

PROGRAMS

Pg. 10 Pharmacy Technician AAS Degree

Major and Core Courses should read:

B119	Customer Service	4
B271	Professional Communication	4
D111	Computer Information Systems	3
E150	Success Strategies	4
E242	Career Development	2
G150	Structure and Function of the Human Body	4
M120	Medical Terminology	4
M223	Pathology I	4
M224	Pathology II	4
M230	Medical Law and Ethics	4
MA135	Pharmacology for the Allied Health Professional	4
PT105	Introduction to Pharmacy	4
PT120	Pharmacy Math and Dosages	4
PT125	Pharmacy Software / Automation / Insurance Billing	3
PT240	Unit Dose and Medication Preparation	3
PT280	Pharmacy Technician Capstone	2
S115	Keyboarding I	3

Natural Sciences category should read:

Natural Sciences (Select 1 course)

G215	Introduction to Human Biology	4
G239	Introduction to Astronomy	4
G245	Introduction to Geology	4

Pg. 15 Early Childhood Education AAS Degree

This program has been revised. See updated catalog page below for information on the following specializations:

- Child and Family Studies Specialization**
- Child Development Specialization**
- English Language Learner Specialization**
- Special Needs Specialization**

Pg. 15 Early Childhood Education Certificate

Major and Core Courses should read:

D111	Computer Information Systems	3
E150	Success Strategies	4
E242	Career Development	2
EC100	Foundations of Child Development	4
EC110	Early Childhood Education Curriculum And Instruction	4
EC120	Health, Safety, and Nutrition	4
EC170	Early Childhood Education Externship	6
EC171	Early Childhood Education Externship II	6
EC172	Early Childhood Education Externship III	6
Total credits		39*

Pg. 16 Criminal Justice AAS Degree

Objective should read:

Graduates of this program know the history and development of the criminal justice system and its effect on society. They understand how the legal process works from law enforcement, to the courts, and through the corrections system. They can apply critical thinking to issues in criminal justice such as law enforcement, corrections, security, juvenile justice, and domestic violence. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, and integrity in the criminal justice system.

Pg. 18 Information Systems Management AAS Degree

N271, N272, W122, and W222 should read:

N274	SQL Server Administration	3
N275	SQL Server Development	3
W125	Introduction to Visual Basic	3
W201	Advanced Visual Basic	3

COURSE DESCRIPTIONS

Remove:

- CC151A Foundations of Child Development
- CC152 Early Childhood Education Curriculum and Instruction

- CC153A Health, Safety, and Nutrition
- CC154A Observing and Promoting Development in the Early Childhood Classroom
- CC155 Creating a Learning Environment

CC156 Implementing Curriculum in the Early Childhood Classroom
 CC258A Infant and Toddler Development
 CC259 Dynamics of the Family
 CC260A The Exceptional Child
 CC261A Emerging Literacy Through Children's Literature
 PT110 Pharmacology
 PT235 Pharmacy Technician Practicum I
 PT236 Pharmacy Technician Practicum II

G221 Introduction to Statistics

Prerequisite should read:

Prerequisite: Passing grade in Foundations coursework or placement determined by placement test score.

J100 Introduction to Criminal Justice

Prerequisite should read:

Prerequisite: none

J116 Case Management

Prerequisite should read:

Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

J205 Juvenile Justice

Prerequisite should read:

Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

J211 Counseling Clients

Prerequisite should read:

Prerequisite: Introduction to Criminal Justice or Introduction to Human Services

N271 SQL Server 2005 Administration

Course number and title should read:

N274 SQL Server Administration

N272 SQL Server 2005 Development

Course number, title, and prerequisite should read:

N275 SQL Server Development

Prerequisite: SQL Server Administration

N273 Business Intelligence Reporting

Prerequisite should read:

Prerequisite: SQL Server Administration

PL110 Introduction to Legal Research

Prerequisite should read:

Co-requisite: Introduction to Law and the Legal System

PL219 Law Office Technology

Prerequisite should read:

Prerequisite: Introduction to Law and the Legal System

PT230 Unit Dose/IV Lab

Course number and title should read:

PT240 Unit Dose and Medication Preparation

W122 Introduction to Visual Basic 2005

Course number and title should read:

W125 Introduction to Visual Basic

W222 Visual Basic 2005 Advanced

Course number, title, and prerequisite should read:

W201 Advanced Visual Basic

Prerequisite: Introduction to Visual Basic

ADD:

EC100 Foundations of Child Development

40 hours, 4 credits

This course will explore characteristics of children at different ages, children's developmental needs, and the foundation of early childhood education. Students will learn the fundamentals of developmentally appropriate practice as it relates to child development, individual needs, building self-esteem in children, and using interpersonal skills and communication within the classroom and center. Students will study the function of the family, and the cultural, social, class, and ethnic variations in the family as a social system.

