ACCELERATED LEARNING OPTIONS
2015 - 2016 CATALOG
MISSION
Rasmussen College is an institution of higher learning dedicated to global enrichment and meeting the evolving needs of our diverse communities.

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

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

PURPOSES

TO ACCOMPLISH OUR MISSION, RASMUSSEN COLLEGE ESTABLISHED THESE PURPOSES:

1. Educational Excellence and Assessment: Rasmussen College fosters a learning and teaching community that is challenging, stimulating and student-focused. The College uses continuous evaluation and a number of assessment tools and methods to ensure student learning, effective teaching, student persistence and institutional effectiveness.

2. Teaching, Learning, and Development: Rasmussen College provides learning opportunities in an environment of mutual respect in an unbiased atmosphere, preparing students and team members for success, lifelong learning and continued improvement in a global environment.

3. Mission and Service: Rasmussen College publicly states its mission and demonstrates its commitment to the public good by supporting career-focused education that empowers local communities. The College builds community through education and interacts with its constituency with integrity and transparency.

4. Resources and Effectiveness: Rasmussen College allocates resources to human capital, facilities and technology in its commitment to accuracy, connectedness and timeliness. The College is dedicated to effective use and investment of resources and a quality learning and teaching environment for students, staff and faculty.

5. Diversity and Inclusion: Rasmussen College promotes diversity awareness, respect for multiple perspectives, and inclusion among all College stakeholders in and out of classrooms.
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2015-2016 ACADEMIC CALENDAR

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

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

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

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

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

COLLEGE HOLIDAYS
• Labor Day
• Veterans Day
• Thanksgiving Day and the following Friday
• Martin Luther King Jr. Day
• Memorial Day
• Independence Day

This catalog is effective August 2015 and is subject to change by addenda.
WELCOME TO RASMUSSEN COLLEGE

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

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

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

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

Sincerely,

Dr. Trenda Boyum-Breen
President, Rasmussen College
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.

SAVE TIME

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

SAVE MONEY

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

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

TRANSFER CREDITS

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

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

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

You can review our official transfer policies at rasmussen.edu

¹ Completion time is dependent on transfer credits accepted and courses completed each term.
² $260 per credit applies to students taking 12 or more credits per quarter and does not include the $150 course resources fee.
³ Tuition will not increase for four years following the start date of a program if a student is continuously enrolled quarter to quarter. Please refer to your Program Manager for details and restrictions.
⁴ Rasmussen College reserves the right to deny or accept transfer credits per the policies in the course catalog.
Rasmussen College offers a more flexible way to earn your degree—your way. With Flex Choice, you enroll in our online, faculty-led courses and you can choose to take self-paced competency courses at no additional cost to help you save money and graduate sooner.

WHY COMBINE FACULTY-LED AND SELF-PACED COURSES?

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

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

YOUR SCHEDULE. YOUR CHOICE.

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

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

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

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

SUPPORT

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

Student Portal

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

Advisor

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

Your Support+ resources also include:

- Online Classroom
- Library and Learning Resources
- Career Services
- Student Account Center
- Personal Support Center

Support+ provides you with in-person and on-demand resources that connect you with everything you need to be successful in your college career and beyond.
CAREER OPPORTUNITIES:
- Accounting Clerk
- Auditing Clerk
- Bookkeeper
- Bank Teller
- Account Management Trainee

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

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

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

GENERAL EDUCATION COURSES+

<table>
<thead>
<tr>
<th>LOWER DIVISION</th>
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</thead>
<tbody>
<tr>
<td>English Composition (Required course)</td>
<td>4</td>
</tr>
<tr>
<td>ENC 1101 English Composition</td>
<td></td>
</tr>
<tr>
<td>Communication (~Required, select 1 additional course)</td>
<td>8</td>
</tr>
<tr>
<td>~COM 1388 Communicating In your Profession</td>
<td></td>
</tr>
<tr>
<td>Humanities (Select 2 courses)</td>
<td>8</td>
</tr>
<tr>
<td>Math/Natural Sciences Select 2 courses, Algebra recommended</td>
<td>8</td>
</tr>
<tr>
<td>Social Sciences (Select 2 courses)**</td>
<td>8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR AND CORE COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 1022 Financial Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACG 1033 Financial Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACG 2062 Computer Focused Principles</td>
<td>3</td>
</tr>
<tr>
<td>ACG 2880 Financial Investigation</td>
<td>4</td>
</tr>
<tr>
<td>ACG 2930 Accounting Capstone</td>
<td>2</td>
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<tr>
<td>APA 1500 Payroll Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUL 2241 Business Law</td>
<td>4</td>
</tr>
<tr>
<td>CTS 2511 Excel</td>
<td>3</td>
</tr>
<tr>
<td>E242 Career Development +</td>
<td>2</td>
</tr>
<tr>
<td>FIN 1202 Financial Markets and Institutions</td>
<td>4</td>
</tr>
<tr>
<td>GEB 1011 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>MAN 2062 Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MAR 2011 Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>TAX 2002 Income Tax</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Associate’s Degree Credits
Total General Education Credits | 36 |
Major and Core Credits | 57 |

TOTAL DEGREE CREDITS | 93 |

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
BUSINESS MANAGEMENT ASSOCIATE’S DEGREE
LEARNING OPTION: FLEX CHOICE

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

CAREER OPPORTUNITIES:
• Customer Service Representative
• Administrative Assistant
• Call Center Representative
• Sales Representative

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

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

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

GENERAL EDUCATION COURSES+

LOWER DIVISION
- English Composition (Required course) 4
- Communication (Required, select 1 additional course) 8
- ACG 2062 Computer Focused Principles 3
- ACG 2209 Principles of Financial Accounting for Managers 4
- BUL 2241 Business Law 4
- CGS 1240 Computer Applications and Business Systems Concepts + 3
- E242 Career Development + 2
- ENC 1101 English Composition
- *COM 1388 Communicating In Your Profession
- *PHI 1520 Ethics Around the Globe
- Math/Natural Sciences (Select 2 courses, one must be a Math course, Algebra recommended) 8
- Social Sciences (Select 2 courses)** 8

MAJOR AND CORE COURSES
- ACG 2062 Computer Focused Principles 3
- ACG 2209 Principles of Financial Accounting for Managers 4
- BUL 2241 Business Law 4
- CGS 1240 Computer Applications and Business Systems Concepts + 3
- E242 Career Development + 2
- ENC 1101 English Composition
- *COM 1388 Communicating In Your Profession
- *PHI 1520 Ethics Around the Globe
- FIN 1000 Principles of Finance 4
- GEB 1011 Introduction to Business 4
- GEB 1102 Business Capstone 2
- GEB 1201 Principles of Management 4
- GEB 2793 Introduction to Functional and Project Management 4
- MAR 2011 Principles of Marketing 4
- MNA 1161 Customer Service + 4
- Total Associate’s Degree Credits 50
- Total General Education Credits 40
- Major and Core Credits 50
- TOTAL DEGREE CREDITS 90

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

**Students must complete their Social Sciences requirements in one of the following combinations: (1) Principles of Economics and Introduction to Sociology; (2) Principles of Economics and one Flex Choice option lower division Social Science General Education competency course; or (3) both Macroeconomics and Microeconomics Flex Choice option lower division Social Science competency courses.
BUSINESS MANAGEMENT BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS 180

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

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

Total credits above assume students enter in with a conferred associate’s degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.
BUSINESS SYSTEMS ANALYSIS CERTIFICATE
LEARNING OPTION: ACCELERATED

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

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

CERTIFICATE COURSES
IDC 3152  Enterprise Resource Reporting  4
IDC 3309  Data Warehousing  3
IDC 3688  Advanced Relational Databases for Business Applications I  4
IDC 4088  Business Process Reengineering  4
IDC 4111  Advanced Relational Databases for Business Applications II  4
IDC 4291  Advanced Business Process Management  4
IDC 4733  Database Security Management  4
ISM 3005  MIS Techniques  3
ISM 3015  Management of Information Systems  4
ISM 3314  Information Technology Project Management  4
TOTAL CERTIFICATE CREDITS  38
BUSINESS SYSTEMS ANALYSIS BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
- Business Systems Analyst
- Business Analyst
- Management Analyst

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Total Bachelor’s Degree Credits 91
Total Lower Division Credits 28
Upper Division General Education Credits 28
Upper Division Major and Core Credits 63

TOTAL DEGREE CREDITS 182

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

CAREER-FOCUSED CURRICULUM

Our Business System Analysis Bachelor’s Degree curriculum is based on four pillars:
1) Business process analyst processes
2) Business systems analyst processes
3) Working with cross-functional teams
4) Business management acumen that prepares you for BSA and BPA

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
FINANCE BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Financial Analyst
• Financial Manager
• Budget Analyst

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

UPPER DIVISION
ACG 3080  Managerial Accounting Theory and Practice 4
BUL 3266  Business Law and Finance 4
ECO 4223  Money and Banking 4
FIN 3122  Intermediate Financial Management 4
FIN 3247  Investments and Security Markets 4
FIN 3396  International Finance 4
FIN 3434  Applications in Corporate Finance 4
FIN 4019  Financial Modeling 4
FIN 4372  Investment Portfolio Management 4
FIN 4955  Finance Capstone II 3
GEB 3020  Advanced Principles of Financial Management 4
ISM 3015  Management of Information Systems 4
MAN 4143  Contemporary Leadership Challenges 4
MAN 4720  Strategic Management 4
TAX 3257  Partnership and Corporate Taxation 4

Total Bachelor’s Degree Credits
Total Lower Division Credits 90
Upper Division General Education Credits 28
Upper Division Major and Core Credits 59
Unrestricted Elective Credits 4

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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2015-2016 CATALOG AND STUDENT HANDBOOK

SCHOOL OF BUSINESS

FINANCE BACHELOR'S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Financial Analyst
• Financial Manager
• Budget Analyst

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

UPPER DIVISION
ACG 3080  Managerial Accounting Theory and Practice 4
BUL 3266  Business Law and Finance 4
ECO 4223  Money and Banking 4
FIN 3122  Intermediate Financial Management 4
FIN 3247  Investments and Security Markets 4
FIN 3396  International Finance 4
FIN 3434  Applications in Corporate Finance 4
FIN 4019  Financial Modeling 4
FIN 4372  Investment Portfolio Management 4
FIN 4955  Finance Capstone II 3
GEB 3020  Advanced Principles of Financial Management 4
ISM 3015  Management of Information Systems 4
MAN 4143  Contemporary Leadership Challenges 4
MAN 4720  Strategic Management 4
TAX 3257  Partnership and Corporate Taxation 4

Total Bachelor’s Degree Credits
Total Lower Division Credits 90
Upper Division General Education Credits 28
Upper Division Major and Core Credits 59
Unrestricted Elective Credits 4

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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2015-2016 CATALOG AND STUDENT HANDBOOK

SCHOOL OF BUSINESS
HEALTHCARE MANAGEMENT  BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Healthcare Manager
• Healthcare Administrator
• Hospital Director of Admitting
• Clinic Manager
• Assistant Administrator
• Nursing Home Administrator

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

ENTRANCE REQUIREMENTS:
To be considered for admission, students must hold a conferred associate’s degree from an accredited institution as recognized by the Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher. Students enrolled in the Flex Choice Option take a minimum of six credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Choose either Track I or Track II

Track I 1
HSA 4940 Healthcare Management Internship 3

Track II
HSA 4922 Healthcare Management Capstone 3

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

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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

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

rasmussen.edu
HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP
BACHELOR'S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Human Resources Manager
• Compensation and Benefits Manager
• Training and Development Manager
• Personnel Recruiter

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Total Bachelor’s Degree Credits
Upper Division General Education Credits  24
Upper Division Major and Core Credits  66
Total Upper Division Credits  90

TOTAL DEGREE CREDITS  181

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

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

SCHOOL OF BUSINESS

MARKETING BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX Choice

Bachelor of Science Degree
CAREER OPPORTUNITIES:
• Marketing Manager
• Advertising Manager
• Market Research Analyst
• Sales Manager

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

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

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

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

MAJOR AND CORE COURSES
UPPER DIVISION
GEB 3110 Research and Report Writing 4
GEB 3275 Consumer Behavior 4
GEB 4220 Managing a Diverse Workforce 4
GEB 4230 Website Development for Business 4
GEB 4410 Advanced Principles of Marketing 4
MAN 4143 Contemporary Leadership Challenges 4
MAN 4240 Organizational Behavior Analysis 4
MAN 4602 International Business 4
MAN 4720 Strategic Management 4
MAR 3295 Internet Marketing, Public Relations, and Social Media 4
MAR 3592 Strategic Sales and Sales Management 4
MAR 3817 Search Engine Optimization and Marketing Strategies 4
MAR 4239 Marketing and Product Management 4
MAR 4355 Web Analytics 4
MAR 4582 Internet Law 4
MAR 4806 Marketing Capstone 2
Total Bachelor's Degree Credits 91
Upper Division General Education Credits 28
Upper Division Major and Core Credits 62
TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
## Supply Chain and Logistics Management
### Bachelor's Degree

**Learning Options:** Accelerated • Flex Choice

**Bachelor of Science Degree**

**Career Opportunities:**
- Logistician
- Logistics Manager
- Logistics Analyst
- Logistics Engineer
- Supply Chain Analyst
- Supply Chain Manager
- Operations Manager

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

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

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

**General Education Courses**

### Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (Select 1 course)</td>
<td>4</td>
</tr>
<tr>
<td>Humanities (Select 2 Courses)</td>
<td>8</td>
</tr>
<tr>
<td>Math/Natural Sciences (Required, select 1 additional course)</td>
<td>8</td>
</tr>
<tr>
<td>STA 3140 Advanced Statistics and Analytics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences (Required, select 1 additional course)</td>
<td>8</td>
</tr>
<tr>
<td>ECO 3250 Managerial Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Major and Core Courses

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

Choose either Track I or Track II

**Track I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 4490 Supply Chain and Logistics Management Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Track II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 4495 Supply Chain and Logistics Management Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Bachelor's Degree Credits**

<table>
<thead>
<tr>
<th>Credit Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Lower Division Credits</td>
<td>90</td>
</tr>
<tr>
<td>Upper Division General Education Credits</td>
<td>28</td>
</tr>
<tr>
<td>Upper Division Major and Core Credits</td>
<td>62</td>
</tr>
</tbody>
</table>

**Total Degree Credits** 180

### See Page 21 For General Education Course Selections.

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

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

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

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**School of Business Mission Statement**

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

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**Student Investment Disclosure:** For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
EARLY CHILDHOOD EDUCATION LEADERSHIP

BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

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

GENERAL EDUCATION COURSES+

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

- EEC 3000 Early Childhood Education: Understanding Growth and Development 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: 181

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

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

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

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

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
HEALTH AND WELLNESS BACHELOR’S DEGREE
LEARNING OPTION: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Wellness Coach
• Wellness Program Coordinator
• Program Administrator
• Community Health Program Manager
• Community Health Promoter
• Supervisory Healthcare Administrator
• Health and Social Service Manager
• Mental Health Program Manager

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.
+FLEX Choice self-paced competency course option(s) available, see page 22 for details.

