

AcceleratEDSM

BACHELOR'S DEGREE COMPLETION PROGRAM



SAVE TIME



SAVE MONEY



TRANSFER CREDITS



RASMUSSEN
COLLEGE

rasmussen.edu/accelerated

2013 CATALOG

MISSION

Rasmussen College is dedicated to serving our communities by recognizing the diverse needs of individuals.

We encourage personal and professional development through respect, appreciation, and a commitment to general education as a foundation for lifelong learning.

As an institution of higher learning, Rasmussen College is committed to preparing students to be active, productive, and successful contributors to a global community.

PURPOSES

TO ACCOMPLISH OUR MISSION, RASMUSSEN COLLEGE ESTABLISHED THESE PURPOSES:

- 1 Educational Excellence:** Rasmussen College creates a teaching/learning community that is challenging, stimulating, and student-focused. This is accomplished through an integrated system of accessible resources, interactive classes, and a rigorous curriculum.
- 2 Learning Environment:** Rasmussen College provides learning opportunities in an environment of mutual respect in an unbiased atmosphere that prepares students for challenging careers and lifelong learning.
- 3 Professional Development:** The institutional culture of Rasmussen College provides and supports ongoing opportunities for professional growth for students and employees, preparing well-rounded individuals who contribute to our global community.
- 4 Modern Technology:** Rasmussen College supports the use of modern technology as a tool to enhance student learning and enrich the classroom environment, as well as empower students to adapt in an ever-changing workforce. The College is committed to student development through the implementation of virtual classrooms utilizing the online learning modality.
- 5 Service to Communities:** Rasmussen College creates and maintains a collaborative community where students, employees, businesses, industries, professional associations/communities, and other institutions of higher learning benefit from shared knowledge and experience.
- 6 Assessment and Planning:** Rasmussen College students, both on campus and online, engage in an active assessment program that evaluates student learning, effective teaching, and institutional progress. The information gathered assists Rasmussen College as it formulates long and short-range plans, anticipates challenges, and strives to meet the goals of the institution.

**2013
ACADEMIC CALENDAR**

- 2013 Winter Session I
January 7 – February 17
- 2013 Winter Session II
February 18 – March 31
- 2013 Spring Session I
April 8 – May 19
- 2013 Spring Session II
May 20 – June 30

**ACCELERATED
ACADEMIC CALENDAR**

- 2013 Summer Session I
July 8 – August 18
- 2013 Summer Session II
August 19 – September 29
- 2013 Fall Session I
October 7 – November 17
- 2013 Fall Session II
December 18 – December 29

COLLEGE HOLIDAYS

- New Year’s Day
- Martin Luther King, Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
and the following Friday
- Christmas Day

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WELCOME TO RASMUSSEN COLLEGE



I am honored that you have selected Rasmussen College as your institution to complete your education. Our AcceleratED Bachelor's Degree Completion Program is the perfect option for an individual with previous college credits. At Rasmussen College, we are consistently researching and developing new programmatic offerings and course delivery methodologies that meet the needs of our ever-changing student body. It is with this consistent programmatic focus that Rasmussen College launched AcceleratED—our Bachelor's Degree Completion Program.

We understand there are many reasons that aided in your decision to complete your education. Whether it was for career advancement opportunities, to make yourself more in-demand in the job market, or even a personal life goal that you set for yourself, our AcceleratED Bachelor's degrees are specifically designed for students like you to quickly and affordably complete your degree.

*Whatever your reasons may be for returning to school, you have taken the right step toward accomplishing your goals. Combined with **SUPPORT+**, our network of student support services, Rasmussen College provides you with a solid foundation of customized academic support tools and resources, so you can be successful on your path toward degree completion.*

I wish you the best of luck completing your educational goal, and I look forward to seeing you at graduation.

Sincerely,

A handwritten signature in black ink that reads "Kristi Waite". The signature is written in a cursive, flowing style.

Kristi A. Waite
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 little as 18 months.*



SAVE TIME

Maximizing your transfer of credit is one way Rasmussen College helps minimize your time to graduation. Through our AcceleratED courses, 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 little as 18 months.



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 save up to 43% in tuition costs over other colleges.*

Plus, with our tuition guarantee, your tuition cost will not increase if you continuously enroll in courses from quarter to quarter.*



TRANSFER CREDITS

Transferring your credits doesn't need to be difficult. At Rasmussen College, our transfer policies* 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 within one business day, 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/admissions/transfer-students.

*Time to complete is dependent on number of credits transferred in and credits taken per quarter. \$260/credit does not include \$150 course fee. Rasmussen College reserves the right to deny or accept transfer credits per the policies in the course catalog. 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 on the Partner Success Grant. Average cost per credit was calculated by taking the average cost per credit of five online colleges reported in: Barclays Capital, and US Education Services. Publication. US Education Services 2011 Online Education Pricing Survey. Equity Research, 28 Sept. 2011. Web. 10 Oct. 2011.

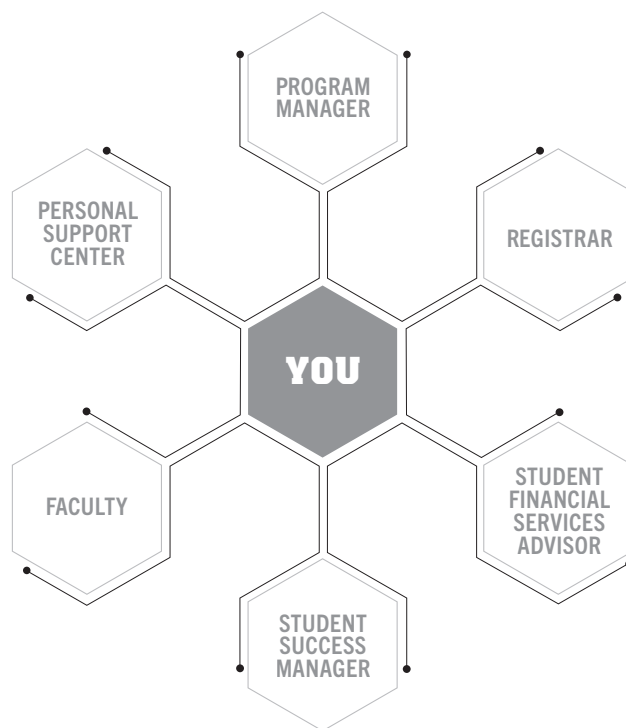


LEARN WITH SUPPORT GRADUATE WITH CONFIDENCE

SUPPORT+, our comprehensive network of student services, provides a customized level of support to help you earn your degree and succeed in your chosen career.

At no additional cost to you, our team of **SUPPORT+** professionals—from your program manager, to your career services advisor, to everyone in between—is there to help you succeed in your classes and in your career.

Our dedicated team of faculty and staff provides exceptional customized support to help you reach your academic and career goals. Your **SUPPORT+** team includes:



PROGRAM MANAGER

- Helps you determine the degree that is right for you
- Assists you in completing your application
- Provides you with guidance throughout your college career

STUDENT FINANCIAL SERVICES ADVISOR

- Helps you navigate the financial aid and FAFSA application process
- Answers questions about your award letter and the GI Bill
- Guides you to available scholarship, loan, and grant opportunities

STUDENT ADVISOR

- Develops course schedule for your My Degree Plan
- Works with you to determine a balanced course load
- Ensures course availability throughout your degree timeline

FACULTY

- Incorporates industry experience in the classroom
- Helps you become proficient with course material
- Works with you to develop career-specific skills

ACADEMIC TUTOR

- Provides 24/7 math assistance for introductory algebra and college algebra
- Offers tutoring assistance seven days per week in English, anatomy and physiology, economics, general chemistry, biology, and Spanish
- Available online and on campus—chat, call, email, or schedule a tutoring session

CAREER SERVICES ADVISOR

- Develops your professional career-seeking skills
- Helps you prepare your resume and create your professional portfolio
- Provides you with guidance on your career choices and networking opportunities

PERSONAL SUPPORT CENTER

- Technical support specialists available 24/7
- Helps with software installation and web browser configuration
- Troubleshoots Internet connectivity, password reset, online course access, and other technical issues

ONLINE LEARNING CENTER

- Schedules faculty and student tutoring
- Provides study aids, writing assistance, time management, and test-taking strategies
- Offers convenient, 24-hour turnaround on comprehensive writing quality reviews

REGISTRAR

- Evaluates your transcripts for transfer credit
- Records credentials on your transcript as you achieve them
- Monitors graduation requirements

STUDENT ACCOUNT MANAGER

- Processes tuition payments and obtains account statements
- Answers questions about the online bookstore ordering process
- Assists with the use of personal checks

BUSINESS MANAGEMENT BS DEGREE

CAREER OPPORTUNITIES:

- General and Operations Manager

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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication	4
MMC 3407 Visual Communication in the Media Humanities 8	
AML 4680 Literature of American Minorities	
POT 4001 Political Thought	
Math/Natural Sciences	4
EVR 3410 Human Uses of the Environment	
Social Sciences (Select 2 courses)	8
AMH 3304 Visions of America Since 1945	
CPO 4003 Comparative Politics	

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 3357 Accounting for Business Managers	4
BUL 4388 Business Law and Ethics	4
GEB 3110 Research and Report Writing	4
GEB 4220 Managing a Diverse Workforce	4
GEB 4310 Statistics for Business	4
GEB 4410 Advanced Principles of Marketing	4
GEB 4505 Organizational Development	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	24
Upper Division General Education Credits	67
Upper Division Major and Core Credits	91
Total Upper Division Credits	181

TOTAL BS DEGREE CREDITS

181

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 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.

