary Schools
 North Carolina Community College System Office of Proprietary Schools
 200 West Jones St.
 Raleigh, NC 27603
ncccommunitycolleges.edu/Proprietary_Schools/docs/PDFFiles/StdtdComplForm.pdf

NORTH DAKOTA
 North Dakota University System,
 State Board of Higher Education
 10th Floor, State Capitol
 600 East Boulevard Ave, Dept. 215
 Bismarck, ND 58505-0230
 701-328-2960
www.ndus.edu/
 North Dakota Consumer Protection Division
 Office of Attorney General
 Parrell Grossman, Director,
 Consumer Protection Division
 701-328-5570
 Gateway Professional Center,
 1050 East Interstate Avenue Suite 200
 Bismarck, ND 58503
ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf

OHIO
 Ohio Board of Regents
 30 East Broad Street, 36th Floor
 Columbus, OH 43215
 Ohio Attorney General, Consumer Protection Section
 30 East Broad Street, 14th floor
 Columbus, OH 43215
ohioattorneygeneral.gov/consumercomplaint
 Ohio State Board of Career Colleges and Schools
 30 East Broad Street, Suite 2481
 Columbus, OH 43215
scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx

OKLAHOMA
 Oklahoma State Regents for Higher Education
 655 Research Parkway, Suite 200
 Oklahoma City, OK 73104
 Oklahoma Office of the Attorney General, Consumer Protection Unit
 Attn: Investigative Analyst
 313 NE 21st Street
 Oklahoma City, OK 73105
oag.state.ok.us/oagweb.nsf/ccomp.html
 Oklahoma State Board of Private Vocational Schools
 3700 Classen Boulevard, Suite 250
 Oklahoma City, OK 73118

OREGON
 Oregon Higher Education Coordinating Commission
 1500 Valley River Drive, Suite 100
 Eugene, OR 97401
 Oregon Attorney General
 Financial Fraud/Consumer Protection Section
 1162 Court Street NE
 Salem, OR 97301
doj.state.or.us/finfraud/pdf/concompform.pdf
 Oregon Department of Education,
 Private Career Schools Office
 255 Capitol Street NE
 Salem, OR 97310
ode.state.or.us/search/page/?id=325

PENNSYLVANIA
 Pennsylvania Department of Education
 333 Market Street
 Harrisburg, PA 17126
education.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474

Office of Attorney General, Bureau of Consumer Protection
 14th Floor, Strawberry Square
 Harrisburg, PA 17120
attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf

PUERTO RICO
 Puerto Rico Council on Higher Education
 P.O. Box 1900
 San Juan, PR 00910
 Puerto Rico Department of Justice
 P.O. Box 9020192
 San Juan, PR 00902

RHODE ISLAND
 Rhode Island Board of Governors for Higher Education
 Shepard Building, 80 Washington Street
 Providence, RI 02903
 Rhode Island Department of Attorney General, Consumer Protection Unit
 150 South Main Street
 Providence, RI 02903
riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf
ribghe.org/8a1031912.pdf

SOUTH CAROLINA
 South Carolina Commission on Higher Education
 1122 Lady Street, Suite 300
 Columbia, SC 29201
 803-737-3918
che.sc.gov/AcademicAffairs/License/Complaint_procedures_and_form.pdf

SOUTH DAKOTA
 South Dakota Secretary of State Jason M. Gant
 State Capitol 500 East Capitol Avenue
 Pierre, SD 57501
sdsos@state.sd.us
 South Dakota Office of Attorney General,
 Division of Consumer Protection
 1302 East Hwy 14 Suite 3
 Pierre, SD 57501
atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

TENNESSEE
 Tennessee Higher Education Commission
 404 James Robertson Parkway, Suite 1900
 Nashville, TN 37243
tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf

TEXAS
 Higher Education Coordinating Board
 Texas Higher Education Coordinating Board
 1200 East Anderson Lane
 Austin, TX 78752
 Office of the Attorney General Consumer Protection Division
 PO Box 12548
 Austin, TX 78711
oag.state.tx.us/consumer/complaintform.pdf
 Texas Workforce Commission
 Career Schools and Colleges - Room 226-T
 101 East 15th Street
 Austin, TX 78778
twc.state.tx.us/svcs/propschools/ps401a.pdf
 Additional complaint information is available at twc.state.tx.us/svcs/propschools/problem-school.html

UTAH
 Utah Division of Consumer Protection
 160 East 300 South
 Salt Lake City, UT 84111
consumerprotection@utah.gov
<http://consumerprotection.utah.gov/complaints/index.html>