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

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

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

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

STUDENT INVESTMENT DISCLOSURE:
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
CRIMINAL JUSTICE LEADERSHIP AND MANAGEMENT
BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

Prospective students without an associate’s degree in the fields listed above may be considered as specified below:
- Student must have a conferred associate’s degree or at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.
- Students may be required to take additional coursework prior to being accepted in the AcceleratED program. The courses a student may be required to complete may include: Introduction to Criminal Justice and Introduction to Criminal Law or Applied Criminal Procedures. Prior transcripts will be evaluated on a course by course basis to determine which prequalification coursework is required.
- Students who are not transferring successfully completed Introduction to Criminal Justice, Introduction to Criminal Law or Applied Criminal Procedures will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular non-AcceleratED tuition rate prior to acceptance into the AcceleratED Bachelor’s Degree program.
- Students who are accepted into the program with these additional requirements are considered prequalified until all of the coursework listed above has been completed. Once the program prequalification requirements are met, the student will be accepted into the Criminal Justice Leadership and Management Bachelor’s Degree program.

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Total Bachelor’s Degree Credits
- Total Lower Division Credits 91
- Upper Division General Education Credits 28
- Upper Division Major and Core Credits 61

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/student-investment-disclosure.
HUMAN SERVICES BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Choose either Track I or Track II

HUS 4460 Internship for Human Services II 3

Track I
HUS 4450 Human Services Capstone II 3

Track II
HUS 4450 Human Services Capstone II 3

Total Bachelor’s Degree Credits
90

Upper Division General Education Credits
24

Upper Division Major and Core Credits
46

TOTAL DEGREE CREDITS
181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

+Flex Choice self-paced competency course option(s) available, see page 22 for details.
1 Track I includes an internship, which is not available to students in all states. Please speak to a Program Manager for more details.

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

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

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

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

STUDENT INVESTMENT DISCLOSURE:
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at rasmussen.edu/SID.
BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

GENERAL EDUCATION COURSES+S

COMPLETE THE FOLLOWING COURSES FOR A TOTAL OF 12 CREDITS

UPPER DIVISION

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

MAJOR AND CORE COURSES

UPPER DIVISION

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

SELECT ONE SPECIALIZATION:

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

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

Total Bachelor’s Degree Credits
Total Lower Division Credits 90
Upper Division General Education Credits 24
Upper Division Major and Core Credits 66

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

MISSION STATEMENT

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

STUDENT INVESTMENT DISCLOSURE:

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

## LOWER DIVISION

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENC 1101</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>Communication</td>
<td>COM 1002</td>
<td>Introduction to Communication+</td>
<td>4</td>
</tr>
<tr>
<td>COM 1388</td>
<td>Communicating in Your Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>HUM 2023</td>
<td>Humanities+</td>
<td>4</td>
</tr>
<tr>
<td>PHI 1520</td>
<td>Ethics Around the Globe</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHI 2103</td>
<td>Introduction to Critical Thinking+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Math/Natural Sciences</td>
<td>AST 2002</td>
<td>Introduction to Astronomy+</td>
<td>4</td>
</tr>
<tr>
<td>MAT 1222</td>
<td>Algebra+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>STA 1625</td>
<td>Essential Statistics and Analytics+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ECO 1000</td>
<td>Principles of Economics+</td>
<td>4</td>
</tr>
<tr>
<td>SYG 1000</td>
<td>Introduction to Sociology+</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

## UPPER DIVISION

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>MMC 3407</td>
<td>Visual Communication in the Media+</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>AML 4680</td>
<td>Literature of American Minorities+</td>
<td>4</td>
</tr>
<tr>
<td>ART 3477</td>
<td>Art in the World and the Workplace+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHY 4060</td>
<td>Understanding Ourselves Through Physics+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>POT 4001</td>
<td>Political Thought+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Math/Natural Sciences</td>
<td>EVR 3410</td>
<td>Human Uses of the Environment</td>
<td>4</td>
</tr>
<tr>
<td>MAT 3172</td>
<td>The Mathematics of Games+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>STA 3140</td>
<td>Advanced Statistics and Analytics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANH 3304</td>
<td>Visions of America Since 1945</td>
<td>4</td>
</tr>
<tr>
<td>CPO 4003</td>
<td>Comparative Politics</td>
<td>4</td>
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</tr>
<tr>
<td>ECO 3250</td>
<td>Managerial Economics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 3738</td>
<td>The Psychology of Social Media+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SYG 4119</td>
<td>Sociology in a Digital World+</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

See specific course requirements on program pages.

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

### GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN COLLEGE

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

Associate’s degree candidates must successfully complete at least thirty-two (32) credits of general education coursework distributed across the following categories: English Composition, Communication, Humanities, Math/Natural Sciences, and Social Sciences (see program page for specific requirements). Diploma programs include general education courses as designated by program. Certificate programs may not include general education courses because they are career focused. Developmental Education Courses do not count toward general education requirements (or major and core requirements) in any program.

### GENERAL EDUCATION PHILOSOPHY

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

### GENERAL EDUCATION COURSE CATEGORIES

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

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

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

In the area of Social Sciences, students will demonstrate understanding of the major concepts, issues, ideas and models in social science; methods of scientific inquiry as they affect social science; methods of qualitative and quantitative research; and/or how social, cultural, and political factors influence social and historical change.
## FLEX CHOICE OPTION: SELF-PACED COMPETENCY COURSE SELECTIONS

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

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

### FLEX CHOICE OPTION: SELF-PACED COMPETENCY COURSE SELECTIONS

#### LOWER DIVISION – GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Course Equivalent</th>
<th>Self-Paced Course</th>
<th>Course Description</th>
<th>Transfer (TR) or Test-Out (TO) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Div. – Social Sci. (or ECO 2013 Macroeconomics)¹</td>
<td>Macroeconomics</td>
<td>The course objective is to introduce the student to the study of general economic principles such as supply and demand; gross domestic product; inflation; unemployment; fiscal policy; monetary policy interest rates; the exchange rate; and being able to formulate and assess macroeconomic policy suggestions. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Social Sci. (or ECO 2023 Microeconomics)¹</td>
<td>Microeconomics</td>
<td>The course objective is to enable the student to explore the behavior of individual consumers and firms in the marketplace; evaluate decisions, both public and private, with an economic lens, and apply conceptual principles of microeconomics in practical ways to everyday life. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
</tbody>
</table>

#### UPPER DIVISION – GENERAL EDUCATION

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

### COMPETENCY COURSE TRANSFER POLICY

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

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

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

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

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

The course prefix and each digit in the course number have a meaning in the SCNS.

The listing of prefixes and associated courses is referred to as the “SCNS taxonomy.” Descriptions of the content of courses are referred to as “statewide course profiles.”

Example of Course Identifier

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Level Code</th>
<th>Century Digit</th>
<th>Decade Digit</th>
<th>Unit Digit</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

English Composition

General Rule for Course Equivalencies

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

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses “ENC_101” to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course. 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.”

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

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers.

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers.

General Authority for Acceptance of Equivalent Courses

Section 1007.24(2), 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 institution. 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 possesses credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.”

Exceptions to the General Rule for Equivalency

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

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

These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

Courses at Non-Regionally Accredited Institutions

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

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

Rasmussen College Course Numbering System

Those courses offered by the College that are not part of the Florida Statewide Course Numbering System are identified by a unique 5-character code. The various components of this code are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMT 151</td>
<td>Introduction to Medical Theories and Techniques</td>
</tr>
</tbody>
</table>

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.

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

“1” represents Business courses.

“2” represents Accounting courses.

“3” represents Computer Science courses.

“4” represents Management courses.

“5” represents Medical courses.

“6” (not currently used)

“7” represents General Education courses.

“8” (not currently used)

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

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

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

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

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

Program Length

A Rasmussen College student enrolled in an AcceleratedED program is considered full-time when he or she is taking 12 or more credits per term (six or more credits per six-week AcceleratedED session). While all credits earned at Rasmussen College are guaranteed to transfer, the student must maintain a representative balance as to type of institution and discipline field or specialization.

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 institution. 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 possesses 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.

<table>
<thead>
<tr>
<th>Credit Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour</td>
<td>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 AcceleratedED sessions in a term. Rasmussen College awards one credit for each 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of internship, externship, practicum contained in a quarter, or the equivalent in a 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.</td>
</tr>
</tbody>
</table>
ACG 2062C Computer Focused Principles

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

Prerequisite: Financial Accounting I

ACG 2209 Principles of Financial Accounting for Managers

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

Prerequisite: None

ACG 2680 Financial Investigation

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

Prerequisite: Financial Accounting II

ACG 2930 Accounting Capstone

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

Prerequisite: Intended for student’s last quarter

AMH 3304 Visions of America Since 1945

This course explores the influence of various groups and individuals on American history and culture since World War II. The focus is on understanding the development of the United States as a global player and the role of American culture in shaping the world today.

Prerequisite: None

AML 4680 Literature of American Minorities

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 upon the social responses to economic marginalization based on race/ethnicity, gender, national origin, sexuality, sexual orientation, and ability.

Prerequisite: English Composition

APA 1500 Payroll Accounting

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

Prerequisite: Financial Accounting I

ART 3477 Art in the World and the Workplace

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

Prerequisite: None

AST 2002 Introduction to Astronomy

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

Prerequisite: None

BUL 2241 Business Law

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

Prerequisite: Statistics in Criminal Justice

CCJ 4528 Fundamentals of CJ Supervision: What CJ Leaders Need to Know

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. Ethics may include any area of justice studies, with the approval of the instructor. Students will conduct a thorough review of their topic and present their work in the form of a final project.

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

CCJ 4931 Critical Issues in Criminal Justice

This course will examine issues of concern to criminal justice as well as trends and developments in the field. Students will consider the impact of these issues on the day-to-day operations of the criminal justice system, as well as their implications for the future of the field.

Prerequisite: Controversy Issues in Criminal Justice Capstone

CDA 3315C Fundamentals of Enterprise Architecture

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

Prerequisite: None
CDA 3428C Fundamentals of Distributed Application Architecture 40 hours, 4 credits
This course is the study of the design and use of distributed software applications as part of a distributed enterprise architecture in a typical business. It places focus on the software development process, business process analysis, and generating requirements for business technology. Topics include software architecture, business process analysis, agile development, and scalability. This course will prepare students for designing and developing a software development project plan, documenting hardware and software requirements to support current and future transaction loads, and monitoring and end-to-end data flows for a given business process. Prerequisite: None

CGS 1240 Computer Applications and Business Systems Concepts 40 hours, 3 credits
This course teaches students basic to advanced computer concepts and skills, including creating and modifying Word documents, designing spreadsheets, database creation and analysis, using the internet and E-Commerce tools, and creating presentations with enhanced features and web tools. Prerequisite: None

CIS 3801C Fundamentals of Mobile Web Application Development 40 hours, 4 Credits
This course presents the fundamentals of mobile web applications development. It places a focus on implementing well-defined mobile application standards, while designing a mobile application as a business solution to a real business scenario. Topics include mobile application standards, selecting appropriate content adaptation strategies, and following the system's development lifecycle to plan, design, test, and deploy a mobile application. This course will prepare students to develop a professional mobile application that meets today's business standards.