Students have the opportunity to participate in an optional internship/externship project.



SCHOOL OF BUSINESS

MISSION STATEMENT

The Rasmussen College 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.

SCHOOL OF BUSINESS

BUSINESS SYSTEMS ANALYSIS BS 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.

GENERAL EDUCATION COURSES

UPPER DIVISION		
Communication		4
MMC 3407 Visual Communication in the Media		
Humanities		8
AML 4680 Literature of American Minorities		
POT 4001 Political Thought		
Math/Natural Sciences		4
EVR 3410 Human Uses of the Environment		
Social Sciences		8
AMH 3304 Visions of America Since 1945		
CPO 4003 Comparative Politics		

MAJOR AND CORE COURSES

UPPER DIVISION		
GEB 3110 Research and Report Writing		4
GEB 4310 Statistics for Business		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		24
Upper Division General Education Credits		67
Upper Division Major and Core Credits		91
TOTAL BS DEGREE CREDITS		182

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 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 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.

BUSINESS SYSTEMS ANALYSIS CERTIFICATE

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

ENTREPRENEURSHIP BS DEGREE

CAREER OPPORTUNITIES:

- Entrepreneur
- Small Business Owner
- General and Operations Owner
- Administrative Services Manager

OBJECTIVE:

Students in this program will learn how to be innovators and thought leaders who are driven to launch and build successful companies and to build new enterprises within existing companies. Students will develop skills related to business management and capital acquisition. Topics include strategic planning, sales and marketing, financial management, and new product research and development. Students will learn to become business leaders who can influence others to adopt new ideas and invest in new products and services. They will also learn how to negotiate contracts, conduct business in ethical and socially responsible ways, and effectively evaluate new business opportunities. Students will analyze the latest technology and tools to increase efficiencies and competitive differentiation. Students will 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. They will value innovation, 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.

GENERAL EDUCATION COURSES

UPPER DIVISION		
Communication		4
MMC 3407	Visual Communication in the Media	
Humanities		8
AML 4680	Literature of American Minorities	
POT 4001	Political Thought	
Math/Natural Sciences		4
EVR 3410	Human Uses of the Environment	
Social Sciences		8
AMH 3304	Visions of America Since 1945	
CPO 4003	Comparative Politics	

MAJOR AND CORE COURSES

UPPER DIVISION		
ENT 3007	Becoming an Entrepreneur	4
ENT 3174	Financial Accounting and the Entrepreneur	4
ENT 3281	Business Innovation: Best Practices in New Business Development	4
ENT 3309	Evaluating New Business Opportunities	4
ENT 3624	Funding a New Business	4
ENT 3773	Technology for Today's Entrepreneur	4
ENT 4011	Sales and Marketing for New Business Ventures	4
ENT 4177	Law, Ethics, and Entrepreneurship	4
ENT 4235	Managing and Growing a Sustainable Organization	4
ENT 4397	International Entrepreneurship	4
ENT 4401	Entrepreneurial Management Capstone	3
GEB 3388	Winning Customer Service Strategies	4
GEB 4310	Statistics for Business	4
MAN 3122	Hiring, Developing, and Managing High Performing Employees	4
MAN 4701	Leading Change	4
MAN 4720	Strategic Management	4
MAN 4845	Leadership and Teams	4
Total Bachelor's Degree Credits		24
Upper Division General Education Credits		24
Upper Division Major and Core Credits		67
Total Upper Division Credits		91
TOTAL BS DEGREE CREDITS		181

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 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

Providing the business systems analysis coursework that can help you start a career as a business analyst, your coursework focuses on real-world challenges and solutions.

SCHOOL OF BUSINESS

ENTREPRENEURSHIP CERTIFICATE

CAREER OPPORTUNITIES:

- Entrepreneur
- Small Business Owner
- General and Operations Owner
- Administrative Services Manager

OBJECTIVE:

Designed to combine with your existing academic and professional business experiences, students in this certificate program will build a solid foundation to apply entrepreneurial thinking and processes for a start-up organization or within an existing business. Students will apply innovative thinking to the process of identifying marketplace needs and demonstrate an in depth understanding of the key concepts of entrepreneurship. Topics include building a business plan to support the launch of a new product or service, analyzing opportunities for new products and services, and leveraging technology to optimize the entrepreneurial process. Students will also learn how to inspire others to action while building a sustainable business environment and to effectively communicate with stakeholders across multiple domains, including finance, marketing, management, and operations. They will also value innovation, 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 or have successfully accumulated 90 quarter credits from an accredited institution as recognized by the Department of Education. Credits accepted for admission must include college-level English and Math or Science coursework.

CERTIFICATE COURSES

ENT 3007	Becoming an Entrepreneur	4
ENT 3174	Financial Accounting and the Entrepreneur	4
ENT 3281	Business Innovation: Best Practices in New Business Development	4
ENT 3309	Evaluating New Business Opportunities	4
ENT 3624	Funding a New Business	4
ENT 3773	Technology for Today's Entrepreneur	4
ENT 4011	Sales and Marketing for New Business Ventures	4
ENT 4235	Managing and Growing a Sustainable Organization	4
GEB 3388	Winning Customer Service Strategies	4
TOTAL CERTIFICATE CREDITS		36



SCHOOL OF BUSINESS

MISSION STATEMENT

The Rasmussen College 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.

FINANCE BS 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 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, Financial Accounting I, Financial Accounting II, and Principles of Finance, or equivalent courses. Any student who is not transferring successfully completed Financial Accounting I, Financial Accounting II, 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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication	4
MMC 3407 Visual Communication in the Media	
Humanities	8
AML 4680 Literature of American Minorities	
POT 4001 Political Thought	
Math/Natural Sciences	4
EVR 3410 Human Uses of the Environment	
Social Sciences	8
AMH 3304 Visions of America Since 1945	
CPO 4003 Comparative Politics	

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
GEB 3020 Advanced Principles of Financial Management	4
GEB 4305 Statistics for Managers	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	24
Upper Division General Education Credits	63
Upper Division Major and Core Credits	4
Unrestricted Elective Credits	9
Total Upper Division Credits	181
TOTAL BS DEGREE CREDITS	181

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 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 learning 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

MISSION STATEMENT

The Rasmussen College 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.

SCHOOL OF BUSINESS

HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP BS 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.

GENERAL EDUCATION COURSES

UPPER DIVISION		
Communication		4
MMC 3407	Visual Communication in the Media	
Humanities		8
AML 4680	Literature of American Minorities	
POT 4001	Political Thought	
Math/Natural Sciences		4
EVR 3410	Human Uses of the Environment	
Social Sciences		8
AMH 3304	Visions of America Since 1945	
CPO 4003	Comparative Politics	

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 BS DEGREE CREDITS	181

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 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 contemporary curriculum includes both human resources and organizational leadership skill development that fully aligns 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.



INTERNATIONAL BUSINESS BS DEGREE

CAREER OPPORTUNITIES:

- Administrative Services Manager

OBJECTIVE:

Graduates of this program know concepts in management, human resources, marketing, and business ethics and how they are applied in organizations that do business globally. Finance, accounting, and advanced management theories and techniques of global organizations will be explored. 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 global 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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication		4
MMC 3407	Visual Communication in the Media	
Humanities		8
AML 4680	Literature of American Minorities	
POT 4001	Political Thought	
Math/Natural Sciences		4
EVR 3410	Human Uses of the Environment	
Social Sciences		8
AMH 3304	Visions of America Since 1945	
CPO 4003	Comparative Politics	

MAJOR AND CORE COURSES

UPPER DIVISION

ACG 4133	International Accounting and Finance	4
GEB 3110	Research and Report Writing	4
GEB 3422	Business Project Management	4
GEB 4220	Managing a Diverse Workforce	4
GEB 4310	Statistics for Business	4
INS 3010	International Marketing	4
INS 3072	International Legal and Ethical Business Issues	4
INS 3125	Corporations of the World	4
INS 3203	International Communication and Travel	4
INS 3305	Global Operations and Logistics	4
INS 3526	International Business Technology	4
INS 4028	Global Commerce, Trade, and Economy	4
INS 4789	International Business Capstone	2
MAN 4143	Contemporary Leadership Challenges	4
MAN 4240	Organizational Behavior Analysis	4
MAN 4602	International Business	4
MAN 4720	Strategic Management	4

Total Bachelor's Degree Credits		
Upper Division General Education Credits		24
Upper Division Major and Core Credits		66
Total Upper Division Credits		90
TOTAL BS DEGREE CREDITS		181

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 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

Focused on universal business principles, foreign markets, and the global economy, our International Business Bachelor's degree helps prepare you for a global career in as little as 18 months.

SCHOOL OF BUSINESS

MISSION STATEMENT

The Rasmussen College 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.

SCHOOL OF BUSINESS

MARKETING BS 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 utmost 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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication		4
MMC 3407	Visual Communication in the Media	
Humanities		8
AML 4680	Literature of American Minorities	
POT 4001	Political Thought	
Math/Natural Sciences		4
EVR 3410	Human Uses of the Environment	
Social Sciences		8
AMH 3304	Visions of America Since 1945	
CPO 4003	Comparative Politics	

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 4310	Statistics 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		24
Upper Division General Education Credits		66
Upper Division Major and Core Credits		90
Total Upper Division Credits		181

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 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.