VERMONT
 Vermont Department of Education, State Board of Education
 120 State Street
 Montpelier, VT 05620
education.vermont.gov/new/pdffoc/pgm_postsecondary/EDU-Complaint_Resolution_Statement_for_Postsecondary_Education_Matters.pdf
 Vermont Attorney General's Office
 109 State Street
 Montpelier, VT 05609

ACADEMIC INFORMATION AND COLLEGE POLICIES

ACADEMIC INFORMATION AND COLLEGE POLICIES

VIRGINIA

State Council of Higher Education for Virginia
101 North 14th Street, James Monroe Building
Richmond, VA 23219
communications@schev.edu
schev.edu/students/studentcomplaint.asp

WASHINGTON

Washington Student Achievement Council
917 Lakeridge Way, P.O. Box 43430
Olympia, WA 98504
dainfo@wsac.wa.gov
wsac.wa.gov/ConsumerProtection
Washington Workforce Training and Education
Coordinating Board
128 10th Avenue SW
PO Box 43105
Olympia, WA 98504
workforce@wtb.wa.gov
wtb.wa.gov/PCS_Complaints.asp (instructions)

WEST VIRGINIA

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd East, Suite 700
Charleston, WV 25301

West Virginia Office of the Attorney General
Consumer Protection Division
P.O. Box 1789
Charleston, WV 25326
wvago.gov/pdf/general-consumer-complaint-form.pdf

Community and Technical College System of West Virginia
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301

WISCONSIN

Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
P.O. Box 8696
Madison, WI 53708
eabmail@eab.wisconsin.gov
eab.state.wi.us/resources/complaint.asp

WYOMING

Wyoming Department of Education
2300 Capitol Avenue, Hathaway Building, 2nd Floor
Cheyenne, WY 82002
Attorney General's Office
123 Capitol Building, 200 West 24th Street
Cheyenne, WY 82002

CONSORTIUM AGREEMENT

Consortium Agreement

Rasmussen College has signed consortium agreements among all Rasmussen College campuses.

Course requirements for programs may be completed at any of the campus locations, as the schools have common ownership and common courses, and students will have the flexibility to take courses from all locations as they choose. Students who attend a class at a location other than their home campus (primary attendance location) will have their total tuition and fees charged by their home campus. All financial aid will be awarded and disbursed from the home campus. The home campus monitors satisfactory progress.

A copy of the consortium agreement is kept on file at each campus. Students have the right to review and acknowledge the agreement prior to taking courses at other campuses.

CAMPUS SECURITY CRIME STATISTICS

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Rasmussen College provides prospective and enrolled students and employees with its current Crime Awareness and Campus Security Act statistics. This policy contains information pertaining to the reporting procedure of criminal activities, security and access to campus facilities, campus law enforcement and criminal offenses

reported to the campus or local police. As part of our campus crime prevention plan, Rasmussen College provides training in the prevention of crime, sexual harassment/violence and alcohol/drug abuse.

REFUNDS

Florida Cancellation, Termination, Refund Policy

If a student is cancelled or terminated, for whatever reason, the following apply:

- Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. A student in any term who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.
- The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund the amount due within 30 business days. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked, or in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the College.
- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance by the College and prior to the start of the period of instruction for which he/she has been charged ("Period of Instruction"), all tuition and fees paid will be refunded. If any books and supplies provided by the College are not returned unused and in a condition such that they can be returned to the supplier, the student will be assessed a fee of \$150 per course for these books and supplies. All prepaid tuition is refundable.
- If a student has been accepted by the College and gives written notice of cancellation or termination after the start of the Period of Instruction for which they have been charged, but before completion of 60% of the Period of Instruction, the amount charged for tuition, fees, and all other charges for the completed portion of the Period of Instruction shall not exceed the pro rata portion of the total charges for tuition, fees, and all other charges that the length of the completed portion of the Period of Instruction bears to its total length. After the completion of 60% of the Period of Instruction, no refund will be made.
- Student refunds are made within 45 days of the date of determination of withdrawal if the student does not officially withdraw.
- The refund policy is not linked to compliance with the College's regulations or rules of conduct.
- Any promissory note instrument received as payment of tuition or other charge will not be negotiated prior to completion of 50% of the course.