Prerequisite: none

EC110 Early Childhood Education Curriculum and Instruction

40 hours, 4 credits

This course promotes the development of young children in the academic, social, and emotional domains. It examines developmentally appropriate methods for writing and assessing behavioral objectives, lesson plans, and activity goals. Various curriculum models will be reviewed. Strategies to enhance parent and family involvement will be emphasized.

Prerequisite: none

EC120 Health, Safety, and Nutrition
40 hours, 4 credits

This course examines the role of early childhood professionals working in the field via the policies and procedures governed by the state. Students will learn guidelines for establishing safe environments. They will also learn strategies for implementing health policies, controlling disease, establishing proper nutrition, and responding to children's special health concerns. Students will carry out a 2-hour field observation in the field of education.

Prerequisite: none

EC170 Early Childhood Education Externship
180 hours, 6 credits

Under externship supervision, the student will observe and implement developmentally appropriate practices while interacting with children and family.

Prerequisite: none

EC171 Early Childhood Education Externship II
180 hours, 6 credits

Students continue their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: Early Childhood Education Externship

EC172 Early Childhood Education Externship III
180 hours, 6 credits

Students will complete their externship experience in an early childhood setting. The focus is on developmentally appropriate practices and leadership.

Prerequisite: Early Childhood Education Externship II

EC200 Observation and Assessment in Early Childhood Education
40 hours, 4 credits

Students will explore effective strategies for observation and assessment in early childhood education. They will understand the observation, assessment, and planning cycle and its impact on promoting children's development.

Prerequisite: Early Childhood Education Externship III

EC210 Infant and Toddler Development
40 hours, 4 credits

This course will provide the foundation for responsive, relationship-based curriculum for infants and toddlers in group care. This course will introduce the philosophy and theory behind primary care, continuity of care, and respectful care as it relates to brain and attachment research. Explores ways of creating environments for infant/toddler group care which foster optimum social/emotional, physical, and cognitive development.

Prerequisite: none

EC211 Dynamics of the Family
40 hours, 4 credits

This course will focus on the dynamics of the family and the family's influence on the growth and development of children. The history of family systems, child rearing, and parenting styles will be discussed. The course will explore issues that families of today face.

Prerequisite: none

EC212 Emerging Literacy Through Children's Literature
40 hours, 4 credits

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the early childhood setting. Strategies for enhancing emerging literacy through techniques such as selecting appropriate books for storytelling, reading aloud, puppetry, and flannel-board use will also be emphasized.

Prerequisite: none

EC230 Guiding Children's Behavior
40 hours, 4 credits

Students will explore how to use guidance in the early childhood setting, with an emphasis on understanding why young children exhibit certain behaviors and how we can meet the child's needs effectively and with support. Students will learn how to provide positive guidance to young children with challenging behavior

Prerequisite: Early Childhood Education Externship III

EC231 Family Resource Management**40 hours, 4 credits**

Students will investigate how resources are assessed, allocated, and utilized within families. They will explore strategies for helping families manage resources through various problem-solving methods.

Prerequisite: Early Childhood Education Externship III

EC232 Child and Family Advocacy**40 hours, 4 credits**

Students will explore and develop skills to advocate for children and families. They will review legislation, social policy, and advocacy techniques. Students will also investigate several current and controversial issues within the early childhood profession, and explore current research on early childhood education issues.

Prerequisite: Early Childhood Education Externship III

EC240 Introduction to English Language Learners**40 hours, 4 credits**

Students will explore effective ways to adapt English language instruction to teach learners in our increasingly diverse population of young children and families. They will examine a range of communication styles, learning styles, and behaviors that affect English language teaching and learning. They will analyze the development of English language skills in all domains through social and cultural lenses.

Prerequisite: Early Childhood Education Externship III

EC241 Language and Literacy Acquisition**40 hours, 4 credits**

Students will examine how infant, toddler, preschool, and school-aged English language learners acquire language and literacy. They will be exposed to early childhood programs that support children's home languages, and explore how to create an environment that sustains English Language Learners.