EARLY CHILDHOOD EDUCATION LEADERSHIP BS 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 Bachelor of Science program in Early Childhood Education 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.

ENTRANCE REQUIREMENTS:

Students entering the AcceleratED Early Childhood Education Leadership Bachelor Degree 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 who have a conferred Associate's degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Education.

Acceptable Programs:

- Early Childhood Education
- Education Foundations
- Early Childhood and Youth Development
- Child Life Assistant
- Human Services
- Special Education
- Child Care
- Education and Youth Studies

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: Foundations of Child Development; Observation and Assessment in Early Childhood Education; Dynamics of the Family; Guiding Children's Behavior; 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, Observation and Assessment in Early Childhood Education, Dynamics of the Family, Guiding Children's Behavior, 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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication		4
MMC 3407	Visual Communication in the Media	
Humanities		8
AML 4680	Literature of American Minorities	
POT 4001	Political Thought	
Math/Natural Sciences		4
EVR 3410	Human Uses of the Environment	
Social Sciences		8
AMH 3304	Visions of America Since 1945	
CPO 4003	Comparative Politics	

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		
Upper Division General Education Credits		24
Upper Division Major and Core Credits		66
Total Upper Division Credits		90
TOTAL BS DEGREE CREDITS		181

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 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.

**SCHOOL OF EDUCATION
MISSION STATEMENT**

Rasmussen College's Early Childhood Education Program prepares early childhood educators to serve young children, their families, and their communities. We foster and advocate developmentally and culturally appropriate practices among early childhood professionals. We value diversity, professionalism, collaboration, and research-based practice. We strive to provide young children with meaningful experiences that provide a foundation for a productive life.

SCHOOL OF JUSTICE STUDIES

**CRIMINAL JUSTICE BS DEGREE
LEADERSHIP AND MANAGEMENT**

CAREER OPPORTUNITIES:

- Detective Investigator
- Probation/Parole Officer
- Crime Victims Advocate
- Juvenile Justice Specialist
- Homeland Security Supervisor
- Homeland Security Agent
- 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 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 who have a conferred Associate's degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Justice Studies.

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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication		4
MMC 3407	Visual Communication in the Media	
Humanities		8
AML 4680	Literature of American Minorities	
POT 4001	Political Thought	
Math/Natural Sciences		4
EVR 3410	Human Uses of the Environment	
Social Sciences		8
AMH 3304	Visions of America Since 1945	
CPO 4003	Comparative Politics	

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 3706	Statistics in Criminal Justice	4
CCJ 4279	Criminal Justice Senior Thesis	4
CCJ 4450	Criminal Justice Leadership and Management	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
MMC 3209	Realities of Crime and Justice	4
Leadership and Management Specialization		
CCJ 4015	Values-Based Leadership in Criminal Justice	4
CCJ 4528	Fundamentals of CJ Supervision: What CJ Leaders Need to Know	4
MAN 4143	Contemporary Leadership Challenges	4
MAN 4240	Organizational Behavior Analysis	4

Total Bachelor's Degree Credits		
Upper Division General Education Credits		24
Upper Division Major and Core Credits		65
Total Upper Division Credits		89
TOTAL BS DEGREE CREDITS		180

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 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.

CAREER-FOCUSED CURRICULUM

Designed for active law enforcement professionals, our Criminal Justice Bachelor's degree provides the academic and in-field skills and experience necessary to be a strong leader in your community.

GENERAL EDUCATION REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN COLLEGE CREDENTIALS

BS degree candidates must successfully complete 24 upper-division general education credits beyond the lower-division credits required in an Associate's degree. These credits should be distributed across the following categories: Communication, Humanities, Math/Natural Sciences, and Social Sciences.

Students enrolled in AcceleratED programs must also transfer in or successfully complete 32 credits of lower-division general education coursework, distributed across the following categories: English Composition, Communication, Humanities, Mathematics, Natural Sciences, and Social Sciences.

Certificate programs may not include general education courses because they are career focused.

ARKANSAS GENERAL EDUCATION REQUIREMENTS FOR ACCELERATED PROGRAMS

Arkansas residents enrolled in AcceleratED baccalaureate programs must complete the following General Education core requirements: (a) two courses in English Composition; (b) one course in Speech Communication; (c) one College Algebra or other Mathematics course of equivalent sophistication; (d) two Science courses that include laboratories; (e) four Fine Arts/Humanities courses; and (f) four Social Sciences courses, one of which must be a U.S. History or Government course.

GENERAL EDUCATION PHILOSOPHY

The purpose of general education is to promote breadth of knowledge and intellectual inquiry as a central component of a program of study. Through the development of their general skills, students are expected to refine their communication and critical thinking abilities, apply these concepts to their chosen areas of programmatic study, and interact responsibly and constructively with others in a rapidly changing world.

General education concepts and skills are integrated across the curriculum in a number of programmatic courses to prepare students to:

1. Effectively communicate, either orally or in writing, in the workplace, in the community, and interpersonally.
2. Analyze, evaluate, and solve problems that arise in employment and in life.
3. Locate, evaluate, and effectively use information from a variety of sources, print and electronic, meeting common standards for intellectual and academic integrity.
4. Recognize and value the diverse needs and perspectives of individuals.

In addition to these cross-curricular general education concepts and skills, the general education coursework that is part of degree and diploma programs is organized into categories, each of which emphasizes a set of general knowledge and content areas.

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.

OUR TRANSFER POLICIES WORK TO MAXIMIZE YOUR CREDIT TRANSFER BY:

- Accepting successfully earned course credits and Associate's degrees, regardless of area of study
- Allowing no expiration of previously earned general education credits
- Earning credit for prior learning and military experience

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 28 participating non-public institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online Statewide Course Numbering System 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 Statewide Course Numbering System (SCNS). The list of course prefixes and numbers, along with their generic titles, 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. (Exceptions are listed below.)

For example, a freshman composition skills course is offered by 56 different 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, having the same prefix and course number without a lab indicator, which 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 the community college 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 semester-term systems. 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 sub-category 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

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, Practica, Study Abroad, Thesis and Dissertations.
- College preparatory and vocational preparatory courses.
- Graduate courses.
- Internships, 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 are not guaranteed as transferable.

Questions about the Statewide Course Numbering System and appeals regarding course-transfer decisions should be directed to the Campus Director or the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, FL 32399.

Special reports and technical information may be requested by calling the Statewide Course Numbering System office at 850-245-0427, SunCom 205-0427, or via the Internet at scns.fldoe.org

Courses at Nonregionally Accredited Institutions

The Statewide Course Numbering System makes available on its home page (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 Statewide Course Numbering System and appeals regarding course credit transfer decisions should be directed to Matthew J. Keelean, Assistant Administrator, Statewide Course Numbering System, Office of Articulation, Florida Department of Education 850-245-9549 Matthew.Keelean@fldoe.org or the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399. Special reports and technical information may be requested by calling the Statewide Course Numbering System office at 850-245-0427 or via the internet at 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.

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 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.

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.

COURSE DESCRIPTIONS

ACG 1022 Financial Accounting I
40 hours, 4 credits

This course defines accounting objectives and their relation to business. The student will be taught the fundamental principles of bookkeeping. The trial balance, working papers, financial statements, and completing an accounting cycle are introduced. The course will emphasize valuing assets, including property, plant and equipment, inventory, and accounts receivable, and will address the classification of accounts, notes, payroll liabilities, and monthly adjustments.

Prerequisite: none

ACG 1033 Financial Accounting II
40 hours, 4 credits

This course is a further continuation of Financial Accounting I and will stress financial statement analysis for partnerships and corporations. It will also emphasize corporate accounting, corporate issuing and investing in debt and equity securities, financial and cash-flow analysis, and decision making. The course will include manufacturing accounting methods used for budgeting and forecasting.

Prerequisite: Financial Accounting I

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.

Pre-requisite: 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

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

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 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.

Pre-requisite: 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 (except for students enrolled in the Cyber Security Program)

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 is 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 in Criminal Justice

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 3706 Statistics in Criminal Justice
40 hours, 4 credits

Students will learn to interpret research data on issues in criminal justice. They will explore fundamentals of statistical analysis through statistical tools typically used in criminal justice. They will apply statistical analysis using UCR and NCVS data sets.

Prerequisite: College-level Math course

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 in Criminal Justice

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 in Criminal Justice

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

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 (except for students enrolled in the Cyber Security Program)

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.

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

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.

COURSE DESCRIPTIONS

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 life-long 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 eight.

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. Rasmussen Copyright 2012 / Confidential and Proprietary 09/24/12 18

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 emersion 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

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.

ENT 3007 Becoming an Entrepreneur 40 hours, 4 credits

In this course students learn how to thrive in a fast paced, ever changing business environment. They also learn about the importance of creativity and risk taking in entrepreneurial environments. Students will explore and analyze the various traits of successful entrepreneurs.

Prerequisite: none

ENT 3174 Financial Accounting and the Entrepreneur 40 hours, 4 credits

Accounting is the language of business and provides the framework for establishing and growing a successful enterprise. In this practical course students learn accounting principles and practices, the accountant's role in an entrepreneurial venture, and how to decide whether to outsource this function.

Prerequisite: none

ENT 3281 Business Innovation: Best Practices in New Business Development 40 hours, 4 credits

Students will explore sources of creativity and innovation and how to use them to brainstorm new business ideas. Techniques to inspire creativity, harness market and customer insights, and identify winning business ideas will be examined. Students will develop methods of critical thinking and assessment to identify new business opportunities and assess concept viability. Students will gain the knowledge needed to begin a business plan.