Cancellation, Termination, Refund Policy (Alabama Resident Students Only)

Students may cancel enrollment at any time, complying with the notification procedures established by the school. Refunds of unearned prepaid tuition, fees and other charges shall be made in the following manner within thirty (30) days of termination:

- If cancellation occurs within seventy-two (72) hours of enrollment date, all money paid by the prospective student shall be refunded.
- If cancellation occurs after seventy-two (72) hours of enrollment date, but before classes begin or correspondence materials are delivered, a refund shall be made of all money paid, except the registration fee.
- If cancellation occurs after classes begin or after shipment of correspondence materials, a pro rated refund will be made of all unearned prepaid tuition, fees, and charges for books

and supplies not issued to the student. Once books and supplies are issued and received by students, these become the property of students and refunds may be made only at the discretion of the private school.

- A full refund is due students whose contracted educational services are denied by the school as a result of economic or academic fraud as defined in the Code of Alabama §16-46-1(7) and (8) (1975).

Refund Policy for Iowa Residents:

- In accordance with Iowa code 714.23, students who are residents of the state of Iowa shall receive a pro rata refund of tuition charges if they withdraw from an educational program at Rasmussen College, calculated as follows: Not less than 90% of the amount of tuition charged to the student, multiplied by the ratio of the number of calendar days remaining in 60% of the school period until the date equivalent to the completion of sixty percent of the calendar days in the school period to the total number of calendar days in the school period until the date equivalent to the completion of sixty percent of the calendar days in the school period.
- Notwithstanding the paragraph above, the following tuition refund policy shall apply: If a terminating student has completed sixty percent or more of a school period, no tuition refund will be granted. However, if, at any time, a student terminates a program due to the student's physical incapacity or, for a program that requires the student to attend physical classroom instruction due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.
- Notwithstanding the two paragraphs above, this portion of the policy applies if and when the Rasmussen College cohort default rate for students under the Stafford loan program as reported by the US Department of Education for the most recent federal fiscal year is more than 110% of the national average rate of all schools, or 6%, whichever is higher. In this case a terminating student shall receive a refund of tuition charges in an amount that is not less than 90% of the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.
- Tuition refunds shall be provided to the student within 45 days following the date of the determination that a student has terminated enrollment. No specific fee or penalty for termination will be charged, other than a reduction in tuition as specified above.
- In compliance with Iowa Code 714.23, the \$150.00 course resources fee will be refunded for students who are residents of the state of Iowa.

Cancellation and Refund Policy for Missouri Residents

- Students may cancel enrollment at any time, complying with the notification procedures established by the College. Refunds of unearned prepaid tuition, fees and other charges shall be made in the following manner within thirty (30) days of termination:
- If cancellation occurs within three days of initial enrollment, excluding Saturdays, Sundays and holidays, any money paid by the prospective student shall be refunded.
 - If cancellation occurs after three days of initial enrollment, standard cancellation and refund policies as specified in this catalog will apply.

Return of Title IV Funds Policy

If a student withdraws or is expelled, they need to visit with the Campus Director or Dean to complete the Rasmussen College Notice of Change in Student Status form, which will begin the withdrawal process. Students are allowed to convey their withdrawal verbally or in writing to the Campus Director or Dean.

Rasmussen College uses the state-mandated refund policy to determine the amount of institutional charges it can retain. The federal formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. The federal formula requires a Return of Title IV aid if the student received federal financial assistance in the form of a Federal Pell Grant, Federal SEOG, Federal Direct Student Loan, or Federal PLUS Loan and withdrew on or before completing 60% of the quarter.

The percentage of Title IV aid to be returned is determined by dividing the number of calendar days remaining in the quarter by the number of total calendar days in the quarter. Scheduled breaks of five or more consecutive days are excluded. If funds are released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal grants if they withdraw.

The federal return of Title IV funds formula calls for a second calculation, similar to the one outlined above, where the school determines the percentage and amount of tuition which was unearned. The school compares the unearned tuition with the unearned Title IV aid, and returns the lesser of these two amounts.

A student withdrawing from school may be eligible for post-withdrawal disbursements according to federal regulations.

A post-withdrawal disbursement occurs when a student who withdraws earned more aid than had been disbursed prior to the withdrawal. Postwithdrawal disbursements are made first from available grant funds before available loan funds and must be done within 45 days of the school's determination that the student withdrew.

In addition, loan post-withdrawal disbursements must be done within 180 days of the school's determination that the student withdrew. Rasmussen College credits the student's account for any outstanding current period charges. If there is any remaining post-withdrawal disbursement to be made to the student, an offer is made to the withdrawn student in writing (letter sent to student) within 30 days of the school's determination that the student withdrew.