Prerequisite: Early Childhood Education Externship III

EC242 Involving Parents of English Language Learners**40 hours, 4 credits**

Students will explore how to engage and support family involvement for English Language Learners. They will examine methods for maintaining effective communication and developing strong relationships with the families of English Language Learners.

Prerequisite: Early Childhood Education Externship III

EC243 Curriculum and Instruction for English Language Learners**40 hours, 4 credits**

Students will explore practical strategies in curriculum and instruction for English Language Learners. They will apply principles of developmentally appropriate practice in the context of educating dual language learners.

Prerequisite: Early Childhood Education Externship III

EC250 Advocating for Special Needs Children**40 hours, 4 credits**

Students will explore current trends, resources and advocacy on behalf of young children with special needs. They will examine their role in supporting and advocating for young children with special needs and their families.

Prerequisite: Early Childhood Education Externship III

EC251 The Inclusive Classroom**40 hours, 4 credits**

Students will learn strategies for promoting and supporting an inclusive classroom. They will analyze environmental restrictions and explore how to support young children with special needs in the early childhood setting.

Prerequisite: Early Childhood Education Externship III

EC252 The Exceptional Child**40 hours, 4 credits**

This course is designed to explore the benefits of inclusion in the early childhood setting. Students will develop an understanding of exceptional development. Students will identify the parties relevant to exceptional development and their roles as resources in support of the child and their families.

Prerequisite: none

EC253 Curriculum and Instruction for Special Needs Children**40 hours, 4 credits**

Students will explore how to adapt developmentally appropriate curriculum to support the development of children with special needs. They will learn strategies for effective partnering with other professionals and parents to ensure the achievement of developmental goals.

Prerequisite: Early Childhood Education Externship III

EC290 Early Childhood Education Capstone**20 hours, 2 credits**

Students will integrate the knowledge and skills gained from coursework in the Early Childhood Education program. They will complete a capstone project that integrates knowledge and skills in child development, health and nutrition, curriculum and instruction, observation and assessment, and other areas relevant to the field.

Prerequisite: Early Childhood Education student in last or second-to-last quarter.

HS100 Introduction to Human Services**40 hours, 4 credits**

Introduction to Human Services exposes the student to the many facets of human services work. Topics to be explored include programs, policies, history, politics, and how current economics shape programs. Human service intervention strategies utilized in daily practice are examined along with stresses faced in the workplace. Comparisons of human services systems from a variety of countries will also be examined.

Prerequisite: none

HS110 Cultural Diversity in Human Services**40 hours, 4 credits**

This course will examine diversity in many communities and the cross-cultural service delivery available in those communities. Specific client populations will be explored, with an understanding of what cultural, physical, and mental diversity is and why it is important. Special attention will be paid to working with people of both mental and physical disabilities. Those disabilities include, but are not limited to, mental retardation, autism, and Asperger's Syndrome.

Prerequisite: Introduction to Human Services

HS115 Introductory Strategies to Crisis Intervention**40 hours, 4 credits**

This course sets the foundation for students to develop the morals, ethics, and attitude necessary to strategically help those in crisis situations. The values and ethics intrinsic to the human services profession will be explored, as well as developing interpersonal communication skills. Students will explore how human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills to effectively deal with people in crisis. The ability to create genuine and empathetic relationships with others is central to those entering the human services field. Intervention strategies are also explored.

Prerequisite: Introduction to Human Services

HS250 Organization and Leadership in Human Services**40 hours, 4 credits**

Working and managing within a human services organization takes high morals, standards, and ethics. Through this course, students will consider the complexity of moral and ethical dilemmas in navigating and managing in the human service industry. Students will learn decision-making techniques to include the necessary components for an ethical reasoning process. In order to have a strong foundation of practice, students will learn to how to build a strong ethical organization through culture, climate, and structure.

Prerequisite: Case Management, Counseling Clients

HS260 Community Psychology**40 hours, 4 credits**

Community Psychology focuses on the four systems which function in a community: the mental health system, the educational system, the criminal justice system, and the social service system. As human service professionals, students will analyze problems in these communities and will evaluate individuals functioning in these systems, offering both answers and proactive models of prevention. Community psychology works toward the empowerment of members within a community, while appreciating diversity and understanding human behavior. Social change will be examined as well as understanding that setting or environment is as important as the individual in it.