CIS 3917C Fundamentals of Distributed Database Management 40 hours, 4 credits
This course is the study of distributed databases and the technical architecture they reside on. It places focus on geographically separated databases that are through database replication, end users experience database transparency. Topics include the differences between distributed databases and stand-alone database management systems, scalability, replication, and overall high availability concepts as they relate to distributed databases. This course will prepare students to implement enterprise worthy, geographically separated databases. Prerequisite: None

CIS 4655C Advanced Mobile Web Application Development 40 hours, 4 credits
This course is the study of advanced mobile application development. It places a focus on building a mobile application user interface, planning and designing database models, and deploying mobile applications to emulators, as well as mobile popular application stores. Topics include designing a professional graphical prototype of the user interface, designing navigation that meets usability requirements, constructing data models and databases, integration to databases, and testing then deploying an application to popular application stores. This course will prepare students to create more advanced mobile applications that interact with cloud-based databases. Prerequisite: Fundamentals of Mobile Web Application Development

CIS 4793C Database Implementation Strategies for Programmers 40 hours, 4 credits
The focus of this course is to provide programmers the information necessary to interact with mobile software applications with cloud-based distributed databases. Topics include a review of database fundamentals, database connectivity, query optimization, and the use of application program interfaces (APIs) as they relate to specific vendor databases. This course will prepare students to extract data from a distributed database and then present the data within a mobile software application. Prerequisite: None

CIS 4838C Web Analytics 40 hours, 4 credits
This course is the study of contemporary business analytics tools. It places a focus on determining the most appropriate product or technology for building data visualizations and dashboards. Topics include identifying analytical tools, highlighting various input and output data formats, identifying different types of data visualizations, and constructing business-oriented dashboards. This course will prepare students to be able to create data visualizations and dashboards based on provided business requirements. Prerequisite: None

CIS 4910C Computer Science Capstone 30 hours, 3 credits
This course is the culmination of the diverse skill set previously gained throughout the program. It places focus on project management skills, communication, and critical thinking as they relate to constructing an end-to-end technical solution. This course will incorporate a different project focus each term where students will collaborate in the development of a mobile software application system. Prerequisite: Student in final term of the bachelor's degree program

CJE 2702 Practical Psychology for Law Enforcement 40 hours, 4 credits
Students will examine the principles of psychology related to law enforcement work. They will explore fundamental concepts from a psychological perspective, focusing on the real-world effects these principles produce on police officers, their families, and the citizens they serve. Students will also apply ideas and concepts of psychology to create effective victim- and witness-interviewing techniques. Students will study the relationship of memory and investigative interviewing. This course will focus on how to successfully interview crime victims and witnesses, and the psychological effects of stress, trauma, and occupational experiences unique to the profession. Prerequisite: Policing in America

CJE 4444 Crime Prevention 40 hours, 4 credits
This course will explore the goals and types of various crime-prevention strategies. Physical environments and crime, neighborhood crime prevention, the media, and crime displacement will be explored. The course will examine persons and conditions associated with high rates of deviance. Prerequisites: Introduction to Corrections or 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 real-world examination of criminal justice issues. Prerequisites: Criminal Law and Procedures: Crime and the Courtroom

COM 1002 Introduction to Communication 40 hours, 4 credits
This course will introduce students to basic models and theories of the communication process. Students will learn about a variety of elements involved in communication. They will also explore how factors such as race, ethnicity, age, socioeconomic status, and gender influence communication. Students should develop an awareness of the effects of various types of communication on themselves and others. They will also develop practical skills for improving their ability to communicate in social, personal, and professional contexts. Specific topics will include perception, self-concept, verbal and nonverbal communication, effective listening and communicating in culturally diverse settings. Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

COM 1007 Professional Communication 40 hours, 4 credits
This course teaches communication theory and skills for developing professional documents and oral presentations for audiences in diverse communities and disciplines. To equip students with the knowledge and skills needed to communicate effectively, this course emphasizes thinking and writing within global contexts, in collaborative situations, and in various electronic environments. Prerequisite: Passing grade in Reading and Writing Strategies or placement determined by STEP assessment score

COM 1388 Communicating in Your Profession 40 hours, 4 credits
This course teaches communication theory and skills for developing professional documents and oral presentations for audiences in diverse workplace communities and disciplines. To equip students to communicate effectively, this course emphasizes thinking and writing within global contexts, in collaborative situations, and in various electronic environments. Prerequisite: Passing Grade in B080 Reading & Writing Strategies or college-level English placement.

COM 3255 Coding as Language 40 hours, 4 credits
This course teaches fundamental programming concepts in this course students will be explore the relationship, similarities and differences, between human language and programming languages. Students will use case studies and analysis of actual code samples to develop programming skills. Students will learn to review the short-long term psychological and physiological effects of stress, trauma, and occupational experiences unique to the profession. Prerequisite: Policing in America

COP 3362C Apple iOS Programming I 40 hours, 4 credits
This course provides students an introduction to the basic features of the Apple Swift programming language as it applies to iOS mobile application development. Students will learn to run code and debug, to create and implement user interface components, to write user interface controllers, and to iOS mobile application development. Students will also learn the Swift programming language as it applies to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of iOS user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud. Prerequisite: Apple iOS Programming I

COP 4674C Universal Windows Applications Programming II 40 hours, 4 credits
This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of iOS user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud. Prerequisite: Apple iOS Programming I

COP 4777C Universal Windows Applications Cloud Integration 40 hours, 4 credits
This course focuses on the development of iOS mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services iOS SDK, and incorporate AWS or Azure functionality into a working iOS mobile application. Prerequisite: Apple iOS Programming II

COP 4848C Universal Windows Applications Programming I 40 hours, 4 credits
This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services iOS SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application. Prerequisite: Universal Windows Applications Programming II

CP 3063C Comparative Politics 40 hours, 4 credits
This course will introduce students to the field of comparative politics by examining classification of political systems according to institutional and developmental characteristics. Causes and costs of political stability and instability will be explored. Comparison will be made between contemporary political institutions and processes in various countries. Prerequisite: American/US National Government

CTS 2511 Excel 40 hours, 3 credits
This course is designed to investigate the advanced applications and concepts available in Microsoft Office Excel. Students will be introduced to electronic spreadsheet features ranging from the data input and manipulation to charting and pivot tables. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam. Prerequisite: Computer Applications and Business Systems Concepts
COURSES DESCRIPTIONS

CTS 3265C Introduction to Business Intelligence
40 hours, 4 credits
This course is the study of the skills and techniques for analyzing business performance data to provide support for business planning. It places focus on using query development, reporting, and analytical tools to help guide business decision-making. Topics include statistical analysis, basic database design, and business process modeling. This course will prepare students to utilize information to support decision-making.
Prerequisite: None

CTS 3302C Fundamentals of Cloud Computing
40 hours, 4 credits
This course will introduce students to various technologies and services utilized in cloud computing. The course will focus on practical application of cloud deployment methodologies. Topics include the evolution of cloud computing technology, examination of cloud deployment and cloud service models, and designing a cloud computing strategy to meet specific business needs.
Prerequisite: None

CTS 4557 Emerging Trends in Technology
30 hours, 3 credits
This course is the study of emerging technology. It places focus on technology impact on business and society in general. Topics include the relationship between emerging technologies and business opportunities, analysis of costs and savings of implementing particular technologies, legal and ethical issues affecting technology, challenges of adapting new technologies, and impacts of technology.
Prerequisite: None

E410 Senior Seminar
0 hours, 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 assessment will focus on general education skills that provide the basis for lifelong learning. The course is required for graduation from a bachelor’s degree program.

E200 1000 Principles of Economics
40 hours, 4 credits
This course offers a broad overview of economic theory, history, and development. Philosophies, policies, and terms of market economies will be explored. This course includes microeconomics and macroeconomics concepts.
Prerequisite: None

E2023 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 will include the fundamentals of money and financial markets, commercial banking and its regulation.
Prerequisite: None

ECC 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 child development theory, brain development, and the importance of executive function on lifelong learning. This course will challenge students to understand the effects of a child’s 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

ECC 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

ECC 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

ECC 3010 Effective Teaching Strategies
40 hours, 4 credits
This course emphasizes 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 learning experiences, and the various teaching roles and approaches relevant to working with young children, birth through age 8.
Prerequisite: None

ECC 3011 Empowering Contemporary Families
40 hours, 4 credits
This course explores various types and structures of families. Students will review the role of transitions of families and discuss contemporary families and communities. Students will also examine the major social issues contemporary families face. This course emphasizes a family’s strength and family models through effective programming practices.
Prerequisite: None

ECC 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

ECC 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 anti-bias practices in the classroom.
Prerequisite: None

ECC 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 resources and experiences to meet the needs of all learners.
Prerequisite: None

ECC 4000 Early Childhood Education: Environments and Play Theory
40 hours, 4 credits
This course will examine the principles of play 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 including parent communication, care and education, policy, and advocacy. Students will also learn strategies to train and mentor young 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

ECC 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
FIN 2347 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 4344 Applied Analysis in Corporate Finance 40 hours, 4 credits
This course will instruct the student on the evaluation of an institution’s financial policy. The topics covered in the course will be the time value of money, financial ration analysis, cash flows, capital budgeting, and international issues.
Prerequisite: Advanced Principles of Financial Management
FIN 4019 Financial Modeling 40 hours, 4 credits
This course provides the theoretical foundation and practical skills to teach students to use financial modeling to make sound business decisions. Key areas of focus are based on options pricing models. These models include the Monte Carlo Studies.
Prerequisite: Advanced Principles of Financial Management
FIN 4372 Investment Portfolio Management 40 hours, 4 Credits
This course will focus on the design of common stock portfolios and other investments. The student will incorporate analytical procedures in making sound investments decisions based on quantitative analysis and portfolio construction, management, and protection using the Eagle Investment Group portfolio.
Prerequisite: Advanced Principles of Financial Management
FIN 4955 Finance Capstone II 30 hours, 3 credits
This course will combine and apply the finance, business, and general education courses offered in the Finance Bachelor of Science Degree Program. The student will also apply ethics and professional standards to the world of finance.
Prerequisite: Offered last or second-to-last quarter for Bachelor of Science degree Students
GEB 1011 Introduction to Business 40 hours, 4 credits
This course is a study of the characteristics and functions of business in a free enterprise environment and how business impacts the economy in which we live. Characteristics studied may include opportunities, organizations, management, marketing, analysis, and any other activities related to general ownership and operation.
Prerequisite: None
GEB 2888 Introduction to Business Analysis and Intelligence 40 hours, 4 credits
This course will differentiate business intelligence and business analytics and how each function is important to the management of business operations. Students will analyze methods of data retrieval, discuss the importance of data mining and ethical business analysis, and explain business data findings and trends when making sound business decisions.
Prerequisite: None
GEB 2930 Business Capstone 20 hours, 2 credits
This course is designed to allow students to integrate the knowledge and skills gained in their Business Management Associate’s Degree program. Through case analysis, class discussion, and supervised field experience, students will synthesize and demonstrate their understanding of core business concepts via the completion of a capstone project.
Prerequisite: None for students enrolled in AccelerEd 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 literature and academic report writing.
Prerequisite: English Composition or Communicating in Your Profession
GEB 3124 Business Research and Analysis 40 hours, 4 credits
Students will develop research strategy and problem solving skills used for business analysis. They will examine the use of qualitative and quantitative research methodology and develop professional writing skills for presenting research findings. They will experience using various research methods such as surveys, business research proposals, and dashboards. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
GEB 3275 Consumer Behavior 40 hours, 4 credits
Students will examine the use of demographics, lifestyle, and social and cultural trends, and the impact on consumer motivations and behavior. Topics for exploration include the consumer decision-making process, family, learning, personality, group dynamics, market adjustment, product innovation and the impacts on the business world. Market research techniques and strategies in conjunction with the analysis of business to business as well as business to consumer sales are included. Students assess the managerial application of consumer behavior including ethics and legal implications.
Prerequisite: None
GEB 3388 Winning Customer Service Strategies 40 hours, 4 credits
Motivating and empowering employees to provide outstanding customer service is critical to an entrepreneur’s success. This course teaches students the strategies, techniques, and tools for developing and sustaining long term customer relationships. Cutting-edge customer relationship management tools will be explored, as well as how to create customers who are promoters of your brand.
Prerequisite: None
GEB 3422 Business Project Management 40 hours, 4 credits
This course provides students with the essential elements and foundational standards used to manage projects, programs and portfolios in any industry. Students will develop project scope and scheduling skills as well as assess program bidding and proposal processes. They will evaluate the impact of scope definition, and explore how to manage teams, expectations and project stakeholders.
Prerequisite: None
GEB 4220 Managing a Diverse Workforce 40 hours, 4 credits
This seminar course examines diversity from a personal, group, organizational, national, and global perspective. Students will explore stereotypes of individuals within organizations, and they will study how these stereotypes affect people within the workplace. Students will also examine issues in conducting business and managing people within a global setting.
Prerequisite: None
GEB 4230 Website Development for Business 40 hours, 4 credits
This course teaches students the business strategies and techniques for website design and development. Key areas include usability studies, information architecture design, and working with information technology professionals to develop the website. This course includes educational resources from Harvard Business Publishing.
Prerequisites: Search Engine Optimization and Marketing Strategies; Web Analytics
GEB 4410 Advanced Principles of Marketing 40 hours, 4 credits
This course examines developing, designing, and implementing marketing programs, processes, and activities. Key areas of focus include market research, market planning, market building strategies, market segmentation, and delivering and communicating value. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AccelerEd programs
GEB 4505 Organizational Development 40 hours, 4 credits
This seminar course builds upon the theories introduced in Organizational Behavior Analysis. In this course, students examine how qualitative approaches, quantitative approaches, and process-based approaches to organizational development through the stories of professionals involved in organizational change. Students will critically examine the design, management, and control of organizational development programs. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
HIM 3910 Healthcare Statistics and Reporting 40 hours, 4 credits
This course examines how data is used in health care organizations. Students will learn how to use statistical and analytical tools to collect, analyze, and interpret data to support decision-making and improve patient care. Topics will include data collection, data interpretation, reporting, and presentation techniques for healthcare and patient care related studies, including those related to quality, utilization and risk management. Research design and methods
such as qualitative, quantitative, evaluative and outcomes will be applied. An understanding of epidemiology and the utilization of vital statistics in the healthcare environment will be examined. Analysis of the national guidelines regarding human subjects research will be explored within the context of the Institutional Review Board process at healthcare organizations. Prerequisites: None