The letter explains the type and amount of fund available and explains to the student the option to accept or decline all or part of the monies. A 14-day response time is given to the student for their decision.

If no response is received within the 14 days, the remaining post-withdrawal disbursement is cancelled.

Federal regulations dictate the specific order in which funds must be repaid to the Title IV programs by both the school and the student, if applicable. Rasmussen College follows this mandate by refunding monies in the following sequence: Unsubsidized Stafford Loans, Subsidized Stafford Loans, and PLUS Loans, Pell Grant, FSEOG, and then other Title IV programs. Rasmussen College uses the software and printed worksheets provided by the U.S. Department of Education to document the Return of Title IV Funds Calculation along with the Post-Withdrawal Disbursement Tracking Sheet.

Exit Interviews

Students contemplating the termination of their education at Rasmussen College should contact the Dean, Campus Director, or Advisor.

All students graduating or withdrawing are required to attend a mandatory exit interview. During this interview, students receive information regarding their loan(s) including address and telephone numbers of lenders, deferment requests, a list of qualifications, a sample repayment guide, loan

*This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or the offices of attorneys general, will accept complaints regardless of whether an institution is required to be licensed in that state.

ACADEMIC INFORMATION AND COLLEGE POLICIES

consolidation information, and review of loan terms. Academic and financial aid files are not complete until both exit interviews have been completed.

The Advisor is available for assistance for the duration of your student loan. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the College.

Extended Quarter Break Stop Out Policy

Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which the student may need an extended break between quarters. A student with an extenuating circumstance may apply for the Extended Quarter Break Stop Out. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for an extended break for the following term. The student must successfully complete the term immediately prior to the Stop Out term. The student must commit to returning for Session II of the term in which the Extended Quarter Break Stop Out is requested or the student will be withdrawn from Rasmussen College. Students who are receiving Title IV funding must be scheduled to take at least six credits in Session II of the Extended Quarter Break Stop Out term. The student must meet with his or her Student Success Manager in order to obtain a Stop Out Request Form. The Student Success Manager will provide the student with the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of quarter for which the Stop Out is being requested. Students will remain continuously enrolled and will not be eligible to receive financial aid at any other institution during this break. Students who are approved to take a Stop Out are eligible to receive aid only on the mid-start courses of the term the student returns. A Stop Out is not permitted in consecutive terms.

Military Leave and Refund

Rasmussen College supports its students who are also members of the armed forces. Military service members who are given official orders to deploy for state or federal needs, as well as their spouses, who cannot complete the academic quarter due to the deployment may withdraw without penalty from any or all classes in which they are enrolled, even if the established deadline for withdrawal has passed. These students are entitled to a full refund of tuition and mandatory fees for the term, subject to applicable laws governing federal or state financial aid programs and allocation or refund as required under those programs. The student will receive a grade of WX. Any tuition refund will be calculated according to federal guidelines, and any remaining balance will be returned in accordance with the student's Excess Funds Form (completed upon enrollment). Students in good standing who withdraw under this policy may be readmitted and re-enroll under the catalog that is current at the time of re-enrollment, without penalty or redetermination of admission eligibility, within one year following their release from active military service. Programs with specialized admissions requirements are excluded from this policy; students must meet those additional requirements at the time of re-enrollment.

AcceleratED Bachelor's Stop Out Policy

Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which the student may need an extended break between terms. A student with an extenuating circumstance may apply for the AcceleratED Bachelor's Stop Out. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for an extended break for the first session of the following term. The student must successfully complete the term immediately prior to the Stop Out term. The student must commit to returning at the start of the second session of the subsequent quarter or the student will be withdrawn from Rasmussen College. The student must meet with his or her Student Advisor in order to obtain a Stop

Out Request Form. The Student Advisor will provide the student with the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of the term for which the Stop Out is being requested. Students will remain continuously enrolled and will not be eligible to receive financial aid at any other institution during this break. Students who elect to take second session only courses are eligible to receive aid only on the second session courses of the term.

Medical Leave of Absence and Medical Withdrawal Policy

Medical Leave: Each leave will be for one quarter and can be extended through the following quarter. No leave may extend for more than two consecutive quarters, although there is no limit to the total number of quarters that a student may accumulate.

Medical leave is intended for students who need to take time away from Rasmussen College for health reasons and who, for medical reasons, are unable to complete the term in which they are currently enrolled.