Prerequisite: Introduction to Psychology

HS280 Abnormal Psychology**40 hours, 4 credits**

In this course students will understand the applied discipline of abnormal psychology. In order to understand and change abnormal patterns of functioning humans in their communities, thoughts and behavior will be examined. Students will explore what is abnormal behavior and what is not in current society and cultures. Numerous applications will be examined, including a variety of mental health disorders, individuals who have difficulty functioning effectively in everyday life, the impact of family dysfunction on the individual, and the influence of mental illness on criminal behavior. Variables that may affect a person's ability to adapt and function in a community will be considered, such as one's genetic makeup, physical condition, learning, reasoning, and socialization.

Prerequisite: Introduction to Psychology

HS290 Human Services Internship**260 hours, 9 credits**

Field experience is a key learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently being taught within the classroom. It is an integral part of the total educational process.

Prerequisite: Students must be in their last or second to last quarter before graduation.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Pg. 30 Applying to the Medical Laboratory Technician Program

Policy should read:

Applicants must achieve a score on the STEP placement exam above that requiring a Foundations course as detailed in the current Rasmussen College catalog. Applicants must be able to qualify for Math and English Composition coursework even if plans are to transfer credits from a previously attended program. Former or current students who have achieved a STEP score above that requiring a Foundations course are not required to repeat the STEP test.

Once applicants have achieved a sufficient STEP score, they will be scheduled for the Evolve A2 entrance exam. Applicants must pay a \$65 non-refundable testing fee (covering the exam, and the study guide to be issued to the student) at time of scheduling. Applicants will take the Evolve A2 at a Rasmussen College campus. To be considered for admissions, applicants must achieve score a score of 70% in the areas of Math, Vocabulary, Reading, and Grammar.

Applicants who achieve the required Evolve A2 score will be contacted by the College to complete the following:

- Application
- Application fee

- Background screening
- Any additional program-specific requirements as specified at the time of enrollment. A Health physical will be required and must be completed within the 6 months prior to the internship/practicum.

Applicants who wish to repeat the Evolve A2 to increase their score must submit a \$25 non-refundable re-test fee. Only two attempts will be granted during a six-month period. Applicants who do not achieve the required score as listed above will not be able to repeat the entrance process for 6 months after the date of the second exam. After this period applicants must repeat the entire entrance process before acceptance can be granted. Current students in other programs wishing to transfer into a course of study requiring the admissions standards outlined above will be required to take or retake the Evolve A2.

Once the applicant file is complete, the College will schedule an interview between the applicant and Program Coordinator/Director.

Students accepted into their program will receive a letter from the College via registered mail.

The College may choose two additional applicants as alternates to join the program if another applicant is deemed ineligible or decides not to begin class. These two alternates must complete all the necessary steps for admission. Alternates will be guaranteed the opportunity for enrollment into the next cohort provided they remain eligible for admission.

Students must attend programmatic orientation as well as general orientation or risk being dismissed from the cohort.

Pg. 32 Foundations Course Grading Scale

Foundations of Math Grading should read:

SX	60% or more
UX	Below 60%

Pg. 32 Credit by Examination

Second paragraph should read:

Program-specific Massage Therapy, Medical Assisting, and Medical Laboratory Technician courses, and 200-level Pharmacy Technician courses are not available for credit by examination. In addition, the Healthcare Information Technologies, Pharmacy Software/Automation/Insurance Billing, and Introduction to Human Biology courses are not available for credit by examination.

Pg. 33 Transfer Credit Policy

8g should read:

8g. For courses that are not part of a conferred degree to be considered for transfer, credits for major/core courses completed at other institutions must have been earned within the previous ten years of the transfer request date; for courses that are part of a conferred degree that are applicable to the program in which the student enrolls, the time restriction may be waived. Credits in information technology or computer science/computer applications completed at other institutions must have been earned within the previous five years of the transfer request date. Credits in nursing completed at other institutions or at Rasmussen College must have been earned within the previous one year of the transfer request date. General education credits may be considered for transfer regardless of completion date. General education courses that are included as part of a program major/core are to be considered as general education credits for purposes of transfer.

Pg. 34 Transcripts

Policy should read:

Official transcripts of credits will be given to students when all tuition obligations have been met.

A fee of \$5.00 is charged for each official transcript. This fee is charged to all students requesting an academic transcript with exception to graduates and completers.

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.

Pg. 34 Academic Misconduct Policy

Fourth paragraph should read:

The administration reserves the right to expel a student from the College if there are more than two offenses. These offenses can be from two different courses, or from the same course in the same quarter. Aiding and abetting in cheating is considered as grave as initiating the cheating, and will be treated in the same manner.