Prerequisite: none

ENT 3309 Evaluating New Business Opportunities 40 hours, 4 credits

The purpose of this course is to review new business opportunities for entrepreneurs and to design a tool for evaluating these opportunities. Students will use this tool to apply the criteria to their new business, product, or service, and create a business strategy for the new venture. Key obstacles to the success of new business will be analyzed and students will create plans to mitigate the risks of those obstacles.

Prerequisite: none

ENT 3624 Funding a New Business 40 hours, 4 credits

Funding new ventures is a critical process that requires both creativity and business acumen. In this course, students will develop the skills to analyze the financial value of a startup business idea and develop the skills to successfully pitch a new idea to gain funding. Identification and evaluation of capital funding sources, like Angel Investors, as well as structuring the financing agreements will be discussed and analyzed. This course teaches students to utilize data based decision making for long-term and day-to-day activities.

Prerequisite: none

ENT 3773 Technology for Today's Entrepreneur 40 hours, 4 credits

Students will learn how to increase efficiency and maximize collaboration with cutting edge technology tools. In this course, students learn how to use business intelligence and technology to manage and grow their business and communication strategies.

Prerequisite: none

ENT 4011 Sales and Marketing for New Business Ventures 40 hours, 4 credits

This course focuses on creating integrated sales and marketing programs utilizing guerilla tactics along with traditional and online marketing techniques. Unique features like Internet marketing strategies utilizing tools such as search engine optimization and social media will be examined to foster organic growth for a start-up organization. Students will also become familiar with business-to-business and business-to-consumer sales strategies.

Prerequisite: none

ENT 4177 Law, Ethics, and Entrepreneurship 40 hours, 4 credits

In this course, students will analyze legal and ethical issues related to creating a business entity. Strategies on how to select an attorney, navigate the e-commerce world, and manage within intellectual property laws are examined. Students will understand how to start and sell a business using legal and ethical planning.

Prerequisite: none

COURSE DESCRIPTIONS

ENT 4235 Managing and Growing a Sustainable Organization
40 hours, 4 credits

Managing a small business workforce, the finances of a growing business, and developing scalable operations is a crucial part of the success of an entrepreneur. In this course, students will analyze cases of business successes and failures. Students will also examine and evaluate the product life cycle. Viable, sustainable growth strategies will be created using various business situations. Students will apply what they learn to a new business, product, or service or new business venture in an existing organization. Global operations for small businesses are also evaluated and analyzed.

Prerequisite: none

ENT 4397 International Entrepreneurship
40 hours, 4 credits

In an ever changing global economy, navigating the business, cultural, legal, and ethical issues within international entrepreneurship is critical to an organization's success. For a start-up organization to reach success, it must accommodate an international market which can be exciting and challenging. In this course, the international venture of an entrepreneur will be discussed along with the various dynamics involved in politics, economics, technology, the law, and ethics. Students will also learn from relevant international case studies.

Prerequisite: none

ENT 4401 Entrepreneurial Management Capstone
30 hours, 3 credits

This course is the culmination of the Entrepreneurship program. Through a cutting-edge business simulation, students will demonstrate proficiency in major program concepts. Students will be provided opportunities to apply the skills and knowledge needed to be a successful entrepreneur.

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

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 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 loans.

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 the institution's financial policy. The topics covered in the course will be the time value of money, financial ratio 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 and the Black-Sholes Models.

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 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. Students have the opportunity to participate in an optional internship/externship 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 Professional Communication

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 is a study of the characteristics and functions of project management, team building, and facilitation. It places focus on project planning, scope, scheduling, and controlling of projects through completion. It reinforces and builds upon skills and knowledge students have learned in all of the various disciplines within the Business curriculum. It is recommended that students take this course their final quarter.

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 4305 Statistics for Managers
40 hours, 4 credits

In this course students will utilize a statistical computer package, and examine applied statistics methods and applications in business situations.

Prerequisite: College-level Math course

GEB 4310 Statistics for Business
40 hours, 4 credits

In this course, students will develop basic statistical literacy along with the ability to analyze and evaluate real-life business 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, sampling distributions, estimation, hypothesis testing, analysis of variance, and simple linear regression.

Prerequisite: none

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

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

COURSE DESCRIPTIONS

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

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 3010 International Marketing 40 hours, 4 credits

This course is a study of concepts in international marketing dealing with the uniqueness of cross-cultural market challenges of global businesses. The focus will be placed on diversity encountered on the various target markets in the world. The notion of sensitivity and cultural dynamics dealing with the various world cultures is addressed as well as political and legal challenges, economic and educational issues, conducting research internationally, and many other topics dealing with promoting company and products abroad.

Prerequisite: none

INS 3072 International Legal and Ethical Business Issues 40 hours, 4 credits

This course is a study of the key elements of legal and ethical issues when conducting business worldwide. It will examine principles, foundations, and institutions of international law regulating financial, maritime, commercial, and trade transactions across international frontiers. There are many topics under the umbrella of legal and ethical issues. This course intends to survey and apply a variety of these issues in an international setting.

Prerequisite: none

INS 3125 Corporations of the World 40 hours, 4 credits

This course is a study of the characteristics and functions of corporations conducting business in the global environments. The course will expose students to various global management aspects including annual reports, operations, and recent news dealing with the various corporations.

Prerequisite: none

INS 3203 International Communication and Travel 40 hours, 4 credits

This course is a study of concepts and issues of conducting business in today's technological global environment. The course will focus on the proper usage of various technology and communication tools that facilitate doing business from various locations around the world and on the go. The course involves a discussion of the use of communication and technology for the purpose of achieving and sustaining a competitive advantage in the world industries.

Prerequisite: none

INS 3305 Global Operations and Logistics 40 hours, 4 credits

This course is a study of the logistics operations in an international setting. The course will include a broad overview of supply chain management from an international perspective. This overview will include international logistics and the role of international logistics systems in global supply chain management.

Prerequisite: none

INS 3526 International Business Technology 40 hours, 4 credits

This course is a study of the issues of the use of technology in an international setting. This will include networking issues, data usage and communications, software and hardware requirements for proper technology use and communications, securing and encrypting technology in order to protect company assets and intellectual property, as well as various financial issues such as cost/benefit analysis dealing with the use of technology in a global corporation.

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

INS 4028 Global Commerce, Trade, and Economy 40 hours, 4 credits

This course is a study of the characteristics, theories and practices of global commerce, trade, and the economy from the perspective of utilizing various resources to conduct business internationally. It will involve the analysis of the functions, advantages, and disadvantages of the foreign exchange market as well as economic implications of the global financial markets.

Prerequisite: none

INS 4789 International Business Capstone 20 hours, 2 credits

In this course, students apply the knowledge and skills they have learned in the International Business Bachelor of Science degree to a real-world business scenario. Key areas of focus include global management, international marketing, communication, travel, and technology, global trade, project management, and international accounting and finance. This course is designed to be taken at the end of the program.

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

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

LBS 2030 Training and Development 40 hours, 4 credits

This course is a study of training and development fundamentals including how training relates to Human Resource Management and Human Resource Development, how internal and external factors influence employee behavior, and the role of adult learning in training. Students will examine how training needs are determined, best practices in developing and implementing training programs, and how to evaluate training efforts.

Prerequisite: None for students enrolled in AcceleratED programs

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 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.

Pre-requisite: 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

COURSE DESCRIPTIONS

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 over-all 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: Organizational Development

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

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. Students have the opportunity to participate in an optional internship/externship project.

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 E-Marketing 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 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

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 in Criminal Justice

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

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

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

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

STUDENT INVESTMENT DATA

STUDENT INVESTMENT DISCLOSURE INFORMATION

The information below details our student completion rate, our College-wide placement rate, potential financial aid awards, and estimated degree costs. For degrees and programs with less than 10 graduates in the previous reporting year, NA is provided due to the small sample size. Call 888-5-RASMUSSEN to speak with a program manager about the information below.

Our on-time completion and placement rates exceed the national averages of 22% and 74%, respectively. With our **SUPPORT+** team members working one-on-one with you, including our student advisors and career services advisors, we help support your success. Contact a program manager to learn more about how you can become a Rasmussen College graduate.

LOANS AND FINANCIAL AID

Our **SUPPORT+** team can help you complete your financial aid application and review your financial aid award letter. Contact a student financial services advisor to discuss your individual needs and goals.

TUITION AND FEES

The tuition shown is the full tuition cost and does not reflect scholarships, grants, loans, or any credit transfers—all of which can lower your tuition cost. Contact a program manager to discuss your unique situation and tuition costs for your degree.