Medical Withdrawals may be one of the following:

1. **Medical Withdrawal:** Intended for students who do not plan to return to Rasmussen College.
2. **Involuntary Medical Withdrawal:** Initiated by Campus Administration for students who are suspended or are dismissed due to conduct policy violations, or who pose a direct threat to themselves or others.

Students are treated as a drop/withdrawal for Financial Aid purposes and may end up owing a tuition balance. Students should see their Advisor to determine the impact of a Medical Leave or Withdrawal.

Applying for a Leave or Withdrawal:

To apply for a Medical Leave or Medical Withdrawal the student must obtain the application form from the Campus Accommodations Coordinator, have it signed by the appropriate person(s) and return the completed form to the Campus Accommodations Coordinator.

- The student cannot remain enrolled in the quarter/term/session that the leave begins.

- Important note: If the student is currently enrolled for the quarter/term/session in which their requested leave is to begin, it is their responsibility to drop/withdraw from their classes.

When a Student Wants to Return After a Medical Leave of Absence

To return from Medical Leave, the student must contact the Campus Accommodations Coordinator prior to the first day of the quarter/term/session in which the student wants to return to complete the reentry process and submit the Medical Leave Return Request. Additionally, the Campus Accommodations Coordinator must receive a letter from the student's professional therapist and/or physician stating the student's medical situation and that the professional therapist/physician believes the student is able to return to Rasmussen College. Students must be cleared by all of the following college personnel once the re-admission application is received: Academic Dean, Accounts Receivable representative, and Campus Director.

Policy Regarding Grades in the Event of a Medical Leave of Absence or Medical Withdrawal

1. If the student takes Medical Leave or a Medical Withdrawal on or before the close of the drop/add period the course(s) will be dropped without being recorded on the student's transcript and tuition will not be charged.
2. A grade of "WX" will be recorded for each course for which a student was registered if the student takes Medical Leave or Medical Withdrawal from the College at any time following the course drop period of the quarter.

3. If a student successfully completes any Term 1 5.5-week course(s) or Session 1 Six-week course(s) but then has to take a Medical Leave in Term 2 or Session 2, the letter grades they earned for those courses will remain on their transcript.

NOTE: Official transcripts will not be released by Rasmussen College until all outstanding financial obligations have been met.

The usual rules for transferring credit to Rasmussen College for courses taken elsewhere while on leave will apply to any academic work done by the student while on Medical Leave or while on Medical Withdrawal from the College.

All academic probations, warnings and dismissals take precedence over any Medical Leaves or Medical Withdrawals. If a student is already on probation or is placed on probation while on leave, the conditions of his or her probation are continued to the quarter in which he or she returns to the College.

Involuntary Medical Withdrawal Appeal Process

A student who is placed on an Involuntary Medical Withdrawal may appeal the decision to the College President within three (3) business days (excluding weekends and federal and state holidays) of the decision. The appeal should be made in writing and should set forth the basis for the appeal. The College President (or their designee) has three (3) business days from receipt of the appeal (excluding weekends and federal and state holidays) to affirm or reverse the decision, which is then considered final. The College President (or their designee) may extend the time limits set forth above as necessary. While the appeal is pending, the original decision of Campus Administration will stand.

When a Student Wants to Return After an Involuntary Medical Withdrawal

Re-enrollment will require a completed re-admission application from the student along with a letter from the student's professional therapist and/or physician stating the student's medical situation and that the professional therapist/physician believes the student is able to return to Rasmussen College.

Students must be cleared by all of the following once the re-admission application is received: Academic Dean, Student Financial Services Office and Campus Director.

Federal Distribution of Funds Policy

Once the refund liability for a particular student has been determined, the federal portion of the refund shall be distributed back to the various programs in the following manner:

- All refund monies shall first be applied to reduce the student's Federal Direct Unsubsidized Stafford, Federal Direct Subsidized Stafford, and Federal Direct PLUS loans received on behalf of the student.
- Any remaining refund monies will then be applied to reduce the student's Federal Pell Grant award.
- Any remaining refund monies will then be applied to reduce the student's Federal SEOG award.
- Other Federal SFA Programs authorized by Title IV Higher Education Act.

Non-Federal Refund Distribution Policy For Florida Campuses

If the disbursement is made of the Florida State Assistance Grant (FSAG) while the student is enrolled, no refund will be due. If the disbursement is made while the student is no longer in attendance, a full refund to the FSAG program is due. A student must be attempting a minimum of six credits per quarter to be eligible to receive Bright Futures scholarship funding. If a student receiving Bright Futures scholarship funds withdraws from course(s) after the drop/add period, the student will be required to repay the institution for the amount of the scholarship for those course(s) withdrawn from.