Pg. 39 Accreditation

Statement on Surgical Technologist accreditation should read:

The Surgical Technologist AAS program at the Brooklyn Park and St. Cloud campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park Street
Clearwater, FL 33756
(727) 210-2350
www.caahep.org

COLLEGE FACULTY AND STAFF

ACADEMIC ADMINISTRATION

Remove:

Claudia Fortney Mankato

Add:

Seth Berg, Manager of Student Learning Eden Prairie
M.F.A., Bowling Green State University
B.A., University of Toledo

Caroline Gulbrandsen Rockford
 Dean of Faculty
M.Ed., Florida Atlantic University
B.A., University of South Florida

The following individuals should read:

Shawn Schulte Brooklyn Park
 Dean of Student Learning
M.S., B.S., University of Minnesota – Twin Cities

CAMPUS ADMINISTRATION

Remove:

Dean Fredericks Mankato
 Robin Robotcek St. Cloud

Add:

Angie Wood Aurora
 Director of Campus Operations
M.B.A., B.A., Benedictine University

Juliana Klocek Green Bay
 Director of Campus Operations
M.B.A., West Virginia Wesleyan College
B.A., John Carroll University

Kathy Clifford Mankato
 Director of Campus Operations
B.A., Minnesota State University – Mankato

Sue Williams, Campus Director Wausau
B.S., University of Wisconsin – Eau Claire

Bill Panella Wausau
 Director of Campus Operations
M.B.A., Clarkson University
B.A., Central Michigan University

Lynne Croteau Online
 Campus Director (Florida)
M.B.A., M.H.R.M., B.S., DeVry University

Dena Tuschen Online
 Director of Campus Operations (Minnesota)
B.A., University of Minnesota – Duluth

The following individuals should read:

Jodi Black → Jalowitz Lake Elmo
 Director of Campus Operations
M.Ed., Ohio University
B.S., University of Wisconsin

Jon P. Peterson Online
 Campus Director (Minnesota)
B.S., University of St. Thomas

Seth Grimes Online
 Director of Campus Operations → (Florida)
M.B.A., Benedictine University
B.S., University of Alabama

ADMINISTRATIVE SUPPORT

Remove:

Lynnette Butler Lake Elmo
 Stacy LaVigne St. Cloud

Add:

Diane Nemitz, College Registrar Twin Cities
M.A., Concordia University
B.A., University of St. Thomas

Sarah Van Hoof Aurora
 Administrative Assistant
B.S., University of Wisconsin – Green Bay
A.A.S., University of Wisconsin – Fox Valley

Suzanne Hoefs, Schedule Coordinator Lake Elmo
B.A., University of St. Thomas

David Norine, Schedule Coordinator Lake Elmo
B.A., St. John's University

Claudia Fortney, Schedule Coordinator Mankato
B.S., A.A., Minnesota State University – Mankato

Suzanne Affrunti Rockford
 Administrative Assistant
A.A.S., Triton College

Susie Bieniek, Registrar St. Cloud
B.S., Concordia University

Jonna Gruenes, Schedule Coordinator St. Cloud
B.A., College of St. Benedict

The following individuals should read:

Tammy Deppe Green Bay
 Administrative Assistant → Schedule Coordinator
B.A., St. Norbert College

SCHOOL OF ALLIED HEALTH

Remove:

Carla Offhaus Aurora
 Angela Mason Lake Elmo

Add:

Linda Kennedy Aurora
 Health Information Technician Program Coordinator
M.B.A., Benedictine University
B.S., University of Illinois – Chicago

The following individuals should read:

Lorrie Laurin, MT (ASCP) Twin Cities
 Director, School of Allied Health
B.A., Carthage College

Tammy Renner, MS, MT (ASCP) Twin Cities
 Medical Laboratory Technician Program Director
M.S., University of North Dakota
B.S., Minot State University

Sarah Rodarte, CMT Rockford
A.A.S., McHenry County College
Diploma, Chicago School of Massage Therapy

SCHOOL OF BUSINESS

Add:

Carla Offhaus, CST Aurora
D.C., National College of Chiropractic
M.B.A., American Intercontinental University
Certificate, Waubesa Community College

The following individuals should read:

Drew Dresden Aurora
M.A.F.M., DeVry University
B.S., Illinois State University

SCHOOL OF EDUCATION

Add:

Kelly Kist Online
 Early Childhood Education Program Coordinator
B.A., Pacific Oaks College
A.S., Santa Barbara City College

The following individuals should read:

Tracy Tepley Brooklyn Park
 Early Childhood Education Program Coordinator
M.A., B.A., North Dakota State University

SCHOOL OF JUSTICE STUDIES

Add:

Jason Weber Eden Prairie
M.A., Concordia University
B.S., Evangel University

Emily Little Lake Elmo
M.S., B.S., St. Cloud State University

SCHOOL OF NURSING

Remove:

John Menez Brooklyn Park
 Pamela Stellmach St. Cloud

Add:

Ruth Haugen Brooklyn Park
M.S.N., Minnesota State University
B.S.N., Augsburg College
A.S.N., Rochester State Junior College

Deborah Matzke-Lewis, RN Mankato
B.S.N., Mankato State University

Laura Rydholm Mankato
M.S., University of Minnesota
B.S.N., Gustavus Adolphus College

Elizabeth Krauss St. Cloud
M.S.N., Clarkson College
B.A., College of St. Catherine

The following individuals should read:

Dana Feld, RN, Dean of Nursing Brooklyn Park → Eagan
M.S., University of Minnesota
B.E.S., St. Cloud State University

SCHOOL OF TECHNOLOGY AND DESIGN

Remove:

Stacy Kvernmo Aurora

Add:

Edward Peterson Rockford
M.I.T., American Intercontinental University
B.A., Judson University
A.A.S., Rockford Business College

The following individuals should read:

Joseph Wolz, MOAS Aurora
M.A., B.A., Southern Illinois University

GENERAL EDUCATION AND DEVELOPMENTAL EDUCATION

Remove:

Seth Berg	Eden Prairie
Barb Anderson	Rockford
Luis Rodriguez	Rockford
Erin Werthman	Rockford
Tim Whitham	Rockford

The following individuals should read:

Jason Loewen	Eden Prairie/Lake Elmo → Lake Elmo
	<i>M.S., B.S., University of Minnesota – Twin Cities</i>

LIBRARY AND LEARNING CENTER

Remove:

Jen Fong	Aurora
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Add:

Adrienne DeSalvo	Aurora
Learning Center Coordinator	
	<i>M.A., Northern Michigan University</i>
	<i>B.A., Michigan State University</i>
Dawn Sommers , Assistant Librarian	Eagan
	<i>M.L.I.S., College of St. Catherine</i>
	<i>B.A., University of St. Thomas</i>
Cynthia Reynolds , Reference Librarian	Rockford
	<i>M.L.I.S., University of Illinois – Urbana/Champaign</i>
	<i>B.S., Illinois State University</i>
Jon Mladic	Rockford
Learning Center Coordinator	
	<i>B.A., Illinois Wesleyan University</i>
Beth Marie Gooding	Online
Reference Librarian	
	<i>M.S., M.L.S., Indiana University</i>
	<i>B.A., University of Iowa</i>

The following individuals should read:

Dennis M. Johnson	Lake Elmo
Reference Librarian	
	<i>M.L.I.S., Dominican University</i>
	<i>B.A., Winona State University</i>
Stephanie Krucher → Kane	Mankato
Learning Center Coordinator	
	<i>M.A., Minnesota State University – Mankato</i>
	<i>B.A., Nyack College</i>

CAREER SERVICES

Add:

Emily Simon , Career Services Advisor	St. Cloud
	<i>M.S., St. Cloud State University</i>
	<i>B.A., Southwest Minnesota State University</i>

ADMISSIONS

Remove:

Juliana Klocek	Green Bay
Kathy Clifford	Mankato
Dan Buesgens	Online

Add:

Stephen Brown	Twin Cities
National Director of Corporate Development	
	<i>B.S., University of Dayton</i>
J. Christopher Phillips	Twin Cities
National Director of Admissions	
	<i>B.A., University of Wisconsin – Madison</i>
Matthew McIntosh	Brooklyn Park
Director of Admissions	
	<i>B.A., University of Minnesota</i>
Mark Taggart , Director of Admissions	Green Bay
	<i>B.A., University of Wisconsin – Green Bay</i>
Patrick Green , Director of Admissions	Lake Elmo
	<i>B.A., College of St. Scholastica</i>
Timothy Fritche	Mankato
Director of Admissions	
	<i>B.S., University of Wisconsin</i>
Trisha L. Wills , Director of Admissions	Rockford
	<i>M.B.A., Colorado Technical University</i>
	<i>B.S., University of Illinois – Urbana/Champaign</i>
Scott Dawson , Director of Admissions	St. Cloud
	<i>B.S., Rasmussen College</i>
Patrick Schmidt	Wausau
Director of Admissions	
	<i>B.A., Judson University</i>
Kevin Roberts , Director of Admissions	Online
	<i>B.S., University of South Dakota</i>