HSA 2264 Administrative Medical Assistant Practices 30 hours, 3 credits
The Administrative Medical Assistant Practices course is designed to educate students on legal and ethical responsibilities, the importance of critical thinking, intrapersonal and communication skills, office policies, maintenance of office equipment, organization, confidentiality, insurance information, government issued policies and acts, documentation as well as functionality and maintenance of paper and electronic medical records. The students will demonstrate competency of basic computer systems, applications, coding, documentation, legal and ethical responsibilities, customer service skills as well as communication skills throughout the course in various structures such as, systems, case scenarios or hands on demonstrations.
Prerequisite: Medical Terminology

HSA 3109 Foundations of Managed Care 40 hours, 4 credits
In this course, students will analyze controversial issues surrounding the managed-care delivery system, focusing on theory and the foundational concepts of managed care.
Prerequisite: Introduction to Healthcare Administration

HSA 3110 Introduction to Healthcare Administration 40 hours, 4 credits
This course provides an overview of the administrative principles and practices within healthcare organizations. Emphasis is placed on organization, structure, and operation of healthcare facilities. Management principles will be applied to case studies of healthcare industry scenarios.
Prerequisite: None

HSA 3170 Financial Management of Healthcare Organizations 40 hours, 4 credits
This course focuses on healthcare finances, assets, cost concepts, capital budgeting, and general principles of accounting applied in the healthcare environment. Students will discuss the development and management of department budgets, and the common sources of healthcare revenues and expenses.
Prerequisites: Introduction to Healthcare Administration; Financial Accounting II

HSA 3215 Healthcare Marketing 30 hours, 3 credits
This course will focus on the role of marketing within a healthcare organization. Marketing has become the centerpiece that brings organizations to their intended market share. Students will explore the purpose of marketing as well as the concepts, tools, and skills used to help organizations reach their intended market share.
Prerequisite: None

HSA 3383 Quality Improvement in Healthcare 40 hours, 4 credits
This course examines methods for assuring quality in healthcare and the statistical applications of measuring outcomes. There will be an emphasis on performance improvement and the relationship between quality, organizational performance, and the role of governing and accrediting bodies in healthcare organizations. Common methods and trends in quality improvement will be explored.
Prerequisite: None

HSA 3422 Regulation and Compliance in Healthcare 40 hours, 4 credits
This course is an exploration of the many entities that regulate healthcare delivery, from local, state, and federal government to the accreditation agencies of healthcare organizations. Issues and methods for compliance with the many laws and regulations are examined. The course provides an overview of the impact of regulatory agencies on the operation of healthcare facilities. Corporate ethics and responsibilities and the operation of healthcare as a business is explored. This course includes educational resources from Harvard Business Publishing.
Prerequisite: Introduction to Healthcare Administration or Introduction to Health Information Management

HSA 4110 Healthcare Operations Management 40 hours, 4 credits
In this course students examine the operations function of managing people, information technology, materials, facilities in the healthcare industry. Prerequisites: Principles of Management, Introduction to Healthcare Administration

HSA 4124 International Healthcare 40 hours, 4 credits
In this course, students will compare and contrast foreign healthcare services and systems, focusing on cultural, geographic, environmental, economic and political factors. Prerequisite: Introduction to Healthcare Administration

HSA 4150 Healthcare Planning and Policy Management 40 hours, 4 credits
This course provides a study of current healthcare-policy issues affecting the U.S. healthcare system and the politics that drive policy and planning of healthcare delivery. The influence of participants outside the healthcare industry and the various levels of government involved in policymaking will be examined. Economic theory, trends, and the future of healthcare will be explored.
Prerequisite: Introduction to Healthcare Administration

HSA 4191 Healthcare Information Systems 40 hours, 4 credits
The Healthcare Information Systems course focuses on how healthcare institutions can use health information technology and solutions to assist in the diagnosis of diseases and the documentation of patient records and other data. It also addresses the strategies and techniques healthcare business professionals can use to help increase the quality of healthcare services and the efficiency with which the services are delivered.
Prerequisites: Computer Applications and Business Systems Concepts, Introduction to Healthcare Administration

HSA 4210 Advanced Healthcare Law and Ethics 40 hours, 4 credits
This course examines ethical theories and the principles of bioethics. Students will analyze these theories and principles and apply them to ethical problems in the healthcare field. This course includes educational resources from Harvard Business Publishing.
Prerequisite: Health Information Law and Ethics, Electronic Health Records and Office Procedures

HSA 4922 Healthcare Management Capstone 30 hours, 3 credits
This online course is designed to allow students to integrate the knowledge and skills gained in the Healthcare Management B.S. program. Through a capstone analysis, class discussion and a research project, students will synthesize and demonstrate their understanding of core healthcare-management concepts via completion of a Capstone project approved by the instructor. This course includes educational resources from Harvard Business Publishing.
Prerequisite: Students must be enrolled in the Healthcare Management Bachelor’s Degree program and in their last or second-to-last quarter

HSA 4940 Healthcare Management Internship 70 hours, 3 credits
In this course, students will apply the knowledge and skills gained throughout the Healthcare Management Bachelor program. Students will synthesize and demonstrate core healthcare management concepts through both their internship and course work. The course and internship experience will culminate in a final capstone project.
Prerequisite: None

HSC 3010 Contemporary Health and Wellness 40 hours, 4 credits
In this course students will explore the field of contemporary health and wellness, and become familiar with the variety of therapeutic methods offering holistic alternatives for patient care. Students will study the foundations & systems pertaining to health and wellness, preparing the student for health and wellness advocacy.
Prerequisite: None

HSC 3145 Therapeutic Communication and Patient Services 40 hours, 4 credits
This course introduces students to the roles of communication, compassion and decision-making in healthcare. Students will identify and explain the techniques and barriers to effective communication that enhance patient interaction. Students will focus on therapeutic communication, alternative and complementary approaches to healthcare and their roles in supporting patient privacy and dignity.
Prerequisite: None

HSC 3250 Multidisciplinary Medical Practices 40 hours, 4 credits
This course provides an introduction to multidisciplinary medical practice concepts and methods for evaluating coordinated medical services while working with diverse populations. Topics include comparing various medical models, holistic health approaches, improving patient outcomes, analyzing cost savings, advocating patient healthcare, providing patient education and case management skills.
Prerequisite: None

HSC 3371 Health Education and Training 40 hours, 4 credits
This course examines health and wellness education and focuses on opportunities within the healthcare field to support wellness and prevention through patient education. Students will explore evidence based practices, community health and disease management. Emphasis will be placed on developing and applying technologies necessary in delivering patient education to promote public health, preventative health and individual wellness.
Prerequisite: None

HSC 3485 Healthcare Advocacy 40 hours, 4 credits
This course provides the knowledge, skills, and understanding necessary to act as a healthcare advocate for patients and the clients and special populations across the life span. Students will evaluate different barriers to healthcare, patient rights, and issues and behaviors related to promoting health and disease prevention. Students will also identify the role of cultural beliefs in relation to healthcare and social services.
Prerequisite: None

HSC 4009 Healthcare and Aging 40 hours, 4 credits
This course is designed to investigate health concerns and aspects of the aging process. Explores concepts related to specific health problems confronting the aging population, examines preventative (primary, secondary and tertiary) health behaviors and healthcare, and explores the aging process and as well as discussing the importance of purposeful living.
Prerequisite: None

HSC 4125 Behavioral Health 40 hours, 4 credits
This course examines behavioral health in the context of wellness education and advocacy. Students will explore the relationship between behavioral health and overall wellness, while examining the critical importance of demonstrating advocacy skills to meet the behavioral health needs of patients in today's healthcare systems. Key emphasis will be placed on analyzing applicable models of advocacy and understanding the unique ethical and legal challenges associated with the rapidly evolving shifts in our present behavioral health marketplace.
Prerequisite: None

HSC 4290 Health and Wellness Capstone 30 hours, 3 credits
The Health and Wellness capstone course is designed as a final milestone for students to demonstrate the ability to use interdisciplinary methods to draw together different areas of study focusing on relevant health and wellness concepts and concerns. Students will rely heavily on knowledge and skills learned in previous programs to demonstrate transferable skills related to critical thinking; digital fluency; information literacy; ethics and professional responsibility; ethical decision making and diversity and teamwork.
Prerequisite: None

HSC 4500 Epidemiology 40 hours, 4 credits
This course examines the patterns and causes of disease in populations, how diseases are documented and how to interpret the data to understand disease causes.
Prerequisite: None

HUM 2023 Humanities 40 hours, 4 credits
This course investigates human creative achievement. It is designed to increase the student’s understanding and appreciation of cultural literacy and the pursuit of humanist goals. Representative disciplines may include art, music, literature, architecture, drama, and philosophy.
Prerequisite: None

HUS 3000 Ethics and Professionalism in Human Services 4 credits, 40 hours lecture
In this course, students will practice upholding ethical and professional standards in human services. This includes accurately and honestly documenting interactions with clients, adhering to rules of mandatory reporting, and protecting clients’ confidentiality. Practice also includes creating and maintaining professional boundaries with clients and coworkers. This also includes ethical decision making and professional working environment within the field.
Prerequisite: None

HUS 3025 Interprofessional Relations for Helping Professions 4 credits, 40 hours lecture
In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and
evaluation plans to address a community need. They will also practice managing the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency. Finally, they will also work on addressing stakeholder needs and maintaining a solid reputation of an agency within their community.

Prerequisite: None

HUS 3110 Human Development Throughout the Lifespan 4 credits, 40 hours lecture
In this course, students will use human development theories to explain how individuals develop and adapt theories to work with individuals one on one and in groups. Practice includes observing individuals and contextualizing their development histories using human development theory and identifying their development needs and gaps. Students will also identify different variables such as the environment and culture impact a variety of types of development including physical, emotional, and psychosocial human development.

Prerequisite: None

HUS 3120 Human Sexuality 4 credits, 40 hours lecture
In this course, students will develop an awareness of historical, current, and cross-cultural perspectives on human sexuality. They will work through their initial reactions to individuals with different gender identities, sexual orientations, and behavior experiences with sexual abuse. They will also acknowledge personal biases that may be barriers to working with others. Finally, they will also practice using effective techniques to address sexuality related needs of clients.

Prerequisite: None

HUS 3310 Theoretical Approaches to Service Delivery 4 credits, 40 hours lecture
In this course, students will explore a variety of theoretical approaches for treatment and intervention service delivery in the human services field and use them to address individual client needs. They will practice using approaches for short-term solutions, culturally diverse clients, and behavior change. Students will also practice assessing a human services agency’s theoretical approach and creating a plan to prepare themselves to successfully implement a theoretical approach in practice.

Prerequisite: None

HUS 3260 Dynamics of Human Ecosystem 4 credits, 40 hours lecture
In this course, students will use an ecological systems perspective to view individuals within the broader context of the different systems in which they interact and identifying systems and patterns and service gaps within a community.

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

HUS 4140 Practical Application of Assessment and Evaluation 4 credits, 40 hours lecture
In this course, students will practice completing intake interviews and observations to gather information to assess clients’ situation. They will also practice interpreting the information they gathered to identify client needs and document a social history. They will also practice using the Diagnostic Statistical Manual (DSM) to interpret clients’ diagnoses and identify needs related to mental health disorders. This course lays the foundation for using diagnostic information to create appropriate service plans and implement intervention plans in the Intervention Plans and Resources course.

Prerequisite: None

HUS 4220 Intervention Strategies and Evaluation 4 credits, 40 hours lecture
In this course, students will practice enabling clients to move through the stages of change and develop treatment plans to improve the quality of their lives. Practice includes using motivational interviewing strategies to help clients’ self-efficacy and autonomy and to work through any conflicts between clients’ values, ideas, and behaviors. Students will also practice collaboratively creating treatment plans with clients. This includes defining goals and priorities, locating appropriate resources, and determining ways to measure progress.

Prerequisite: Practical Application of Assessment & Evaluation

HUS 4230 Administration and Management in Human Services
In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and evaluation plans to address a community need. They will also practice maintaining the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency. Finally, they will also work on addressing stakeholder needs and maintaining a solid reputation of an agency within their community.

Prerequisite: None

HUS 4300 Management in Practice 4 credits, 40 hours lecture
In this course, students will practice integrating the skills they need to work effectively with clients as general case workers in human services. They will practice managing multiple complex cases to effectively prioritize and address individual client needs. This practice includes assessing needs, identifying strengths, creating appropriate service plans, and coordinating and monitoring progress. It also includes completing documentation to communicate case work. Students will also practice using effective helping skills to manage their cases and effectively address client needs.

Prerequisite: None

HUS 4440 Pathways to Career Success 4 credits, 40 hours lecture
In this course, students will assess their personal values, beliefs, and interests in human services and create a relevant career path for their professional development. Practice includes exploring potential career opportunities and selecting specific populations to serve, needs to address, and settings to work in. Students will also create career related goals, assess current strengths and growth opportunities, and identify strategies to address potential challenges they may encounter in the profession.

Prerequisite: None

HUS 4450 Human Services Capstone II 3 credits, 30 hours lecture
The capstone course represents the final milestone in the Human Services Bachelor’s program. Students will integrate the knowledge and skills gained to demonstrate achievement of the program outcomes. They will support their work by demonstrating their transferable skills including critical thinking, digital fluency, information literacy, ethics, communication, and diversity to support practice as a professional in the field of human services. Students will also participate in discussions and reflective exercises to determine how to continue to develop as a professional in the field.