For Minnesota Campuses

Refunds for state aid programs are calculated on a proportional basis. To calculate the minimum refund due to the Minnesota State Grant Program, the SELF Loan Program, and other Minnesota State Aid Programs (with the exception of the State Work Study Program), the following formula is used:

Amount of funds (financial aid and cash) applied to institutional charges (including post-withdrawal disbursements of Title IV aid applied to institutional charges) less:

Amount of institutional charges that the school can retain per our state mandated refund policy less:

Amount of Institutional Share of the Title IV Refund = Remaining refund due to the State Aid Programs

Ratios are then determined for each of the State Financial Aid Programs as part of the total Non-Title IV financial aid disbursed to the student (for the period during which the student withdrew).

These ratios are then multiplied against the remaining refund due to the State Aid Programs to determine the proportional minimum refund due to both the State Grant and SELF Programs. If the student received funds from other State Aid Programs, those refunds would be calculated in the same manner.

Note that for purposes of calculating institutional charges in the State Refund Calculation, the definition for Title IV programs is used.

- Any remaining refund monies will then be applied to reduce the student's Minnesota State Grant award and/or Minnesota SELF Loan.
- Any remaining refund monies will then be applied to any other sources.

For North Dakota Campuses

If the disbursement is made of the North Dakota State Grant while the student is enrolled full-time, no refund is due. If the disbursement is made while the student is no longer in attendance, a full refund to the North Dakota State Grant program is due.

For Illinois, Kansas and Wisconsin Campuses

Please note that Illinois, Kansas and Wisconsin do not have state grant programs, so the Non-Federal Refund Distribution Policy does not apply to students attending campuses in Illinois, Kansas or Wisconsin.

Veterans Refund

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran become the property of the veteran. Electronic resources, access to which the veteran paid for as part of the course resource fee, shall remain accessible to the veteran as long as the license provided by the publisher/content owner allows. Licenses for electronic resources, which are utilized in most courses at Rasmussen College, are typically active for a length of 180 days to two years, dependent on the publisher. The remaining amount of the prepaid tuition will be refunded on a prorated basis computed to the date of discontinuance of training.

ACADEMIC INFORMATION AND COLLEGE POLICIES

ACCREDITATION, LICENSING, APPROVALS AND OWNERSHIP

Accreditation

Rasmussen College is accredited by the Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800-621-7440 or 312-263-0456

Registration

Rasmussen College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

- Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-642-0533

Licenses, Authorizations, Certifications, Approvals, and Registrations



Rasmussen College has been approved by Minnesota to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. nc-sara.org



The Arkansas Higher Education Coordinating Board has certified Rasmussen College to offer the following degree programs by distance technology to Arkansas residents: Accounting B.S., Business Management B.S., Early Childhood Education Leadership B.S., Marketing B.S., Finance B.S., Healthcare Management B.S., Human Resources and Organizational Leadership B.S., Health Information Management B.S., Criminal Justice B.S., Nursing B.S. (RN to BSN), Cyber Security B.S., Information Technology Management B.S., Accounting A.A.S., Business Management A.A.S., Early Childhood Education A.A.S., Health Information Technician A.A.S., Medical Administration A.A.S., Criminal Justice A.A.S., Human Services A.A.S., Paralegal A.A.S., and Information Systems Management A.A.S. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code 6-61-301.

Rasmussen College is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

- Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399
888-224-6684

Rasmussen College is licensed as a private career school with the Illinois Board of Higher Education. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The education programs may not meet the needs of every student or employer.

- Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701
Phone: 217-782-2551
- Illinois Department of Financial and Professional Regulation
Division of Professional Regulation
100 West Randolph, 9th Floor
Chicago, IL 60601

Rasmussen College is approved by the Kansas Board of Regents:

- Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
785-296-3421

Rasmussen College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

- Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-642-0533

Rasmussen College is authorized by the State Board of Higher Education of the North Dakota University System. Authorization is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

- North Dakota University System State Board of Higher Education
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960

Rasmussen College is licensed as a private career school with the State of Wisconsin Educational Approval Board. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The education programs may not meet the needs of every student or employer.

- State of Wisconsin Educational Approval Board
201 West Washington Ave., 3rd Floor
Madison, WI 53703
608-266-1996

The State of Wisconsin Educational Approval Board has approved all of Rasmussen College's programs except the Law Enforcement AAS degree and certificates.