ACCELERATED DEGREES	Degree Level	SOC Code**	On-Time Completion Rate (%) ¹	Rasmussen Placement Rate (%) ²	Federal Student Loans ³	Private Loans ⁴	Institutional Loans ⁵	Minnesota Tuition and Fees ⁶	Minnesota Books and Supplies ⁷	Room and Board ⁸
AcceleratED Business Management	Bachelor's	11-1021	NA*	NA*	NA*	NA*	NA*	\$23,660	\$3,450	\$0
AcceleratED Business Systems Analysis	Bachelor's	13-1111	NA*	NA*	NA*	NA*	NA*	\$23,660	\$3,600	\$0
AcceleratED Business Systems Analysis	Certificate	13-1111	NA*	NA*	NA*	NA*	NA*	\$9,880	\$1,500	\$0
AcceleratED Criminal Justice Leadership & Management	Bachelor's	11-3011	NA*	NA*	NA*	NA*	NA*	\$23,140	\$3,300	\$0
AcceleratED Entrepreneurship	Bachelor's	33-1012	NA*	NA*	NA*	NA*	NA*	\$23,660	\$3,450	\$0
AcceleratED Entrepreneurship	Certificate	11-3011	NA*	NA*	NA*	NA*	NA*	\$9,360	\$1,350	\$0
AcceleratED Finance	Bachelor's	13-2051	NA*	NA*	NA*	NA*	NA*	\$23,660	\$3,450	\$0
AcceleratED Human Resources and Organizational Leadership	Bachelor's	11-9111	NA*	NA*	NA*	NA*	NA*	\$23,400	\$3,450	\$0
AcceleratED International Business	Bachelor's	11-1021	NA*	NA*	NA*	NA*	NA*	\$23,400	\$3,450	\$0
AcceleratED Marketing	Bachelor's	11-2021	NA*	NA*	NA*	NA*	NA*	\$23,400	\$3,450	\$0

¹The percent of graduates who complete the program in normal time (assumes students take 12 credits per quarter)

²Internal placement rate methodology can be found at rasmussen.edu/SID

³Median loan debt for completers from Federal Stafford Loan program (does not include Federal PLUS loans)

⁴Median loan debt for completers from private educational loans

⁵Median amount that completers owe to Rasmussen College upon graduation

⁶Tuition and fees charged for completing the program in normal time

⁷Total cost of books and supplies when completing the program in normal time

⁸Total cost of room and board is not applicable at Rasmussen College

*Information about median loan amounts, on-time completion rates, and placement rates are unavailable for new programs.

**Standard Occupational Classification (SOC) provides a representation of occupations for which graduates typically find employment.

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 Admission 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 loan 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.
- For students completing the application process October 1, 2012 and thereafter, completed College entrance placement examinations (taken at Rasmussen College) achieving a score acceptable for admission into the College. Alternatively, applicants providing a college transcript* indicating a grade of C or higher in college-level English and/or Mathematics are not required to complete Entrance Placement Examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency. Students who have not completed a college-level English course are required to complete the Reading and 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.
- For students completing the application process on or before September 30, 2012, completed College entrance placement examinations (taken at Rasmussen College) achieving a score acceptable for admission into the College.
- Rasmussen College Experience Course successful completion. 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. Students 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 three months after the start of the first attempt. The following students are exempt from the College Experience Course requirement: graduates of Rasmussen College within the last two years; Early Honors program and Individual Progress students and re-entry students who have already successfully completed the College Experience Course.

Early Honors program and Individual Progress students will be required to successfully complete the Edvantage Experience 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.

* 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.

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

Entrance Assessment

The STEP (Student Testing for Educational Placement) exam is used for entrance assessment. Based on the outcomes in the areas of English and Math, students are placed in the following courses:

Subject	Score	Course Placement
Writing	0-16 items correct	Not eligible for admission
Writing	17-24 items correct	B080 Reading and Writing Strategies
Writing	25-35 items correct	ENC 1101 English Composition
Math	0-16 items correct	B087 Practical Math
Math	17-35 items correct	Lower-division Math/Natural Sciences coursework

- 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 will be required to successfully complete the required coursework within a regularly scheduled quarter at normal tuition rates prior to joining the Accelerated Bachelor's Degree Program. 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 six 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.

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.

At designated points in their programs of study students are required to complete with a passing grade a seminar course. Students who have completed E242 Career Development prior to summer quarter of 2011 will not be required to take the seminar 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 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.

Re-Enter 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 re-enter. Re-entering students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. For the calculation of Satisfactory Academic Progress, re-entering students are treated as continuing students and must meet progress requirements. All re-entering 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 re-entering students must comply with all other college acceptance criteria as outlined in the current catalog before being accepted into the College as a re-enter.

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 re-enter 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 re-entry 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 the re-entry 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 re-entry process the student will be required to submit a re-entry letter following the Re-entry Process Guidelines. The re-entry 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 progress to date with Rasmussen College and the information provided in the re-entry letter.

A complete description and the requirements of the re-entry application process is available through the Campus Registrar.

Students in Health Sciences programs and Nursing programs who wish to re-enter into the School of Health Sciences and Nursing programs must complete a programmatic assessment in order to determine an appropriate level of re-entry. These students will be allowed to re-enter at the appropriate level if a space in the program is available.

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 following programs require a general background check for admission in all states:

- Business Management: Child Development Specialization
- Criminal Justice
- Early Childhood Education
- Fire Science
- Health Information Management
- Health Information Technician
- Healthcare Management
- Human Services
- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills
- Medical Billing and Coding
- Paralegal
- Pharmacy Technician

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.

- Medical Assisting
- Medical Laboratory Technician
- Practical Nursing
- Professional Nursing
- Professional Nursing: Mobility Degree
- 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
- Professional Nursing: Mobility Degree

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:**

A student enrolling in any of the general criminal or FDLE background check designated programs must complete a Background Release Form, as well as a Background Check Attestation. 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 materials.
- 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 materials.
- 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 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 must complete a Background Release Form, as well as a Background Check Attestation. 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 a MDHS background check will not have his/her aid submitted until the student is determined to be eligible either through a 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 a 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 re-entry/re-enrollment for the next subsequent start date.

A student who receives a 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 materials.

- 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 materials.

A student who receives a 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 re-entry/re-enrollment for the next subsequent start date.

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.

AcceleratED Entrepreneurship Certificate Admission Requirements

To be considered for admission to the AcceleratED Entrepreneurship Certificate program, students must hold a conferred Associate's degree or have successfully accumulated 90 quarter credits from an accredited institution as recognized by the Department of Education. Credits accepted for admission must include college-level English and Math or Science coursework.

PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY

Each campus 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.

	<i>Program</i>	<i>Type of Award</i>	<i>Amount Per Year</i>	<i>Application</i>
GIFT AID	Federal Pell Grant Program	Grant based on financial need.	\$575 - \$5,550	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
	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
	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

¹Gift 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.

10% Military Discount

All current and retired military personnel, as well as veterans, enrolling in a Degree, Diploma, or Certificate program are eligible for a 10% tuition discount. In order to qualify for the discount, all admission requirements must be completed, and applicants must provide proof of service by submitting an actual or faxed copy of their military ID card, including expiration date. Retired military personnel must provide valid military retiree ID or DD 214 form. In addition, the College will extend the 10% discount to the spouse and dependents, age 18-21, of any service member on active duty as outlined above. These individuals must provide an actual or faxed copy of their dependent military ID card, which includes an expiration date.

Corporate Discount

Some companies receive a tuition discount or grant from Rasmussen College for eligible employees. Contact your campus for details.

Restrictions

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

- 10% Military Discount
- Corporate Discount
- Community Business Success Grant
- AcceleratED Partner Success Grant

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 or the Student Financial Services Department 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. Tuition free 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.

Participants are responsible for purchasing books or supplies needed for the course. Books may be purchased through the online bookstore. Grades will be recorded as audit grades with the student classified as an audit student.

AcceleratED Partner Success Grant

Rasmussen College is proud to offer our AcceleratED Bachelor's degree students who enrolled through a Corporate Partnership or Articulation Partner agreement an AcceleratED Partner Success Grant in the amount of \$2,000. The grant will be awarded in a lump-sum as a one-time credit against tuition in the last session of a student's program immediately prior to graduation.

Eligibility Guidelines for the AcceleratED Partner Success Grant are as follows:

- Students must be enrolled in a Rasmussen AcceleratED Bachelor degree program.
- Student must meet all Satisfactory Academic Progress requirements including a cumulative GPA of 2.0 or higher.
- Student must have been continuously enrolled in the AcceleratED coursework since the time of first enrolling. The student must have taken at least one course every session of the AcceleratED program. Any breaks in enrollment will disqualify the student from eligibility for the grant.
- The student must be enrolled in the final session of the program prior to graduation.

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 Exam 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 Foundation courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those who enroll. All new students who enroll in a Degree, Diploma, or Certificate program are required to take the Rasmussen College Entrance Placement Exam reading, writing, and math placement tests. 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 examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency. Students who have not completed a college-level English course are required to complete the reading and 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.

Returning students who did not take the STEP or COMPASS test but who have successfully completed the courses at Rasmussen College for which Foundation courses are prerequisites, or their equivalents, do not need to take the College entrance placement examination. Returning students who have not successfully completed the Foundation courses, their equivalents, or the courses for which Foundation courses are prerequisites must take the College entrance placement examination. Coursework in Math or English that is numbered below 100 is considered to be developmental. College entrance placement examination scores are used to appropriately place students in English and Math courses according to skill level. See Entrance Assessment Table for placement scores.

These credits are not counted toward graduation, and each must be passed with a grade of 'SX' in order for the student to proceed to the next course in the sequence. Students who transfer from other colleges, and whose test scores fall within the range of remediation, will be required to complete the Foundation courses. Students who test at remediation level, and who wish to transfer courses that have Foundation courses as prerequisites, must first successfully complete the Foundation courses. Students enrolled in Foundation courses are eligible for financial aid. Foundation courses must be taken in conjunction with courses contained in an eligible program.

Students who place below the level of B080 Reading and Writing Strategies are not eligible for admission to Rasmussen College. Student 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 assessment test.