The following individuals should read:

Tony Perez , Director of Admissions	Aurora
	<i>M.B.A., B.A., Aurora University</i>
	<i>A.A.S., Harper College</i>

STUDENT SERVICES

Remove:

Bridget Spencer Mankato
 Carrie Daninhirsch Online

Add:

Dean Fredericks Mankato
 Director of Student Services
A.A.S., Rasmussen College

Matthew Strum Mankato
 Student Services Coordinator
B.A., Luther College

Rebecca Rudolph Rockford
 Scheduler and Academic Advisor
B.A., University of Wisconsin – Whitewater

The following individuals should read:

Angela Craig, Student Services Advisor Eden Prairie → Eagan
B.A., Fort Lewis College

Jamie Hauer, Student Scheduler Eden Prairie → Eagan
*M.S., Argosy University
 B.A., Carroll College*

Jeff Laing Online
 Student Services Coordinator → Academic Advisor
A.S., Full Sail Real World Education

STUDENT FINANCIAL SERVICES

Remove:

Kyle Ingebrigtsen Brooklyn Park
 Tammy Greig Rockford

Add:

Charmaine Merritt Twin Cities
 Bench Director of Student Financial Services
B.A., Metropolitan State University

Rania Henry Aurora
 Financial Planning Coordinator
M.B.A., B.A., Benedictine University

Christina Ritter Brooklyn Park
 Financial Planning Coordinator
B.A., Alverno College

Michelle Sykora Lake Elmo
 Financial Planning Coordinator
A.A.S., Rasmussen College

Michelle Ahrendt Mankato
 Director of Student Financial Services
A.A.S., Rasmussen College

Andrew F. Byrnes Rockford
 Student Accounts Manager

*B.S., Northern Illinois University
 A.S., Highland Community College*

Amy Gustafson, Financial Aid Officer Rockford
B.A., Western Illinois University

Valerie Jensen Rockford
 Financial Planning Coordinator
B.S., University of Wisconsin – Madison

Stacy LaVigne St. Cloud
 Financial Planning Coordinator
B.S., Southwest State University

Aaron Peterson, Financial Aid Officer St. Cloud
B.S., St. Cloud State University

The following individuals should read:

Kate Lauer, Financial Aid Officer St. Cloud
B.S., A.A.S., Rasmussen College

Amy Wentland St. Cloud
 Financial Planning Coordinator

Ashley Croley → Croly Online
B.A., B.S., Stetson University

HUMAN SERVICES AAS DEGREE

• 6 Quarters Full-Time • 8 Quarters Part-Time

CAREER OPPORTUNITIES

- Community Service Specialist
- Human Service Assistant
- Social Service Specialist
- Program Assistant

OBJECTIVE

Graduates of this program know basic concepts of psychology, sociology, counseling, crisis intervention, case management, community and service networking, assessment, and documentation. They understand how human services work from an individual, organizational, and community perspective. They can apply critical thinking to issues in human services such as education, training and self development, facilitation of services, advocacy, organizational participation, and community living skills and supports. They value diversity, communication, critical thinking, and providing services to individuals or groups with varying needs.

FOUNDATION COURSES

B097	Foundations of English I	4
B098	Foundations of English II	4
B099	Foundations of Math	4

Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of B097, B098, and/or B099.

GENERAL EDUCATION COURSES

English Composition (Required course)

G124	English Composition	4
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Communication (Select 1 course)

G141	Introduction to Communication	4
G226	Speech	4

Humanities (Select 2 courses)

G125	Humanities	4
G138	Introduction to Film	4
G201	Creative Writing	4
G230	Introduction to Literature	4

Math (Select 1 course)

G221	Introduction to Statistics	4
G233	College Algebra	4

Natural Sciences (Select 1 course)

G150	Structure and Function of the Human Body	4
G215	Introduction to Human Biology	4
G239	Introduction to Astronomy	4
G245	Introduction to Geology	4

Social Sciences (2 required courses)