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

IDC 3152 Enterprise 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 studies 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
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 and relate it 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 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 and relate it 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.
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
ISM 3015 Management of Information Systems
40 hours, 4 credits
This course is an introduction to computer systems and the concepts, applications for business functions, and management practice. Students will gain exposure to analyzing, utilizing, and supervising integrated systems and the management information systems.
Prerequisite: None
ISM 3314 Information Technology Project Management
40 hours, 4 credits
This course will introduce students to the processes of project planning from the early stages of brainstorming through project planning including creating timetables, resource management, implementation, along with the basics of writing project proposals. Students will learn to select appropriate planning techniques and software. Students will plan and propose a project appropriate to their fields of study.
Prerequisite: None for students enrolled in AcceleratED programs
LIT 3382 Modern World Literature
40 hours, 4 credits
This course explores how authors from around the world have engaged with important themes and historical events since the onset of modernism near the start of the twentieth century. Students will examine the interplay of fiction and history, the varieties of literary style, and the many ways that literature reflects and links to different cultures. Students will respond to texts critically in discussion and essays, as well as research critical evaluations of literary topics, authors, etc.
Prerequisite: None
MAN 1300 Introduction to Human Resource Management
40 hours, 4 credits
This course is an introduction to the management and leadership of an organization’s human resources. It explores the importance of establishing or administering the goals, policies, and procedures of the organization. Topics discussed include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guidelines. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
MAN 2021 Principles of Management
40 hours, 4 credits
Students enrolled in this course will develop managerial skills and insights by studying management practices. In addition, they will develop an understanding of the manager/employee relationship and the legal and ethical issues that impact these relationships. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
MAN 2062 Business Ethics
40 hours, 4 credits
This course presents an examination of current moral and ethical issues that arise in the workplace, as well as an analysis of the main theories of moral obligation, right and wrong action, and good and bad values.
Prerequisite: None
MAN 2793 Introduction to Functional and Project Management
40 hours, 4 credits
This course covers various management roles and how they interrelate within organizations by analyzing the daily tasks and responsibilities within each management role. The course compares how divisional managers lead teams, investigates cross functional team relations and discusses the importance of developing project management skills within various management disciplines.
Prerequisite: None
MAN 3122 Hiring, Developing, and Managing High-Performing Employees
40 hours, 4 credits
Employees are a business’ most important assets. This course will teach students how to recruit and hire top performers and provide them with the coaching and professional development they need to become rockstar employees. Students will focus on developing workplace policies that help provide a safe and empowering environment for employees. Students will learn the skills and knowledge required to build a human resources strategy and business plan.
Prerequisite: None
MAN 3175 Applied Management Principles
40 hours, 4 credits
This course will review foundational management skills and insights derived from the study of management practices. Through theory, self-analysis, and analysis of others, this course provides students with the knowledge, skills, and attitudes needed to become an effective manager. Specific topics covered include: managing stress; solving problems; coaching, influencing, and motivating others; team-building; and leading change.
Prerequisite: None
MAN 3322 Human Resource Information Systems
40 hours, 4 credits
This course examines the role of human resource information systems in today’s organizations and human resource departments. Key areas of focus include human resource information systems design, acquisition, and implementation. The theory 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 course examines the role of human resource professionals. The topics covered include: communication, employee benefits, interview techniques, motivation, safety, hiring, discipline, and employment guidelines. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
MAN 4128 Workforce and Talent Management
40 hours, 4 credits
This course introduces students to the basic principles and techniques of staffing the workforce. Students will learn the 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 4320 Human Resource Recruitment and Selection
40 hours, 4 credits
This course addresses the importance of the recruitment process and the tools and techniques used by organizations to secure the best employees. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
MAN 4330 Compensation Administration
40 hours, 4 credits
This course introduces students to the principles of determining employee wages and salaries. Students will analyze the factors that influence compensation and the use of compensation to increase employee performance and organizational effectiveness. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
MAN 4341 Negotiation and Conflict Management
40 hours, 4 credits
This course is designed to teach students how to integrate the human resource function with an organization’s overall strategic planning process. Students will learn how to establish human resource 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 4405S Workforce Performance and Management
40 hours, 4 credits
This course examines strategies and techniques for developing and managing employees to help improve organizational performance. Students will learn how to work with employees on how to build a successful career through an institutional perspective and human resource strategy and business plan.
Prerequisite: None
MAN 4413 Contemporary Leadership Challenges
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 4420 Organizational Behavior Analysis
40 hours, 4 credits
This course is designed to explore human behavior in work settings from an interdisciplinary perspective. The following topics will be studied and analyzed from a management perspective: organizational structure, leadership, power, conflict management, individual and group dynamics, motivation, morale, and communication.
Prerequisite: None
MAN 4430 Human Resource Management
40 hours, 4 credits
This course is designed to teach students how to integrate the human resource function with an organization’s overall strategic planning process. Students will learn how to establish human resource 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 4443 Labor Law and Contract Management
40 hours, 4 credits
This course is designed to teach students how to integrate the human resource function with an organization’s overall strategic planning process. 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 4444 Negotiation and Conflict Management
40 hours, 4 credits
This course focuses on negotiation and conflict management in business and other organizational settings. The emphasis is on gaining an understanding of the negotiation process and developing effective negotiation and conflict management skills.
Prerequisite: Organizational Behavior Analysis
**COURSE DESCRIPTIONS**

**MAN 4802 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 an understanding 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 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 and 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 manage teams. Gender, culture, individuality, and telecommuting in team dynamics will also be explored.

Prerequisite: None

**MAN 4900 Management Capstone**

30 hours, 3 credits

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

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

**MAN 4926 Human Resource Management and Organizational Leadership Capstone**

20 hours 2 credits

In this course, students apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science Degree to real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, international leadership, 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 & Social Media**

40 hours, 4 credits

This course is designed to give students an in-depth understanding of creating and managing online presence 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 workforce, problem-solving skills, and financial issues.

Prerequisite: None

**MAT 1031 Algebra**

30 hours, 3 credits

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

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

**MAT 3127 The Mathematics of Games**

40 hours, 4 credits

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

Prerequisites: None

**MEA 1350 Fundamentals in Technical Communication**

40 hours, 8 credits

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

Prerequisites: None

**MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I**

100 hours, 6 credits

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

Prerequisites: None

**MEA 1570 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

**MEA 1640 Clinical Laboratory Applications & Diagnostic Procedures II**

100 hours, 6 credits

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

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

**MEA 2895 Medical Assistant Experiential Internship**

200 hours, 6 credits

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

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

Corequisite: Medical Assisting Capstone

**MEA 2976 Medical Assisting Professional Internship**

260 hours, 6 credits

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

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

Corequisite: Medical Assisting Capstone

**MLT 1728 Introduction to Chemistry**

40 hours, 3 credits

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

Prerequisite: None

**MLT 2775 Clinical Practicum**

360 hours, 12 credits

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

Prerequisite: Approval by MLT Program Coordinator/Director; completion of all coursework required by clinical affiliate and MLT Program Coordinator
PHY 400 Understanding Ourselves Through Physics: From Newton to Your Cell Phone
40 hours, 4 credits
This course tracks how we have understood ourselves and our world— including time, space, gravity, and our gadgets—as an understanding of physics has evolved. Topics will include Newton’s “discovery” of gravity, Einstein and relativity, energy particles and waves, the atom, and how we use it, Schrödinger’s cat, and modern technologies.
Prerequisites: None

PSY 3738 The Psychology of Social Media
40 hours, 4 credits
This course examines psychology impacts when humans engage with peers through online networks for social and professional use. Benefits to be explored include networking for team building, access to global perspectives, and social media’s impact on Benedict Anderson’s “Imagined Communities.” Also explored is the psychology of harmful online behaviors such as cyberbullying and trolling.
Prerequisites: None

REL 3308 Contemporary World Religions
40 hours, 4 credits
An investigation of the historical and theological development of world religions from earliest times until the present. The course will cover the lives of the major religious founders and leaders in history, as well as the scriptures and religious text of world religions. The development of religious rituals will also be dealt with. The relationship between world religions and secular governments will be investigated, as well as the role and status of women in world religions.
Prerequisites: 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.
Prerequisites: None

STA 3340 Advanced Statistics and Analytics
40 hours, 4 credits
In this course students will be introduced to statistical methods used for predictive analytics. They will continue to build on their previous statistical knowledge while strengthening their abilities to analyze and solve real-life problems using statistical methods. Topics may include, but are not limited to, estimation, hypothesis testing, correlation and regression, chi-square tests, and analysis of variance.
Prerequisites: Passing grade in Developmental Education coursework or placement exam determined by Rasmussen College entrance placement exam

SYG 1000 Introduction to Sociology
40 hours, 4 credits
This course introduces students to basic sociological terms and concepts. Students will understand how to apply sociological concepts and theories and analyze the structure and relationships of social institutions and the process of social change. Students will explore a variety of topics of sociological interest, including socialization, social inequality, social movements, and the impact of technology and social change on society.
Prerequisites: None

TRA 3086 Principles of Supply Chain
40 hours, 4 credits
This course examines how society’s structure adapts as densely populated cities grow and more crowds congregate and create data in cyberspace. Topics to be explored through a sociological lens include wikis, big data, the digital divide, online networking, the evolution of language, and deviance.
Prerequisites: None

TAX 2002 Income Tax
40 hours, 4 credits
This course is designed to provide knowledge of the rights, options, and requirements in filing returns for the individual and small business.
Prerequisites: Financial Accounting II

TAX 3257 Partnership and Corporate Taxation
40 hours, 4 credits
This course is a comprehensive study of corporate taxation. It includes how to prepare and file corporate tax returns, tax strategies for liquidating a corporation, and how to form and structure corporations and partnerships and associated tax considerations.
Prerequisites: None

TRA 3142 Quality Improvement
40 hours, 4 credits
This course provides a comprehensive discussion in quality and process management. Topics include course work in the following areas: evaluating differing perspectives related to quality, understanding quality theories and applications, integrating global supply chain and international quality standards, understanding the strategic quality planning process, describing the influence of the customer in the quality-driven process, describing the importance of benchmarking in the development of quality design, evaluating quality processes and product, and process design, developing and managing quality improvement teams, describing processes for the implementation and validation of a quality system, and applying quality audit processes in the business environment.
Prerequisites: None

TRA 4490 Supply Chain and Logistics Management Internship
70 hours, 3 credits
This course synthesizes outcomes from the Supply Chain and Logistics Management program and allows students to exhibit their learning in a field experience. Students working in-field will reflect upon and apply knowledge and skills in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. At the conclusion of their internships, students will submit a capstone project demonstrating synthesis of, and reflection upon, their learning.
Prerequisites: Supply Chain and Logistics Management student in their final term

TRA 4495 Supply Chain and Logistics Management Capstone
30 hours, 3 credits
This course synthesizes learning from the Supply Chain and Logistics Management program. Students will reflect upon and demonstrate understanding in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. Students will submit a capstone project demonstrating synthesis of their learning. Optionally, students may achieve these course outcomes through a supply chain internship.
Prerequisites: Supply Chain and Logistics Management student in their final term

MLT 2864 Medical Laboratory Technician
20 hours, 2 credits
Students will demonstrate their knowledge, clinical and laboratory experience in the areas of clinical chemistry, immunohematology, clinical chemistry, urinalysis, hematology, and phlebotomy.
Prerequisite: MLT 2775 Clinical Practicum

MMC 3209 Realities of Crime and Justice
40 hours, 4 credits
In this course, students will analyze and critique media portrayals of crime and justice. Public perceptions of crime and realities of crime are evaluated. The mass media and “spectacular” cases are used to exemplify the media’s influence on crime and justice.
Prerequisite: Ethics Around the Globe

MMC 3209 Realities of Crime and Justice
40 hours, 4 credits
In this course, students will analyze and critique media portrayals of crime and justice. Public perceptions of crime and realities of crime are evaluated. The mass media and “spectacular” cases are used to exemplify the media’s influence on crime and justice.
Prerequisite: Ethics Around the Globe

MMC 3407 Visual Communication in the Media
40 hours, 4 credits
This course examines how people understand their world through visual images. Students will examine how people visually gather, process, and interpret information presented through media sources.
Prerequisite: None

MNA 1161 Customer Service
40 hours, 4 credits
This course covers the basic concepts of essential communication skills needed in business to interact work effectively with individuals and/or groups. Special areas of emphasis include solving problems, developing a customer service strategy, coping with challenging customers, increasing customer retention and surveying customer satisfaction.
Prerequisite: None

PHC 4305 Principles and Practices in Public Health
40 hours, 4 credits
This course is designed to examine the various aspects of public health practices and policies. Explores the concepts of planning, implementing and evaluating health education programs. This course will also explore the process of policy development from conception to implementation, as well as all the issues that often confront health educators.
Prerequisites: None

PHI 1520 Ethics Around the Globe
40 hours, 4 credits
This course is a study of various and common ethical principles around the world and their relationships to morality and professional responsibility. Emphasis is placed on the application of ethical theories to problems faced in increasingly globalizing business and society.
Prerequisites: None

PHI 2103 Introduction to Critical Thinking
40 hours, 4 credits
A study of the rules of valid judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis is applied to concrete problems dealing with our knowledge of reality.
Prerequisite: English Composition

TRA 4238 Transportation and Distribution Management
40 hours, 4 credits
This course covers essentials of transportation and distribution management. Students will build key skills related to selecting the optimal mode of transportation while considering the impact to the customers and the overall supply chain.
Prerequisite: None

TRA 4370 Inventory Management
40 hours, 4 credits
This course is the study of the knowledge associated with successfully managing inventory and warehouse operations. Topics covered in this course will include strategic design, analytical assessment, and process build. This course will prepare students for work within the field of supply chain and logistics management.
Prerequisite: None