The College entrance placement examination may not be re-taken for initial placement purposes after the start of a Foundation level course. On occasion, however, a re-test may be allowed prior to the start of a quarter. Such re-tests are only granted if extenuating circumstances exist that lead the College to determine a re-test is needed to accurately determine the student's ability level. Only one such re-test may be allowed, at the discretion of the Academic Dean.

* 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).

Foundation Courses Timeframe

To help ensure student success, students requiring a Foundation course must complete one such course in their first full quarter of enrollment. Additionally, all required foundation courses must be taken in the student's first two full quarters of enrollment. If a student withdraws from or does not pass a Foundation course, the student must successfully complete that course in the subsequent full quarter of enrollment or the student will be dismissed from the College. Foundation courses are B080 and B087. A "full quarter" excludes the mid-quarter start.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Foundation Course Grading

- All Foundation courses are satisfactory/unsatisfactory (SX/UX) courses.
- Students pass B080 Reading and Writing Strategies if they achieve a final grade percentage of 73% or higher.
- Students pass B087 Practical Math if they achieve a final grade percentage of 73% or higher.

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

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%

Point Scale

Alphabetical Grading System

Grade of SX applies to Foundation and College Experience courses. Grade of UX applies to Foundation and College Experience courses. Grade of WX applies to Foundation, Military Leave, and Medical Leave Withdrawals.

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/FA	0.00	Failure
CW	NA	Course Waiver
I/IN	NA	See "Incomplete Policy"
PT	NA	Pending Transfer In Credits based on unofficial transcripts
S/SA	NA	Satisfactory
SX	NA	Satisfactory Foundation, Seminar courses, or College Experience course
TO	NA	Test-Out
TR	NA	Transfer In Credit based on official transcripts
U/UN	NA	Unsatisfactory or failure to meet speed requirement
UX	NA	Unsatisfactory Foundation, Seminar courses, or College Experience course
W/WD	NA	Withdrawal
WX	NA	Foundations Withdrawal, Military Leave or Medical Leave Withdrawal
ZF	NA	Failure to complete audit course requirement
ZP	NA	Successful completion of audit course

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 time may count the credits for that course in a financial aid award calculation only if the original grade earned is an "F/FA". A third attempt at a failed course will not be eligible for any financial aid. If a student elects to repeat a course for which a grade above "F/FA" was earned, the credits are not included in the financial aid award calculation, thereby making the student responsible for payment out-of-pocket at regular tuition rates. 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 and transfer it back in to Rasmussen College, in accordance with meeting the transfer of credit requirements. In the case of credit transfer, on "F/FA" grade will remain for purposes of GPA calculation. However, all of the course credits, both failed and transferred, count in the student's Cumulative Completion Rate (CCR). Foundation courses may only be repeated one time. Students who fail a Foundation course 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.

Late Assignment Submission Policy

Students may submit assigned work after the stated deadline. A 10% grade penalty is assessed for work up to twenty-four hours late; an additional 10% 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. Instructors may decide in the case of legitimately extenuating circumstances to waive the late penalty; if not, though, the penalty must be enforced as described. In some cases in the residential classroom, 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. 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 which identifies:
 - the work to be completed;
 - qualifications for acceptable work;
 - the deadline for completing the work is within seven (7) 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 ten (10) calendar days after receipt for grading, recalculation of grades and processing of all documents required.
- Incomplete forms will be maintained by the respective campus for approval and resolution. Students must request an incomplete to their instructor prior to the last day of the end of the session.
- The Dean must be informed of all incompletes granted. 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 (i.e., illness, emergencies, etc.) as opposed to compensating for poor planning, poor attendance, or failure to take assignments seriously.
- 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 (7) calendar days of the last day of class. An incomplete grade not completed by the deadline will be changed to an 'FA' (or 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 Changes

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 Registrar. 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.

ACADEMIC INFORMATION AND COLLEGE POLICIES

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 under the following conditions:

1. The course is not currently offered on-site or online.
2. Completion of the course is necessary for on-time graduation.
3. The need for the course in the quarter in question does not arise from the student's decision to withdraw from the course in an earlier quarter, the student's failure to satisfactorily complete the course in an earlier quarter, or the student's decision to change programs.
4. The student will complete work of a similar quantity and quality as required in a regularly scheduled class and will meet the standard performance objectives for the class.
5. The Academic Dean approves the plan for completing the course work.
6. The student and instructor meet once a week for a minimum of one hour with sufficient learning activities planned to fulfill the clock hour requirements of the course.

7. At least twice and at regular intervals during the quarter, the Dean will evaluate the student's progress by reviewing work completed.

Independent studies must meet the following guidelines:

- Prior to the beginning of the independent study, the student and instructor must meet to define the following:
1. When and where they will meet each week.
 2. Weekly objectives for work to be completed based upon the same weekly objectives defined by the syllabus for an on-site class.
 3. Progress checks to be reviewed by the Dean.
 4. Standards of academic quality for the work to be completed.
 5. Deadline for all work to be completed at the end of the 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.

Certificates or transcripts of credits may be given to those students taking individual subjects or individual progress courses of study.

AcceleratED Academic Overload Policy

An academic or credit overload occurs when a student desires to register for more than 16 credits per term, or two courses per session. Students wishing to schedule an overload must obtain the signature of the Student Advisor as well as the approval and signature of the Academic Dean of the AcceleratED program. In order to apply for an overload the student must have completed a minimum of 32 credits of AcceleratED coursework 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 of at least 3.5 to apply for an overload. Students with a cumulative grade point average of 3.5 or above will be eligible to take up to three courses in the approved session. The student may only apply for Academic Overload for one session at a time and each application will be evaluated against current progress. The student must apply for approval no later than week two (2) of the session prior to which the overload is desired. An approved overload will be scheduled according to course availability and the completion of any pre-requisites. The AcceleratED Academic Overload Approval Form is available through a Student Success Manager.

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.

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. If a student is not meeting the standards, a Learning Plan will be created describing the steps the student needs to take to meet SAP standards during the upcoming term. The College's staff will attempt to meet in person or via phone with the student regarding this plan. If the student does not respond, a copy of the plan will be sent via email and mailed to the student's home address. The student must sign the plan and return it to the Campus Dean by the first Friday of the quarter. Failure to return the plan 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 Credit Hours 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, U/UN, W/WD, 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 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 ten business days, and students will be notified in writing regarding the outcome of the appeal. The ruling of the 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 re-enter are treated as continuing students and must meet progress requirements. Re-entry does not negate previous academic status or satisfactory progress requirements. Satisfactory Academic Progress calculations for a re-entering 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 re-entry 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 re-enter 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.

ACADEMIC INFORMATION AND COLLEGE POLICIES

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 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 through the use of an unofficial transcript will be rescinded if an official transcript is not received by Rasmussen College prior to the completion of the student's first quarter, after which the student will be required to complete the necessary credits in order to receive the degree.
- 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) 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.
- Students in the Medical Assisting, Medical Laboratory Technician, Surgical Technologist and Associate's Nursing 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. Students in the Professional Nursing Mobility Associate's degree program may complete up to 67% of their program via transfer of credit or block transfer of credit.
- Students eligible and approved for the Surgical Technologist AAS Completer Block Transfer must only 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.
- 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) to ensure the student's credit transfer is equivalent to Rasmussen course content. The evaluation is the student's responsibility.
- Transfer credit is evaluated based on the program in which the student is enrolled.
- 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:
 - The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
 - The information will be reviewed by the College Registrar.
 - The student will receive written notice of the decision.
- For students who enter Rasmussen College and are required to take the Rasmussen College entrance placement exam the following will apply: If a student tests at a level of remediation in English or Math, the College will not accept transfer of courses with prerequisites that require completion of the Foundations courses or passing the entrance placement exam. Once the student successfully completes the necessary Foundations courses or passes the placement exams, the College will then post the transfer credit pertaining to the specific course.
- The following Early Childhood Education externship courses cannot be transferred into the program from another program: EC180 Knowledge: Externship I, EC181 Application: Externship II, EC182 Reflection: Externship III.

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 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 information technology or computer science/ computer applications must have been earned within the previous three (3) years of the assessment date.
- Associate Nursing Program (prefixes of PN/NU and NUR/PRN in Florida) will not accept any core course transfers. For Associate Nursing program only, there is a five (5) year limit on Anatomy & Physiology, Microbiology, Human Biology, and Nutrition courses. All grades must be C or higher.

- Health Sciences core courses as designated by course prefix, have a five (5) year transfer limit.
- The following courses in the Medical Assisting Program are not transferable: MA 110 Clinical Skills I, MA145 Clinical Skills II, MA225 Laboratory Skills, and MA265 Medical Assisting Externship.
- Transfer of credit for Medical Laboratory Technician and Surgical Technologist core courses (ML and ST prefixes) has a one (1) year limit. Students who have completed similar course work that exceeds the one (1) 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 Technology programs are based on program space availability.
- 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 (J or 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.

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.

- Conferred Associate's degrees may be posted as a 32-credit (34-credit in Illinois) general education block.
- Conferred Baccalaureate degrees may be posted as a 56-credit block (58-credit block in Illinois) comprised of 32 lower-level and 24 upper-level credits (34 lower-level and 24 upper-level credits in Illinois).
- All required general education courses must be met due to accreditation requirements.
- For those students without an earned degree, successfully completed general education credits will be applied.

Credit by Examination

- Enrolled students may request credit by examination for courses if an exam has been developed.
- 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 or F/FA grade, no test-out attempt will be allowed.
- The following are not available for credit by examination: Program specific Medical Assisting, Medical Laboratory Technician, Surgical Technologist, and Nursing courses, and 200-level Pharmacy Technician courses. In addition, Healthcare Information Technologies, Pharmacy Software/Automation/ Insurance Billing, Career Development, practicum, or designated capstone courses are not available for credit by examination.