- Wisconsin Department of Regulation & Licensing
P.O. Box 8935
Madison, WI 53708
608-266-2112

Approved For:

- Veterans benefits for all National Online students are certified through Bloomington, MN
- Veterans benefits by the State Approving Agencies in Florida, Illinois, Minnesota, North Dakota, and Wisconsin
- Florida Board of Nursing
- Illinois Board of Nursing
- Minnesota Board of Nursing
- Wisconsin Board of Nursing

Statement of Ownership

Rasmussen College, Inc. is a public benefit corporation under the laws of the State of Delaware. Rasmussen, Inc. is the parent company of Rasmussen College, Inc., with campuses located in the States of Florida, Illinois, Kansas, Minnesota, North Dakota, and Wisconsin.

Corporate Officers:

- Thomas M. Slagle, Chief Executive Officer
- Trenda Boyum-Breen, President
- George Fogel, Senior Vice President and Chief Compliance Officer
- Don DeVito, Senior Vice President Admissions

Limitations

This catalog was prepared using information current at the time of publishing, however all information contained herein is subject to change without notice at the discretion of the College. This includes but is not limited to the following: admission and graduation requirements, academic calendar, course descriptions and content, courses offered, online courses and programs, and statement of tuition and fees. For current calendars, students should refer to a copy of the schedule of classes for the term in which they enroll. The courses listed in this catalog are intended as a general indication of Rasmussen College's curricula. Courses and programs are subject to modification at any time. Not all courses are offered every term and the faculty teaching a particular course or program may vary. Students who maintain continuous enrollment will be able to complete their program at Rasmussen College even if the program is discontinued. Rasmussen College reserves the right to cancel any class because of under-enrollment or non-availability of selected faculty and to add or to delete certain courses, programs, or areas of study, to make faculty changes, and to modify tuition charges, interest charges, fees, and the course resources fee.

Many employers, certification boards, and licensing organizations require criminal background checks. Therefore, prior criminal convictions may impair one's eligibility to sit for these exams or to secure employment in one's chosen career field. Pharmacy Technician students convicted of non-drug-related felonies may not be eligible to sit for the Pharmacy Technician Certification Board (PTCB) exam. Pharmacy Technician students convicted of drug- or pharmacy-related felonies ARE NOT eligible to sit for the PTCB exam.

Students seeking licensing as professional peace officers in Minnesota must complete the required Law Enforcement coursework at Rasmussen College or transfer in the equivalent. In addition, these students must complete an officially recognized first aid course in First Responder, Emergency Medical Technician, or Emergency Response, and to complete practical/"skills" coursework meeting POST objectives, to be eligible to sit for the Peace Officer Standards and Training (POST) licensing exam. Students must provide Rasmussen College with a copy of their required first aid certification (such as a copy of their first responder card) for inclusion in the student's file at Rasmussen College. Some skills training providers may require additional academic coursework. Skills training cannot be completed online.

Rasmussen College reserves the right to deny admission to applicants whose total credentials reflect an inability to assume the obligations of performance and behavior deemed essential by Rasmussen College and relevant to any of its lawful missions, process, and functions as an educational institution and business.

The administration of Rasmussen College reserves the right to address any issue in this catalog or its operations regarding its meaning. Rasmussen College reserves the right to deny admission to applicants whose total credentials reflect an inability to assume the obligations of performance and behavior deemed essential by Rasmussen College and relevant to any of its lawful missions, process, and functions as an educational institution and business.

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Alabama Early Childhood Education Disclaimer
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 three years of full time employment as an administrator in a P-12 school system(s). www.alsde.edu