TRA 4490 Supply Chain and Logistics Management Internship
70 hours, 3 credits
This course will synthesize outcomes from the Supply Chain and Logistics Management program and allow students to exhibit their learning in a field experience. Students working in-field will reflect upon and apply knowledge and skills in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. At the conclusion of their internships, students will submit a capstone project demonstrating synthesis of, and reflection upon, their learning.
Prerequisites: Supply Chain and Logistics Management student in their final term

TRA 4495 Supply Chain and Logistics Management Capstone
30 hours, 3 credits
This course synthesizes learning from the Supply Chain and Logistics Management program. Students will reflect upon and demonstrate understanding in the areas of global logistics, operations, supply chain, process improvement, and advanced technologies. Students will submit a capstone project demonstrating synthesis of their learning. Optionally, students may achieve these course outcomes through a supply chain internship.
Prerequisites: Supply Chain and Logistics Management student in their final term

888-5-RASMUSSEN
201 5-2016 CATALOG AND STUDENT HANDBOOK
COURSE DESCRIPTIONS
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 attestations. 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, parent status, or any other protected status to all the rights, privileges, programs, and 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, parent 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, or any 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 Applicant for Admission

The College will notify each applicant in writing of acceptance or rejection based on fulfillment of the following requirements:
- Completed application form and enrollment agreement
- An attestation of high school graduation or equivalency. If any information provided on the attestation is found to be false, the student will be subject to immediate dismissal from the College, all credits will be invalidated and any financial aid will have to be repaid.
- Applicants providing a college transcript indicating a grade of C or higher or a grade of Pass, college-level English and/or mathematics are not required to complete College entrance placement examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency. Applicants without a conferred associate’s degree or higher and who have not completed a college-level English course are required to complete the Reading & Writing sections of the placement examination. Students who have not completed a college-level math course are required to complete the Math portion of the placement examination.
- Applicants providing a transcript with a conferred associate’s degree or higher are not required to complete the College entrance placement examination in Reading and Writing and will not require Developmental Education coursework in this area. Students providing a transcript with a conferred associate’s degree or higher indicating a passing grade in college-level mathematics are not required to complete the College entrance placement examination in mathematics and will not require remedial coursework in this area.
- Applicants to AcceleratedED programs and Flex Choice options must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require developmental coursework.
- Successful completion of Rasmussen College Experience Course. All prospective students, except as noted below, of Rasmussen College must successfully complete the College Experience Course with a cumulative score of 80% or higher in order to continue the enrollment process. Applicants who do not successfully pass the College Experience Course with a score of 80% or higher on the first attempt will be allowed one additional opportunity to re-take the course in the same calendar year from the start of the applicant’s first attempt. A third and final attempt may be granted based on two conditions: 1) one year has passed since the last attempt; 2) written request is submitted by the applicant. The following applicants are exempt from the College Experience Course requirement: graduates of Rasmussen College within the last two years; students who successfully completed the Child Development Associate preparation program (CDA) within six months of enrolling into a program; applicants accepted into Surgical Technologist, Medical Laboratory Technician, Law Enforcement Skills, Law Enforcement Academic and Law Enforcement AAS, Nursing, Flex Choice or AcceleratedED programs, Early Honors program and Individual Progress and Audit students as well as reentering students who have already successfully completed the College Experience Course. Students accepted into Surgical Technologist, Medical Laboratory Technician, Law Enforcement Skills, Law Enforcement Academic and Law Enforcement AAS, Nursing, Early Honors program, Individual Progress and Audit students as well as reentering students who have already successfully completed the College Experience Course are exempt from completing the Online College Readiness Course.
- All financial arrangements are complete, submitted, and verified.
- For selected programs, applicants must also pass a criminal background check. See additional information.
- Individuals applying for admission to the Computer Science, Law Enforcement, Medical Laboratory Technician, Software Application Development, Surgical Technology, 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.
- Proctorional 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 an 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 who does not meet the College’s goals of education and community. If 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. 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.

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

Assessment

Rasmussen College has developed an institutional culture wherein assessment is at the heart of the College’s daily functions. The Rasmussen College Comprehensive Assessment Plan (CAP) is the primary measurement for the Institution’s mission. The CAP is organized around the Mission Statement and the five purposes that support the mission. For each purpose, supporting objectives have been developed, and assessment tools are used to collect data and assess each objective. In this way, the College systematically assesses the purposes and, ultimately, the mission of the Institution. To guide this process, Rasmussen College has established five Councils, which align with the five purposes that support the mission; as such, the College provides its faculty and staff with a central role in the decisions that impact the future of the institution. In the spirit of this learning-focused approach to education, reporting and the College’s mission 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’ mastery of prerequisite skills; ongoing skills in a formative fashion in individual courses; and end of program skills through various program outcomes assessments.

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0-17 items correct</td>
<td>Not eligible for admission</td>
</tr>
<tr>
<td>English</td>
<td>18-25 items correct</td>
<td>B080 Reading and Writing Strategies</td>
</tr>
<tr>
<td>English</td>
<td>26-40 items correct</td>
<td>ENC 1101 English Composition</td>
</tr>
<tr>
<td>Math</td>
<td>0-7 items correct</td>
<td>B007 Practical Math</td>
</tr>
<tr>
<td>Math</td>
<td>8-20 items correct</td>
<td>Lower division Math/Natural Sciences coursework</td>
</tr>
</tbody>
</table>

Transferable Skills Assessment

Transferable Skills are essential abilities that are valued by employers in many professional fields and form the basis for lifelong learning. Rasmussen College has identified the following Transferable Skills as institution-level learning outcomes: Communication, Critical Thinking, Information Literacy, Diversity and Teamwork, Ethics and Professional Responsibility, and Digital Fluency. Students will have the opportunity to demonstrate these outcomes in a number of courses across their programs of study, especially in course projects across the curriculum. Many of the projects are authentic, with a focus on the type of tasks students will perform in the workplace. An electronic portfolio is being used for students to collect their project work from their coursework, and students will be assigned to submit the portfolio in their program capstone courses.

Seminar Courses

At designated points in their programs of study students are required to complete seminars. Seminar courses are included in the program capstone course, which an electronic portfolio, which is designed to focus on the type of tasks students will perform in the workplace. An electronic portfolio is being used for students to collect their project work from their coursework, and students will be assigned to submit the portfolio in their program capstone courses.

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 scheduling or other scheduled courses that are required for a student’s program completion.

• Students must complete the Junior Seminar the quarter in which they finish the associate degree requirements to graduate from an associate’s degree program. Students who are enrolled in the Business Management Associate’s and Accounting Associate’s Degree are allowed a Flex Choice option are exempt from the Junior Seminar.

• Students must complete the Senior Seminar the quarter in which they finish their 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 completed 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 each course.

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

Reentry Policy

Students may re-enroll in certificate or diploma programs one time, associate’s degree programs two times, and bachelor’s degree programs up to four times, unless the Dean, Campus Director, or Director of Student Affairs determines that mitigating circumstances exist. Any student who withdraws from classes after the first week of the initial quarter of attendance and then elects to return in a subsequent quarter is defined as a reenter. Reentering students are treated as new students for the purposes of tuition, academic program requirements, and graduation standards. For the calculation of Satisfactory Academic Progress, reentering students are treated as continuing students and must meet progress requirements. All reentering students, regardless of time away from the College, must successfully complete the College Experience Course or have a record of successfully completing the College Experience Course as part of the acceptance process before returning to the College. All reentering students must comply with all other college acceptance criteria as outlined in the current catalog before being accepted into the College as a reentering student. 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 reenroll 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; the student has successfully completed any required Foundations Writing courses or placed into Reading and Writing Strategies previously or through re-test, and has a previous clear background check.

A reentry process will be initiated for a student who is not meeting Satisfactory Academic Progress as defined in the Standards of Satisfactory Academic Progress guidelines or if the student has an 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.

The following programs require a general background check for admission:

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

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

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

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

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

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

• Law Enforcement
• Law Enforcement Academic
• Law Enforcement Skills

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

• Practical Nursing
• Professional Nursing

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

General Criminal and FDLE Background Check Process

Students enrolling in any of the general criminal background check programs will agree to the terms and conditions of the background check process as part of the order process. Students enrolling in any of the FDLE background check programs must complete and return to the College a VECHS Waiver Agreement and Statement. Campuses will notify 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 student may be re-enrolled:

• All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned,
• The student must return all course resources.
• If the student is taking transferable general education courses, the student must elect to finish those courses for that quarter, if the student pays for the course resources.
• If a student chooses to appeal his/her termination from the school, all fees, costs and/or assessments 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 submitted until the student is determined to be eligible either through a clear or possible letter or someone else who submits the student’s background check for admission in all states except Minnesota. In these states, these programs require a Minnesota Department of Human Services background check for admission:

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

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

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

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

• Law Enforcement
• Law Enforcement Academic
• Law Enforcement Skills

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

• Practical Nursing
• Professional Nursing

If the applicant wishes to appeal the decision, a pre-adverse action letter will be sent via mail to the applicant. The College will directly to dispute the information contained in the pre-adverse action letter. Applicants who receive a possible issue letter to all eligible either through a clear or possible letter or someone else who submits the student’s background check for admission in all states except Minnesota. In these states, these programs require a Minnesota Department of Human Services background check for admission:

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

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

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

• Health Sciences with General Specialization
• Health Sciences with Medical Assisting Specialization
• Medical Assisting Diploma
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• 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
**ACADEMIC INFORMATION AND COLLEGE POLICIES**

**Minnesota Department of Human Services Background Check Process**

A student enrolling in any of the MDHS designated programs will review and accept the MDHS Privacy Notice as part of the order process. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender. A student enrolling in a program that requires an MDHS background check will not have his/her aid submitted until the student is determined to be eligible either through an MDHS blue clearance letter or set aside letter. This process may delay a student’s funding until the background check process is complete.

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

A student who receives an MDHS disqualification is determined ineligible for admission and must complete the following:
- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course resources.
- If the student is taking transferable general education courses, the student may elect to finish those courses for that quarter, if the student pays for the course resources.

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

**Early Childhood Education Associate’s Degree Flex Choice Completer Option**

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

**PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY**

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

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

**Tuition Rates**

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

**Gift Aid**

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Award</th>
<th>Amount Per Year</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant Program</td>
<td>Grant based on financial need.</td>
<td>$581 - $5,775</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (SEOG)</td>
<td>Grant based on financial need awarded by the institution. Notification is made by the College regarding eligibility.</td>
<td>$100 - $4,000, based on availability</td>
<td>Free Application for Federal Student Aid (FAFSA) – Awarded by the College</td>
</tr>
<tr>
<td>Florida Student Assistant Grant</td>
<td>Grant based on financial information provided by the student on the FAFSA.</td>
<td>Varies</td>
<td>Free Application for Federal Student Aid (FAFSA) – Awarded by the College</td>
</tr>
</tbody>
</table>

**Employment**

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<th>Type of Award</th>
<th>Amount Per Year</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Work Study</td>
<td>Part-time jobs on campus or at local non-profit agencies. Based on financial need and skill level for positions available.</td>
<td>Varies</td>
<td>Free Application for Federal Student Aid (FAFSA) – Awarded by the College</td>
</tr>
</tbody>
</table>

**Federal Loan Programs**

<table>
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<th>Type of Award</th>
<th>Amount Per Year</th>
<th>Application</th>
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</thead>
<tbody>
<tr>
<td>Federal Subsidized Stafford Loan Program</td>
<td>Payment deferred until six months after student leaves college or attends less than half time. Need-based calculation.</td>
<td>1st Year - $3,500, 2nd Year - $4,500, 3rd Year+ - $5,500</td>
<td>Free Application for Federal Student Aid (FAFSA) and Promissory Note processed through College and Lender</td>
</tr>
<tr>
<td>Federal Unsubsidized Stafford Loan Program</td>
<td>Principal and interest may be deferred until after student leaves college or attends less than half time.</td>
<td>Same as subsidized limits with additional $2,000 for Dependent Independent: 1st &amp; 2nd Year - $6,000, 3rd Year &amp; above - $7,000</td>
<td>Free Application for Federal Student Aid (FAFSA) and Promissory Note processed through College and Lender</td>
</tr>
<tr>
<td>Federal Parent Loan for Undergraduate Students (PLUS)</td>
<td>For credit-worthy parents of dependent undergraduates.</td>
<td>Up to college cost of attendance.</td>
<td>PLUS application and Promissory Note processed through College and Lender</td>
</tr>
</tbody>
</table>

**Veterans’ Benefits**

<table>
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<th>Amount Per Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Veterans’ Benefits</td>
<td>Veterans and dependents of veterans, including Guard and Reserve Component.</td>
<td>Monthly benefit based on service contributions</td>
<td>Veterans Administration or Veterans Service Officer</td>
</tr>
</tbody>
</table>

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

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

Discounts

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

Military Discount

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

Corporate Discount

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

Restrictions

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

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

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

Employer Tuition Reimbursement

Many employers today offer tuition reimbursement to their employees earning a degree. Whether it’s full reimbursement or partial, we want to make sure students are responsible for the cost of your degree so you can reduce the cost of your education, as well as potentially reduce the amount of loans required to fund your degree.

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

High School Professional Program

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

High School Professional Program participants electing to complete courses online will need to secure access to required hardware and software. The College will provide specific technology requirements information for each course. Grades will be recorded as audit grades with the student classified as an audit student.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Class Content

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

Class Standing

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

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

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

The College’s Developmental Education program is designed to help Rasmussen College students succeed by providing appropriate academic guidance. Placement into Developmental Education courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those who enroll. The School of Nursing and School of Health Sciences are the sole responsibility of the recipient.