AcceleratED Bachelor's Degree Programs Transfer Policies

For students enrolled in AcceleratED Bachelor of Science degree 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 Entrepreneurship and Finance BS degree programs) 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.

AcceleratED Business Management Bachelor's Degree Transfer Policy

To be considered for admission to the AcceleratED Business Management Bachelor's Degree program, students must hold a conferred Associate's degree from an accredited institution as recognized by the Department of Education. Students accepted in this program will receive 90 quarter credits of transfer to Rasmussen College and begin their degree with Junior standing.

AcceleratED Criminal Justice Bachelor's Degree Transfer Policy

Students entering the AcceleratED Criminal Justice 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 who have a conferred Associate's degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Justice Studies.

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.

ACADEMIC INFORMATION AND COLLEGE POLICIES

AcceleratED Early Childhood Education Leadership Bachelor's Degree Transfer Policy

Students entering the AcceleratED Early Childhood Education Leadership Bachelor Degree Complete 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 who have a conferred Associate's degree in a field other than those listed below, or who have completed 91 quarter (61 semester) credits, will be considered on a case-by-case basis at the sole discretion of the Dean of the School of Education.

Acceptable Programs:

- Early Childhood Education
- Education Foundations
- Early Childhood and Youth Development
- Child Life Assistant
- Human Services
- Special Education
- Child Care
- Education and Youth Studies

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: Foundations of Child Development; Observation and Assessment in Early Childhood Education; Dynamics of the Family; Guiding Children's Behavior; 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, Observation and Assessment in Early Childhood Education, Dynamics of the Family, Guiding Children's Behavior, 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.

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, Financial Accounting I, Financial Accounting II, and Principles of Finance, or equivalent courses. Any student who is not transferring successfully completed Financial Accounting I, Financial Accounting II, 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.

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.
- College-Level Examination Program (CLEP) examinations administered by The College Board. A score of 50 or higher is required.
- DSST, DANTES, Excelsior College Exams. Passing scores are determined by the individual test requirements.

• College credit for military service may be awarded upon review of a military transcript. Rasmussen College follows the American Council on 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.

- 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 Campus Registrar.

Transfer to Other Colleges

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.

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

- 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.
- Cheating: Distributing or receiving answers or information by any means other than those expressly permitted by an instructor for any academic exercise. Examples include:
 - 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.
 - Impersonation: Assuming another student's identity or allowing another person to complete an academic exercise on one's own behalf.
 - Using or attempting to use unauthorized materials, texts, devices, notes, information or study aids in any academic exercise (i.e., assignments, discussions, tests, quizzes, papers, labs).
- 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.
- 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:

- 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.
- Using charts, illustrations, images, figures, equations, etc., without citing the source.
- Using an academic exercise (in whole or in part) purchased or copied from a ghostwriter or paper/essay mill.
- 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.
- 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:

- First Offense. The student will receive no credit on the assignment in question and will not be allowed to redo the work.
- 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.

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 to his or her Dean. All appeals are 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 may submit a written statement of appeal to the Assistant Vice President of Academic Affairs thereafter. Response will be given within 30 days.

ACADEMIC INFORMATION AND COLLEGE POLICIES

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 terminate any students whose conduct is detrimental to the educational environment. Conduct/dismissal guidelines for School of Health Sciences students enrolled in the Medical Assistant, 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

The College encourages students to dress as if they were going to work and to start acquiring a wardrobe suitable for employment after graduation.

Some Health Sciences programs have uniform requirements. Please see your Program Manager or Program Coordinator for details.

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.

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.

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.

Exit Interviews

Students contemplating the termination of their education at Rasmussen College should contact the Dean or Campus Director or the Director of Student Affairs, and then the Student Financial Services Office. Academic and financial aid files are not complete until both exit interviews have been completed.

All students graduating or withdrawing (that have financial aid) 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 consolidation information, and review of loan terms.

The Student Financial Services Office is available for your 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 the College.

Circulation Policy**Library Mission & Introduction**

Rasmussen College Library System, in accordance with the mission of the College, promotes life-long learning, develops information literacy skills, and fosters educational achievement. The library is dedicated to supporting the diverse education and information needs of our online and residential communities.

In support of this mission, we:

- Extend our resources and personalized 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 and resource sharing; and
- Collaborate with faculty to select resources in a variety of formats.

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 Campus Librarian 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 campus libraries:

- Rasmussen College students and alumni in good financial standing with the College
- Rasmussen College faculty and staff in good standing with the library
- Community, consortia, and interlibrary loan 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

Circulating materials are loaned for 21 calendar days and may be renewed up to two times if there are no outstanding holds on the material.

Special materials are loaned for 3 hours or 3 days, depending on the material type. Restricted materials may not be renewed.

Library materials must be returned to the library on or before the end of the loan period. Returned materials are accepted at any campus library and may be delivered in person or mailed to the campus.

Non-circulating materials are not loaned but may be used in the library.

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.

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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 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.

ACADEMIC INFORMATION AND COLLEGE POLICIES

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).

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 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 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;
 2. Report its findings with appropriate recommendations for corrective action to an Executive Vice President or President;
 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 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 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 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 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 source:

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: <http://fchr.state.fl.us>
E-Mail: 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

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/MCCV/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 Abuse Policy

Rasmussen College is committed to providing a safe, drug-free environment for its students and employees and to protecting its business from unnecessary financial loss due to drug or other intoxicant use among its employees. This policy is based in substantial part on Rasmussen's concern regarding the safety, health and welfare of its employees and their families, its students and the community.

Consistent with this commitment, Rasmussen College strictly prohibits:

1. The presence of employees or students on campus or in corporate offices 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 time on Rasmussen College campuses or in Rasmussen College corporate offices.

Rasmussen College has the right to:

1. Discipline employees, including dismissal, for felony convictions regarding illegal use, possession or trafficking of drugs.
2. Take disciplinary action against employees who violate this policy. Employees may also be suspended pending outcome of an investigation regarding compliance with this policy.

Drug-Free School and Workplace

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, 34 CFR Part 86, this institution is hereby declared a drug- and alcohol-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 edc.org/hec. Students and Employees 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 grounds, parking areas, anywhere within the building(s), or while participating in College-related activities. Students and Employees who violate this policy will be subject to disciplinary action up to and including expulsion or termination of employment.

ACADEMIC INFORMATION AND COLLEGE POLICIES

As a condition of employment, employees 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 employee who violates this policy by:

1. Reporting the violation to law enforcement officials.
2. Taking appropriate disciplinary action against such employee, up to and including expulsion or termination of employment.
3. Requiring such employee 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, this institution will make a good faith effort to maintain a drug- and alcohol-free college and work place through implementation of the preceding policy and will establish and maintain a drug- and alcohol-free awareness program.

Fact sheets associated with unlawful use, possession or distribution of illicit drugs and alcohol may be obtained from the Campus Director or the Human Resources Department. Rasmussen College considers these fact sheets an integral part of the Drug-Free College and Workplace Policy.

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, i.e., 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, inattentive, anxious, or experience sexual indifference, loss of physical coordination and appetite, go into a coma, experience convulsions, or even death.

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.

Alcohol related driving deaths are the top killer of 15 to 24 year olds.

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 or employee of Rasmussen College immediately notify their Campus Director or the Human Resources Department.

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 of 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); 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 ten 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
- Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-642-0533
- Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
785-296-3421
- State of Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
Madison, WI 53703
608-266-1996

ACADEMIC INFORMATION AND COLLEGE POLICIES

• The Higher Learning Commission (ncaahc.org), a commission of the North Central Association of Colleges and Schools, 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. Individuals who feel they have been unjustly treated can request the Campus Director to hear their appeal.

For appeals involving academic issues such as final grades, students should appeal first to their instructor within one week of the start of a subsequent term. If the issue remains unresolved after an appeal to the instructor, who will have one week from the time they are contacted by students to consider any such appeals, students should appeal to the Dean for their campus. If the issue remains unresolved after a thorough investigation of the matter by the Dean, who will have one week from the time they are contacted by students to consider any such appeals, students may submit a written statement of appeal to the Assistant Vice President of Academic Affairs thereafter. Response will be given within 30 days.

If individuals wish to appeal a decision or request a hearing for any other perceived violation of rights, written statements of appeal must be submitted to the Vice President of Student Affairs within 15 calendar days of the issue in question. Response will be given within 30 days.

Arbitration

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 (the "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, Iowa, Kansas, Minnesota, 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.

*Many states do not require specific authorization or licensure for their residents to enroll in online programs.