ACADEMIC INFORMATION AND COLLEGE POLICIES

TUITION STRUCTURE ACCELERATED AND FLEX CHOICE LEARNING OPTIONS

ACADEMIC
INFORMATION AND
COLLEGE POLICIES

Pricing will be effective for new students as of August 2015

	Part-time	Full-time
ACCELERATED <ul style="list-style-type: none"> School of Business School of Education School of Justice Studies School of Health Sciences School of Technology 	\$310 per credit for courses required to complete program (except noted below)	\$260 per credit for courses required to complete program (except noted below)
BACHELOR'S DEGREES WITH FLEX CHOICE OPTION <ul style="list-style-type: none"> Computer Science Bachelor's Health and Wellness Bachelor's Supply Chain and Logistics Management Bachelor's Business Management Bachelor's Students who transfer 60+ credits without a conferred Associate's degree Healthcare Management Bachelor's Human Resource and Organizational Leadership Bachelor's Marketing Bachelor's Business Systems Analysis Bachelor's Finance Bachelor's Early Childhood Education Leadership Bachelor's Criminal Justice Leadership and Management Bachelor's Human Services Bachelor's 	\$310 per credit for faculty-led courses required to complete program (except noted below) Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.	\$260 per credit for faculty-led courses required to complete program (except noted below) Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.
	\$150 per credit for faculty-led courses required to complete program (except noted below) Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.	\$150 per credit for faculty-led courses required to complete program (except noted below) Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.
<ul style="list-style-type: none"> Business Management Bachelor's Students who transfer with a conferred Associate's degree 	Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.	Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.
ASSOCIATE'S DEGREES WITH FLEX CHOICE OPTION: <ul style="list-style-type: none"> School of Business 	\$310 per credit for faculty-led courses required to complete program Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.	\$260 per credit for faculty-led courses required to complete program Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.
PREQUALIFIED ACCELERATED COURSEWORK: English Composition, College Math, Natural Science or any prerequisite course required in order to start an AcceleratED program. These are taught in 11-week quarters.		
<ul style="list-style-type: none"> School of Business School of Education School of Justice Studies School of Health Sciences School of Technology 	\$310 per credit	\$260 per credit
ADDITIONAL ELECTIVE COURSEWORK OUTSIDE THE ACCELERATED PROGRAM: These courses are taught in 11-week quarters.	\$310 per credit	\$260 per credit
<ul style="list-style-type: none"> School of Business School of Education School of Justice Studies School of Health Sciences School of Technology 		



FACULTY AND STAFF

BOARD OF DIRECTORS

Henry S. Bienen

- Chairman, Rasmussen College
- President Emeritus, Northwestern University, Evanston, Illinois

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- Vice Chairman, Rasmussen College

ACCELERATED FACULTY STATEMENT

Our AcceleratED faculty are selected based on their expertise and extensive experience educating students through online classrooms. Our faculty members hold both academic and professional credentials, with Master’s degrees in their areas of study and years of professional experience working in their industries. They use their advanced knowledge and relevant real-world work experience to challenge their students to better prepare them for advancement in their career path.

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B.A., Concordia College

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B.A., Montana State University

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B.A., Buena Vista College

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M.A. Nursing, The College of St. Scholastica
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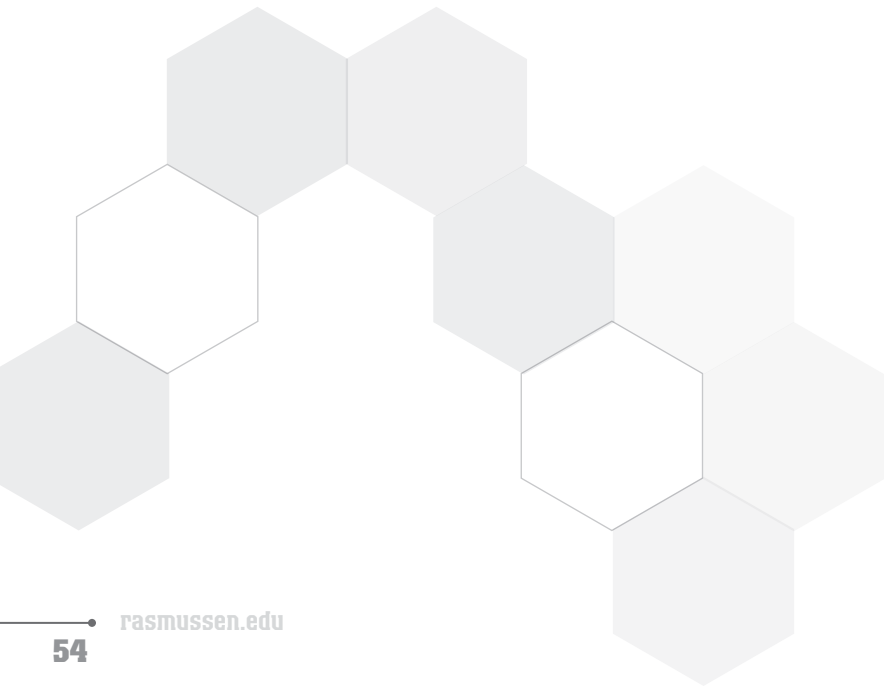
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B.S., Florida State University

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Greg Witte

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B.M.E., Central Missouri State University

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At Rasmussen College,
we pride ourselves on supporting
our students' academic and career
goals through our industry-experienced,
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