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

Military Discount

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

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

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High School Professional Program participants electing to complete courses online will need to secure access to required hardware and software. The College will provide specific technology requirements information for each course. Grades will be recorded as audit grades with the student classified as an audit student.
**Seminar Course Grading**

1. The E185, E270, and E401 seminar courses are satisfactory/unsatisfactory (SX/UX) courses.
2. Students are to complete and submit the components of their Graduate Achievement Portfolio (GAP), a general education skills assessment, as assigned in the appropriate seminar or capstone course designated for each program.
3. If a student does not successfully submit an assigned GAP general education assessment piece in the appropriate seminar course, then he or she will be unable to earn enough points to pass that seminar course.

**E185, E270, E320, and E401 Seminars**

**SX 73% or higher**
**UX Below 73%**

**Common Grading System Percentage Scale**

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**Health Sciences Courses Grade Scale**

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

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**Seminar Course Grading**

- Students are to complete and submit the components of their Graduate Achievement Portfolio (GAP), a general education skills assessment, as assigned in the appropriate seminar or capstone course designated for each program.
- If a student does not successfully submit an assigned GAP general education assessment piece in the appropriate seminar course, then he or she will be unable to earn enough points to pass that seminar course.
- E185, E270, E320, and E401 Seminar courses 73% or higher will be UX training.
- E185, E270, E320, and E401 Seminar courses below 73% will be UX training.

**Common Grading System Percentage Scale**

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**School of Health Sciences courses may contain a co-requisite lab component, co- requisite externship and/or practicum learning component, or both in addition to the lecture component of a course.**

**Competency Courses**

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

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

- Students who fail a required course three times will be terminated from the College. All attempts of repeated courses, including the grades, remain on the student’s academic record even though they may not be included in the GPA calculation. Students should be aware that grades do not change even though they might wish to transfer to another course. Students may not repeat courses and may include all grades in calculating GPA for admission.
- Nursing Reenter Policy

Students who have been removed from the Professional Nursing Associate’s Degree Program as a result of the Nursing Repeating Courses Policy are eligible to reenter the College in the Professional Nursing Diploma program if all reentry requirements are met. Students who have been removed from the Practical Nursing Diploma program as a result of the Nursing Repeating Courses Policy are not eligible to reenter the College through the Professional Nursing Associate’s Degree Program unless graduate status has since been achieved for the Practical Nursing program. Students who fail a required course three times will be terminated from the College. All attempts of repeated courses, including the grades, remain on the student’s academic record even though they may not be included in the GPA calculation. Students should be aware that grades do not change even though they might wish to transfer to another course. Students may not repeat courses and may include all grades in calculating GPA for admission.

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<tr>
<td>D</td>
<td>66 to 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62 to 60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**Repeating Courses Policy**

Students who are meeting all satisfactory Academic Progress may re-take courses up to three times, but only at regular tuition rates. Students repeating a course for a second or third time may count the credits for that course in a financial aid award calculation, but they will earn a failing grade in all previous attempts of that course. Courses should be repeated in the next quarter in which it is offered. No course can be repeated within the same quarter in which it was most recently attempted. If a student elects to repeat a course for which a grade above “F” was earned, the credits are included in the financial aid award calculation only if the program requires a higher grade to be considered “passing” than what the student has already earned. In this case, if the student fails the previously passed course all future eligibility to receive financial aid for that course is discontinued. The credits for all repeated courses, along with the credits from prior attempts, will be included in credits attempted for the purposes of determining Satisfactory Academic Progress. The highest grade earned from a repeated course will be used in the calculation of the student’s cumulative GPA. The student’s GPA will be recalculated to reflect the highest letter grade. If more than one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA. Students who fail a required course three times and have a cumulative grade point average of 2.0 or greater may be able to switch to another program that does not include the course as a required part of the program curriculum without going through the program appeal process. Students who fail a course three times, and who cannot switch to another program as determined by the program change process, will be terminated from the College. Those students cannot return to the College until they successfully complete an equivalent course elsewhere by earning a grade of C or higher or a grade of Pass and transferring it back to Rasmussen College, in accordance with the transfer of credit requirements. In the case of credit transfer, an “F” grade will be replaced by a “TR” and the student’s GPA will be recalculated to reflect the transfer of credit. However, all of the course credits both failed and transferred, count in the student’s Cumulative Completion Rate (CCR).
Late Assignment Submission Policy
Students may submit assignments up to seven (7) days after the stated deadline. A 10% grade penalty is assessed for work submitted up to 24 hours late; an additional 10% penalty is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for equivalent point value, minus any applicable penalty. Online discussions close at the end of the current week/module. Discussion posts made after the end of the current week/module will not be accepted. Instructors may waive the late penalty or timeframe in the case of extenuating circumstances as determined by the faculty. In some cases, certain activities, such as labs and exams, must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities. In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested and granted beforehand.

Accelerated Incomplete Grade Policy
An “UN” indicates an incomplete grade, and is a temporary grade for a course which a student is unable to complete due to extenuating circumstances. The student must request an incomplete from the instructor for extenuating circumstances. The student must be enrolled 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, mislabeled 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.

2. Incomplete records will be apportioned to the student's file.

3. The student's Dean must be informed of all incompletes granted by instructor. Incompletes will be granted rarely and instructors will take the following into consideration when granting an incomplete:
- The work to be completed must be regularly assigned work, identified in the course syllabus.
- The student can reasonably be expected to complete the work by the deadline (the calculated grade).
- The student’s Dean must be informed of all incompletes granted by instructor.

4. Allowing the student extra time to complete assignments or conditions not within the student’s control (e.g., illness, emergencies, etc.).

5. 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.

6. Credits for all incomplete courses will be counted as credits attempted but not earned in the quarter of enrollment. Incomplete grades must be completed within seven calendar days of the last day of class. An incomplete grade not completed by the deadline will be changed to the calculated alternate grade designated by the instructor on the incomplete form and will be included in the cumulative grade point average. The final grade awarded for the course is included in the calculation of the cumulative grade point average.

Program Transfers
A student in good academic standing at the end of the current quarter will be allowed to change programs at the start of the next quarter as long as the request has been received prior to Friday of the first week of a quarter break. A student who is not meeting SAT/ACT Academic Progress as defined in the Standards of SAT/ACT Academic Progress guidelines in this catalog at the end of the current quarter and does not meet any of the criteria above must file an appeal with the campus Program Change Appeal Committee. As part of the appeal process, the student will be required to submit a letter following the appeal process guidelines. The appeal will either be approved or denied based on a review of academic standing and progress to date with Rasmussen College and the information provided in the appeal letter. A complete description and requirements of the program change appeal process is available through the Campus Manager of Student Records. A clear background check is required for enrollment in certain programs as determined in the background check section of the catalog. Students who do not successfully pass the background check will be terminated from the College. All program change appeals must be received no later than Friday of the first week of break prior to the start of the quarter in which the student wants to change programs.

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

Independent Study Policy
Independent study semesters when a student contracts to meet regularly with a qualified instructor to fulfill the assignments, tests, projects, and other tasks necessary to achieve the performance objectives of a given course. Independent study requires a student to be motivated and organized. Because an independent study does not provide the student with the classroom interaction normally expected in higher education, it is to be offered only when there is no alternative and as infrequently as possible. Students may take, and the College may offer, a course through independent study when all of the following conditions are met:
- The course is not currently offered on-site or online.
- Completion of the course is necessary for on-time graduation.
- The need for the course in the term/ quarter in question does not arise from the student’s decision to withdraw from the course in an earlier term/quarter, the student’s failure to satisfactorily complete the course in an earlier quarter, the student’s decision to change programs, or the student’s decision to accelerate graduation near the end of their program.

4. The student will complete work of a similar quantity and quality presented in a regularly scheduled course and will meet the standard performance objectives for the course. If the method for meeting and assessing the performance objectives differs from the standard course syllabus, the changes will be noted within the course section.

5. Within the first week of the independent study, the student and instructor must meet to review the course schedule and determine how the course and weekly objectives will be met and assessed.

6. If the independent study is held residually the instructor and student(s) will meet an equivalent of at least 11 hours which are distributed evenly across the weeks of the term/quarter.

Prerequisites
In order to take a course listing a prerequisite, the student must have received a passing grade in the prerequisite.

Equipment
Rasmussen College strives to maintain its role as an educational leader by incorporating new technologies, provides technology and computer access, and Internet access at each campus. Students will also have access to printers, additional software packages, and a research center to help as needed at 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 may complete 33% 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 2.00 or higher to receive a degree, diploma, or certificate with a passing grade in each area. Completion and submission of the components of the Graduate Achievement Portfolio (GAP), as assigned in the appropriate semester for each program, is a graduation requirement.

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Research
Rasmussen College is dedicated to conducting research that advances knowledge and improves practice. Our faculty and students work collaboratively to address complex problems and develop innovative solutions. Research at Rasmussen College is conducted through a variety of methods, including case studies, surveys, interviews, and experiments. The results of this research are disseminated through presentations at conferences, publications in academic journals, and other scholarly channels.
Complete Status
A Complete status is applied to students who were enrolled in a degree-seeking program and have either completed the time allowed or attempted the maximum allowable number of credits for the program of study and did not meet one or more of the following graduation requirements:
• Achieve the cumulative GPA required by the program of enrollment.
• Complete all program requirements.
• Achieve a passing grade in each required course. All courses in the program must have been attempted. A withdrawal grade is not considered an attempt.
• Complete all Developmental Education courses as determined by the entrance placement exam.
• Submit official transcripts for all transferred courses.

Prior students who were enrolled in a degree-seeking program who have a Complete status may be able to return to repeat failed courses or transfer them in through the submission of an official transcript in order to graduate. The ability to return to retake courses is determined at the point of reentry, students must be academically and financially eligible to return and the coursework or its equivalent must be available. Some programs such as Nursing and Health Sciences and Law Enforcement may have an alternate timeline to convert to a graduate status. If remediation is required in order to attempt a certification exam, the student may be required to attend said remediation prior to sitting for the certification. Students returning to complete coursework in order to graduate will be charged the prevailing tuition rate at the time of the return. Students with a Complete status in a degree-seeking program are eligible for certain graduate benefits as defined in the College catalog.

Students who are completing coursework in non-degree-seeking opportunities will have their final status awarded as Complete. Students in non-degree seeking opportunities with a status of Complete are not eligible for graduate benefits. When applicable, coursework completed in non-degree seeking opportunities may have credits applied to eligible programs.

Academic Overload Policy
An academic or credit overload occurs when a student registers for more than 20 credits per quarter or more than 12 credits in either a 5.5-week term or six-week session. Students wishing to schedule an overload must obtain the signature of the Advisor as well as the approval and signature of the Academic Dean of the campus in which they are enrolled. In order to apply for an overload, the student must have completed a minimum of 30 credits at Rasmussen College. The student must also be meeting the Rasmussen College Standards of Satisfactory Academic Progress (SAP) and have a cumulative grade point average of at least 3.01 (3.5 for six-week programs) to apply for an overload. Students with a cumulative grade point average of 3.01 (3.5 for six-week programs) or above will be eligible to take up to 24 total credits in the approved quarter. The student must apply for approval no later than two weeks prior to the start date of the quarter in which the overload is desired. The Academic Overload Approval Form is available through an Advisor.

Accelerated Drop/Add Class Policy
Course registration practices ensure that the College is able to provide quality instruction through obtaining a minimum class size of 12 students per course. Students may add courses through the second day of the six-week session and may drop a course through the first Friday of the six-week session, which is the close of the drop/add period.

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/D 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.

Course Withdrawals
Terms
• 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.

Academic Honors
Rasmussen College recognizes outstanding academic achievement by awarding certificates of achievement. Enrolled, degree-seeking students who earn a term grade point average of 3.25-3.49 will receive an Honor Roll certificate. Enrolled, degree-seeking students who earn a term grade point average of 3.75-4.00 will receive a Dean’s List certificate.

Graduation Honors
Rasmussen College recognizes outstanding academic achievement by awarding honors to graduates who meet minimum qualifications. Certificate, Diploma, Associate’s, and Bachelor’s degree students who complete all graduation requirements and earn a cumulative grade point average of 3.50 or higher will graduate with honors, which will appear on their diploma and transcripts, and they will receive gold cords for the graduation ceremony as a symbol of this achievement. The following honors will be noted on the diplomas and transcripts of Bachelor’s degree students:
• Cum Laude: Bachelor’s students who earn a cumulative grade point average of 3.50-3.669
• Magna Cum Laude: Bachelor’s students who earn a cumulative grade point average of 3.67-3.749
• Summa Cum Laude: Bachelor’s students who earn a cumulative grade point average of 3.75-4.00

School of Business Mission Statement
The Rasmussen School of Business prepares students for an ever-changing business environment. This goal is accomplished by offering market-focused skills and leading-edge programs that address the global marketplace. We measure our success by the academic performance, commitment to lifelong learning, and professional contributions of our graduates. Graduates of the School of Business will be active contributors and leaders in their chosen fields and diverse communities.

Academic Overload Approval Form is available through an Advisor.

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Terms
• 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.
Satisfactory Academic Progress, or SAP, is defined as the successful progression through an academic program within a prescribed timeframe. Cumulative grade point averages and successful completion of credits attempted are monitored quarterly, and students not meeting the standards are notified. Students who do not meet the standard will be expected to participate in Project Rally, which includes online learning tools and consultations with a member of the College team. The student is expected to complete the online learning tool in Project Rally by the first Friday of the quarter. Failure to complete this tool may result in an administrative withdrawal from the College.