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
PO 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.asp

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%20new.pdf
Arkansas State Board of Private Career Education
501 Woodlane, Suite 312S
Little Rock, AR 72201
sbpce@arkansas.gov
sbpce.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 9044255
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
highered.colorado.gov/Academics/Complaints/default.html
highered.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_CPFR-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
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@ibhe.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/che/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
apps.iowacollegeaid.gov/marketing/docs/constituentrequestform.pdf

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
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
mhcc.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
ohc.state.mn.us/mPg.cfm?pageID=1078

ACADEMIC INFORMATION AND COLLEGE POLICIES

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
info@dhe.mo.gov
Policy:dhe.mo.gov/documents/
POLICYONCOMPLAINRESOLUTION-reviseddraft.pdf

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/emailforms/
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%20
Documents/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
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/COMPLAINT
FORMINFO.html

New York Bureau of Proprietary School Supervision
New York State Education Department
99 Washington Avenue, Room 1613 OCP
Albany, NY 12234
acces.nysed.gov/bpss/students/documents/
ComplaintForm.pdf
acces.nysed.gov/bpss/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
nccommunitycolleges.edu/Proprietary_Schools/
docs/PDFFiles/StdComplForm.pdf

NORTH DAKOTA

North Dakota Department of Career and Technical
Education (if institution is "authorized")
State Capitol - 15th Floor
600 East Boulevard Avenue Dept. 270
Bismarck, ND 58505
cte@nd.gov

North Dakota Consumer Protection Division (if
institution is "exempt" or not authorized)
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
P.O. 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/
pdfdoc/pgm_postsecondary/EDU-
Complaint_Resolution_Statement_for_
Postsecondary_Education_Matters.pdf
Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609

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

*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 Attorney Generals Offices, will accept complaints regardless of whether an institution is required to be licensed in that state.

ACADEMIC INFORMATION AND COLLEGE POLICIES

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 ninety percent of the amount of tuition charged to the student, multiplied by the ratio of the number of calendar days remaining in SIXTY PERCENT 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 six percent, whichever is higher. In this case a terminating student shall receive a refund of tuition charges in an amount that is not less than ninety percent 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 forty-five 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 materials fee will be refunded for students who are residents of the state of Iowa.

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 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.

TUITION

ACCELERATED BACHELOR'S DEGREES AND CERTIFICATES

Pricing will be effective for new students as of February 2013:

	Tuition Rates are as follows:
School of Business	
• Business Systems Analysis • Entrepreneurship • Finance	\$260 per credit for courses required to complete program (except noted below)
• Human Resources and Organizational Leadership • International Business • Marketing	
School of Education:	\$260 per credit for courses required to complete program (except noted below)
• Early Childhood Education Leadership	
School of Justice Studies	\$260 per credit for courses required to complete program (except noted below)
• Criminal Justice (Leadership and Management)	
Prequalified AcceleratED Coursework: English Composition, College Math, Natural Science, or any pre-requisite course needed in order to start an AcceleratED program	\$350 per credit
Additional Elective Coursework Outside the AcceleratED Program	\$350 per credit

- There is a required course materials fee of \$150 per course.
- Students taking sixteen (16) or more credits shall only be charged for sixteen (16) credits and will be assessed an additional course materials fee of \$150 for every course over four courses.
- Continuously enrolled students will not be subject to tuition increases for four years from the time they begin their program of study.
- Students who need to complete pre-requisites coursework in order to start an AcceleratED program will be charged \$350 per credit for each 11-week course required. These are considered pre-qualified students.
- Students must be enrolled in one of the AcceleratED programs; IP students do not have the option to enroll in AcceleratED course work.

ACADEMIC INFORMATION AND COLLEGE POLICIES

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.

AcceleratED Programs Return of Title IV Funds Policy
Students who cease enrollment prior to graduation in the Bachelors Degree Completion Programs are subject to the federal refund formula to dictate the amount of federal assistance that must be returned by the school and/or the student before completing 60% of the term/session. Students who fail to continue into the second session of the program will have grant funds reduced to reflect payment of funds only for the courses attended in the first session – second session credits will be deemed ineligible in the total grant award. Additionally, if loan funds have not been posted to the student's account during the first session the student will be ineligible to receive any loan funds for failure to continue into the second session.

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 on the mid-quarter start (week 6) 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 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 Programs "Stop Out" Policy

Students who attend the first session only in the Bachelors Degree Completer Program are eligible to receive aid based on first session credits. Conversely, 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.

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 the Student Financial Services Office 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.

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 classes to complete a re-admission application. 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.

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 first week of the quarter.

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: 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. 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 and a member of the North Central Association
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

Licensing

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, Florida 32399
888-224-6684

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 Avenue, 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

Rasmussen College is registered with the Iowa College Student Aid Commission.

- Iowa College Student Aid Commission
603 East 12th Street, 5th Floor
Des Moines, IA 50319
877-272-4456

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., 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.

Approved For:

- Veterans' Benefits by the Florida State Approving Agency
- Florida Board of Nursing

Statement of Ownership

Rasmussen College, Inc. is a private 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:

- J. Michael Locke, Chairman, President, Chief Executive Officer, Secretary
- Patrick D. Branham, Chief Financial Officer, Treasurer
- Michael J. Malee, Vice President

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 book prices.

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.

BOARD OF DIRECTORS

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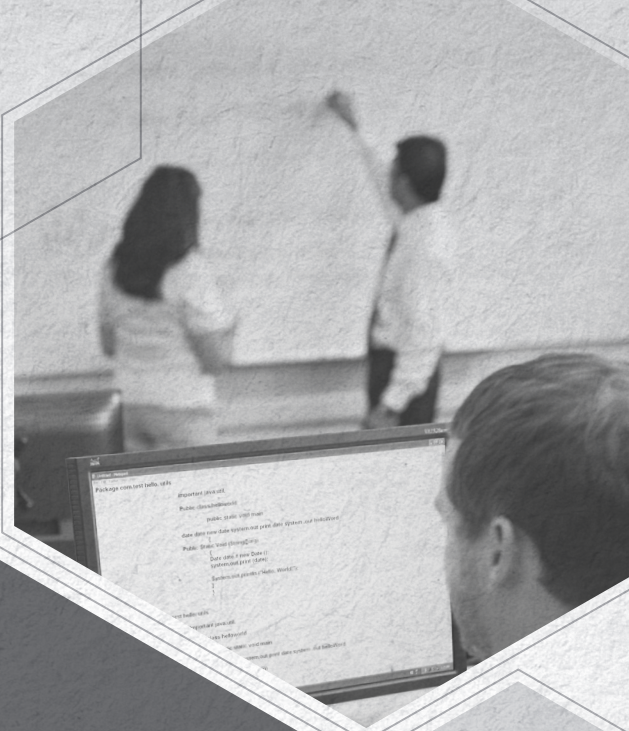
- President, Rasmussen College, Inc.

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.

CENTRAL OFFICE

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George Fogel Vice President of Compliance and Financial Services M.B.A., University of Chicago B.A., DePauw University	Chicago	Greg Witte Regional Vice President B.M.E., Central Missouri State University	Chicago



At Rasmussen College,
we pride ourselves on supporting
our students' academic and career
goals through our industry-experienced,
inspiring, and dedicated faculty
and in-demand variety
of degree options.

rasmussen.edu



CAMPUS LOCATIONS

MINNESOTA

BLAINE

3629 95th Avenue NE
Blaine, MN 55014
763-795-4720

BLOOMINGTON

4400 West 78th Street
Bloomington, MN 55435
952-545-2000

BROOKLYN PARK/MAPLE GROVE

8301 93rd Avenue North
Brooklyn Park, MN 55445
763-493-4500

BROOKLYN PARK TECHNOLOGY AND DESIGN CENTER

8245 93rd Avenue North
Brooklyn Park, MN 55445
763-493-4500

EAGAN

3500 Federal Drive
Eagan, MN 55122
651-687-9000

LAKE ELMO/WOODBURY

8565 Eagle Point Circle
Lake Elmo, MN 55042
651-259-6600

MANKATO

130 Saint Andrews Drive
Mankato, MN 56001
507-625-6556

MOORHEAD

1250 29th Avenue South
Moorhead, MN 56560
218-304-6200

ST. CLOUD

226 Park Avenue South
St. Cloud, MN 56301
320-251-5600

CONNECT WITH US



ILLINOIS

AURORA/NAPERVILLE

2363 Sequoia Drive
Aurora, IL 60506
630-888-3500

MOKENA/TINLEY PARK

8650 West Spring Lake Road
Mokena, IL 60448
815-534-3300

ROCKFORD

6000 East State Street
Rockford, IL 61108
815-316-4800

ROMEDEVILLE/JOLIET

1400 West Normantown Road
Romeoville, IL 60446
815-306-2600

NORTH DAKOTA

BISMARCK

1701 East Century Avenue
Bismarck, ND 58503
701-530-9600

FARGO

4012 19th Avenue SW
Fargo, ND 58103
701-277-3889

KANSAS

OVERLAND PARK

11600 College Boulevard
Overland Park, KS 66210
913-491-7870

TOPEKA

620 SW Governor View
Topeka, KS 66606
888-5-RASMUSSEN

FLORIDA

FORT MYERS

9160 Forum Corporate Parkway
Fort Myers, FL 33905
239-477-2100

LAND O'LAKES/EAST PASCO

18600 Fernview Street
Land O'Lakes, FL 34638
813-435-3601

NEW PORT RICHEY/WEST PASCO

8661 Citizens Drive
New Port Richey, FL 34654
727-942-0069

OCALA

4755 SW 46th Court
Ocala, FL 34474
352-629-1941

OCALA SCHOOL OF NURSING

2100 SW 22nd Place
Ocala, FL 34471
352-629-1941

TAMPA/BRANDON

4042 Park Oaks Boulevard
Tampa, FL 33610
813-246-7600

WISCONSIN

APPLETON

3500 East Destination Drive
Appleton, WI 54915
920-750-5900

GREEN BAY

904 South Taylor Street
Green Bay, WI 54303
920-593-8400

WAUSAU

1101 Westwood Drive
Wausau, WI 54401
715-841-8000

ONLINE

888-5-RASMUSSEN