G137	Introduction to Psychology	4
G142	Introduction to Sociology	4

** Credit totals do not include Foundations of English I/II or Foundations of Math. These courses may be required of some students based upon placement examinations.*

MAJOR AND CORE COURSES

B119	Customer Service	4
D111	Computer Information Systems	3
E150	Success Strategies	4
E242	Career Development	2
HS100	Introduction to Human Services	4
HS110	Cultural Diversity in Human Services	4
HS115	Introductory Strategies to Crisis Intervention	4
HS250	Organization and Leadership in Human Services	4
HS260	Community Psychology	4
HS280	Abnormal Psychology	4
HS290	Human Services Internship	9
J116	Case Management	4
J205	Juvenile Justice	4
J211	Counseling Clients	4

Total Degree Credits 90*

EARLY CHILDHOOD EDUCATION AAS DEGREE

• 6 Quarters Full-Time • 8 Quarters Part-Time

CAREER OPPORTUNITIES

- Early Childhood Instructor
- Teacher Assistant
- Child Care Director
- Home-School Liaison

OBJECTIVE

Graduates of this program know principles of child development, health and safety, curriculum, and instruction. They understand observation and assessment techniques for young children. They can plan and implement curriculum for early childhood programs and child and family service settings, establish and maintain a safe environment, and guide young children’s behavior in the early childhood classroom. Graduates value critical thinking, communication, diverse perspectives, technology and information literacy, and lifelong learning.

FOUNDATION COURSES

B097	Foundations of English I	4
B098	Foundations of English II	4
B099	Foundations of Math	4

Students must either demonstrate mastery of the subject matter in Foundation Courses through a STEP placement exam or by successful completion of B097, B098, and/or B099.

MAJOR AND CORE COURSES

D111	Computer Information Systems	3
E150	Success Strategies	4
E242	Career Development	2
EC100	Foundations of Child Development	4
EC110	Early Childhood Education Curriculum and Instruction	4
EC120	Health, Safety, and Nutrition	4
EC170	Early Childhood Education Externship	6
EC171	Early Childhood Education Externship II	6
EC172	Early Childhood Education Externship III	6
EC200	Observation and Assessment in Early Childhood Education	4
EC290	Early Childhood Education Capstone	2

** Credit totals do not include Foundations of English I/II or Foundations of Math. These courses may be required of some students based upon placement examinations.*

**** Introduction to Sociology is required for the Child and Family Studies specialization. Students in that specialization must complete two additional courses from the Social Sciences general-education category.*

GENERAL EDUCATION COURSES

English Composition (Required course)

G124	English Composition	4
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Communication (Select 1 course)

G141	Introduction to Communication	4
G226	Speech	4

Humanities (Select 2 courses)

G125	Humanities	4
G138	Introduction to Film	4
G201	Creative Writing	4
G230	Introduction to Literature	4

Math (Select 1 course)

G221	Introduction to Statistics	4
G233	College Algebra	4

Natural Sciences (Select 1 course)

G150	Structure and Function of the Human Body	4
G215	Introduction to Human Biology	4
G239	Introduction to Astronomy	4
G245	Introduction to Geology	4

Social Sciences (Select 2 courses***)

G122	World Geography	4
G123	Principles of Economics	4
G137	Introduction to Psychology	4
G142	Introduction to Sociology***	4
G243	Contemporary U.S. Government	4
G250	History of the United States in the World	4

CHILD AND FAMILY STUDIES SPECIALIZATION

EC230	Guiding Children's Behavior	4
EC231	Family Resource Management	4
EC232	Child and Family Advocacy	4
G142	Introduction to Sociology	4
	Total Degree Credits	93*

CHILD DEVELOPMENT SPECIALIZATION

EC210	Infant and Toddler Development	4
EC211	Dynamics of the Family	4
EC212	Emerging Literacy Through Children's Literature	4
EC252	The Exceptional Child	4
	Total Degree Credits	93*

ENGLISH LANGUAGE LEARNER SPECIALIZATION

EC240	Introduction to English Language Learners	4
EC241	Language and Literacy Acquisition	4
EC242	Involving Parents of English Language Learners	4
EC243	Curriculum and Instruction for English Language Learners	4
	Total Degree Credits	93*

SPECIAL NEEDS SPECIALIZATION

EC250	Advocating for Special Needs Children	4
EC251	The Inclusive Classroom	4
EC252	The Exceptional Child	4
EC253	Curriculum and Instruction for Special Needs Children	4
	Total Degree Credits	93*