SAP Components: All students must meet all three of the components that are used to measure a student’s Satisfactory Academic Progress (SAP) towards the completion of a degree or certificate. The three components are as follows:

1. GPA: Rasmussen College students are required to achieve and maintain a minimum Cumulative Grade Point Average (CGPA) of 2.00.
2. Pace/Cumulative Completion Rate (CCR). This is the pace at which a student progresses through a program. CCR is calculated by dividing cumulative credits earned by cumulative credits attempted within a program (e.g., 6 credits earned + 12 credits attempted = 50%). Minimum standards are listed in the chart below.

<table>
<thead>
<tr>
<th>Percentage of Credits Attempted Toward Maximum Time Frame</th>
<th>Minimum Successful Completion of Cumulative Credits Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 25%</td>
<td>25%</td>
</tr>
<tr>
<td>Greater than 25%, up to 50%</td>
<td>50%</td>
</tr>
<tr>
<td>Greater than 50%</td>
<td>67%</td>
</tr>
</tbody>
</table>

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 1.50, 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/A/FD, U/UD/UN, W/WD/WF/WP/WX, I/N.** In addition, Foundations courses are not included in the number of credits attempted or successfully completed when assessing satisfactory progress.

**Transfer of Previously Earned College Credit and Prior Learning Assessments**

General Transfer 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 transfer be sent directly to Rasmussen College. It is the student’s responsibility to ensure that all official transcripts have been received by Rasmussen College.
- As part of the acceptance process, official and unofficial transcripts will be evaluated for transfer of credits. Students will receive notification regarding the total number of credits accepted for transfer and the equivalent Rasmussen College courses.
- A student may send copies of transcripts or documents during the initial admissions process for estimation purposes only. Any transfer credit conditionally awarded in fulfillment of a prerequisite or corequisite through the use of an unofficial transcript will be rescinded if an official transcript is not received by Rasmussen College at the time the required course is scheduled due to curriculum sequence. All necessary credits will be required to be completed in order to graduate.

For students in Bachelor Completor programs, official transcripts must be received by Rasmussen College prior to the completion of the second full quarter (four sessions) or students may be administratively withdrawn.

- College-level courses completed at regionally or nationally accredited institutions of higher learning as recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized by the American Council on Education, will be considered for transfer.
- Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.
- Students eligible and approved for the Surgical Technology Associate Degree Completor Block Transfer must complete 33% of their program requirements at Rasmussen College.
- Students eligible for transfer to 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 waivers, 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 do not correspond to Rasmussen College requirements will be listed with a Conditional Transfer (CT) designation. All 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 rescinded and the student will be required to complete the program requirements in order to graduate.
- Courses for which a student has received credit by examination will be listed on the student’s transcript with a Test Out (TO) designation.

Courses for which a student has received credit through waiver will be listed on the student’s transcript with a Course Waiver (CW) designation.
- When courses are not accepted for transfer, a student may file an appeal through the following process: 1. The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
- 2. The student’s appeal is reviewed by the College Registrar.
- 3. The student will receive written notice of the decision.
- Course By Course Transfer
- Course by course transfer credits from regionally or nationally accredited institutions of higher learning will be evaluated on course content. Most courses that are comparable in content will be accepted.
- Courses must have the minimum number of credits to that of the Rasmussen College course.
- Only courses completed with a grade of C or higher, or a grade of Pass (in a Pass/Fail grading system), will be eligible for transfer credit.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average, 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 waivers, are also credits attempted.
- 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 another Rasmussen College campus to another. Only the classes that are applicable to the current program will be posted or calculated.
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ACADEMIC INFORMATION AND COLLEGE POLICIES

RASMUSSEN COLLEGE — ACCELERATED LEARNING OPTIONS

1. Computer Applications and Business Systems Concepts

2. Excel

- Credits in major and core courses in the School of Design must be earned within the first 5 years and may include a specialization within the previous three (3) years of the assessment date, excluding those courses from the Fundamentals in Drawing and Figure Drawing courses, which do not expire.

- Nursing programs will not accept any core course transfers (prefixes NUR/PRN in Florida; prefixes PN/NUR in Illinois, Maryland, and Wisconsin).

- Health sciences core courses as designated by course prefix, have a five (5) year transfer limit.

- The following courses in the Medical Assisting Diploma program are not transferable; MIA 1350, Fundamentals in Clinical Techniques, MIA 1460, Clinical Laboratory Applications & Diagnostic Procedures I, MIA 1570, Clinical Laboratory Applications & Diagnostic Procedures II, MIA 2699, Medical Assistant Externship, and MIA 2820 Medical Assisting Capstone

- Transfer of credit for Medical Laboratory Technician and Surgical Technologist core courses (prefixes HST, NUR, and SCS) can be approved on a course-by-course basis to determine which pre-requisite coursework is accepted.

- Students who have an associate’s degree or higher, and who have successfully completed a minimum of 60 credits in the Business Management BS or 90 credits in the Healthcare Management BS degree in the fields listed above may be considered as specified below:

- The examination grade will be posted as Exam or Test-Out on the student transcript.

- Credits earned 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 determined by a posted W or WP or FD grade, no test-out attempt will be allowed.

- Credits awarded through credit by examination (TO) may not be transferable to another institution.

- Contact your Student Advisor for a list of available challenge exams.

Declining Transfer of Credit

A student may choose to decline external credit that would otherwise be awarded by submitting a written request to their advisor prior to the end of the drop period of their first quarter of the program. The transfer credits will be removed from the Rasmussen College student record. The request must explicitly state for which course the student wants to waive the transfer of credit. The declined transfer credit may be rescinded at a later date by submitting a written request to the advisor. If the course was attempted at Rasmussen College, the student's grade in the course will replace the grade that was earned at Rasmussen College, the attempted credits will continue to apply for the purpose of determining Satisfactory Academic Performance (SAP). Competency Course Transfer Policy

- Credit for successfully completed competency courses at Rasmussen College will appear as a credit by examination (TO) grade on a transcript. Competency course credits awarded through credit by examination (TO) may not be transferable to another institution.

- Credit for successfully completed competency courses that have been approved by the American Council on Education (ACE) will appear as a transfer of credit (TR) on a transcript.

- The decision to accept transfer credits is always at the discretion of the receiving institution.

- Credits earned through competency courses completed at another institution will count toward earned credits.

General Education Block Transfer for Baccalaureate Candidates

For students with a conferred degree, general education coursework will be transferred as a block regardless of conferred degree or degree earned at Rasmussen College.

- All required general education courses must be met due to accreditation requirements.

- Conferred associate’s degrees may be posted as a block of up to 40 credits (up to 42 credits in Illinois, Maryland, and Wisconsin) depending upon the program.

- Conferred baccalaureate degrees may be posted as a block of up to 64-credit block (up to 66-credit block in Illinois), depending upon the program, comprised of up to 40 lower-level and 24 upper-level credits (up to 42 lower-level and 24 upper-level credits in Illinois).

- For those students without an earned degree, successfully completed general education credits will be applied.

Credit by Examination (for Non-Competency Courses)

- Enrolled students may request credit for examination for courses if an exam has been developed.

- Students seeking to utilize a microbiology credit by examination must provide transcripts indicating they have successfully passed with a C grade or higher from an accredited institution the Microbiology course of a minimum four quarter credits which contains both a didactic component and lab. Qualified students who score 73% or higher on the credit by examination will earn a Microbiology “TO” grade on their Rasmussen College transcript.

- An examination score of 73% or higher is required to earn credit by examination.

- The examination grade will be posted as Test-Out (TO) on the student transcript.

- Credits earned count in the transfer maximum.

- Credit by examination will not count as credits for financial-aid eligibility.

- A credit by examination may be taken only once for each course.

- If a student has already attempted the course, as determined by a posted W, WP or FD grade, no test-out attempt will be allowed.

- Credits awarded through credit by examination (TO) may not be transferable to another institution.

- Contact your Student Advisor for a list of available challenge exams.

Accelerated Bachelor’s Degree Programs Transfer Policies

For students enrolled in Accelerated Bachelor’s degree-completion programs, the following transfer policies apply:

- Students who have an associate’s degree from a college that is accredited by an agency recognized by the United States Department of Education will receive 31 quarter credits of transfer to Rasmussen College (90 quarter credits in the Business Management BS, 60 quarter credits in the Healthcare Management BS Degree, 120 quarter credits in the Criminal Justice Leadership BS degree and Management AcceleratED program. The declined transfer credit may be rescinded at a later date by submitting a written request to the advisor. If the course was attempted at Rasmussen College, the student’s grade in the course will replace the grade that was earned at Rasmussen College, the attempted credits will continue to apply for the purpose of determining Satisfactory Academic Performance (SAP).

Competency Course Transfer Policy

- Credit for successfully completed competency courses at Rasmussen College will appear as a credit by examination (TO) grade on a transcript. Competency course credits awarded through credit by examination (TO) may not be transferable to another institution.

- Credit for successfully completed competency courses that have been approved by the American Council on Education (ACE) will appear as a transfer of credit (TR) on a transcript.

- The decision to accept transfer credits is always at the discretion of the receiving institution.

- Students transferring into an Accelerated Bachelor’s program who have required course credits determined as additional non-Accelerated coursework in order to begin the Accelerated Bachelor’s program in transfer credits will have their posted credits adjusted to reflect the additional coursework required.

Accelerated Computer Science Bachelor’s Degree Entrance Policy

Students entering the Accelerated Computer Science Bachelor’s Degree program must provide evidence of having a conferred associate’s degree in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

Acceptable associate’s degree programs are:

- Computer Science
- Programming
- Web Programming
- Game Programming
- Software Application Development
- Software Engineering
- Computer Engineering
- Engineering

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

- Students who have a conferred associate’s degree in one of the programs listed below to gain acceptance to the 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 Justice Management.

- Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Justice Management coursework 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 Justice Management coursework who are pre-qualified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the Accelerated Computer Science Bachelor’s Degree program.

Accelerated Computer Science Bachelor’s Degree Completion Requirements

Students enrolled in the Universal Windows App Development Specialization must own or utilize a Windows 10 computer with:

- 3.2–3.4 GHz Intel Dual Core i5 or faster CPU (AMD equivalent)
- Windows®10 (64-bit) (OS provided license through Microsoft® DreamSparkTM)
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

Students enrolled in the iOS/Android Application Development Specialization must own or utilize an Apple® Mac computer with:

- 2.6 GHz dual-core Intel Core i5
- OS X Yosemite
- 8 GB of RAM (12 GB – 16 GB recommended)
- 500 GB HDD (1 TB recommended)

Accelerated Criminal Justice Bachelor’s Degree Transfer Policy

Students entering the Accelerated Criminal Justice Leadership and Management Bachelor’s program must provide evidence of having a conferred associate’s degree in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

Acceptable Programs are:

- Criminal Justice
- Law Enforcement
- Justice Administration
- Justice Management
- Corrections
- Public Safety
- Emergency Management
- Law Enforcement Academic Certificate and Law Enforcement Skills Certificate programs

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

- Students who have a conferred associate’s degree of at least 91 quarter credits in a college-level coursework with a grade of C or higher in each course that will be transferred to petition for acceptance.

- Students may be required to take additional coursework prior to being accepted into the program. The courses a student may be required to complete may include: Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Justice Management coursework.

Medical Coding Practicum Waiver

- Students with a cumulative GPA of 3.0 in their program major courses may request a waiver for the Medical Coding Practicum coursework. Students must complete and submit the required paperwork to their Program Coordinator/Director prior to the start of the quarter of the practicum.

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• Students must have a variety of experiences in the necessary medical fields rather than from just one area, and a physical exam will be required from the student’s employer. The Program Coordinator/Director will inform the Campus Manager of a waiver at the end of the evaluation.
• If the waiver is granted, the grade will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Justice Studies Waivers
• Course waivers will be considered for students who have selected professional certifications from recognized state police/corrections academies.
• Course waivers will be considered for specific courses within the School of JUSTICES Studies related to the certifications.
• No time limit for earning certifications.
• The student's credential will be reviewed, and if the criteria are met, the course requirements will be waived and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.
• Course waivers will be considered for students who have attended and successfully completed the following courses offered through the MMBC Crime Scene Investigation Education Program (BCA-CJ-TPE). Students must present evidence of their attendance by submitting a course certificate of completion.
  1. Basic Narcotics
  2. BCA Crime Scene Course
  3. Crime Prevention Practitioner Course
  4. Financial Investigation Techniques Course
  5. Forensic Science Partners Course
  6. Leadership in Police Organizations Course
  7. Southern Police Institute Homicide Course

Course waivers will be considered for students who have attended and successfully completed the following courses offered by the Florida Department of Law Enforcement (FDLE). Students must present evidence of their attendance by submitting a course certificate of completion.
• Domestic Investigations & Interventions 091
• Organized Crime 054
• Narcotics and Dangerous Drugs 016
• Criminal Law 019

Similar courses will be considered upon request. A review of the content against the syllabus of the course for which transfer is requested will be assessed, awarded a grade, and considered by the Academic Standards Committee for approval. Students must present evidence of their attendance by submitting a course certificate of completion.

School of Business Waivers
Course waivers will be considered for students who have select professional certifications from the Healthcare Certification Institute (HCI) for the distinction of Professional in Human Resources (PHR) or for the distinction of Senior Professional in Human Resource Management (SPHR); and a current and unencumbered on the date their program starts at Rasmussen College, may request a waiver from UN117/UN117.2 Nutritional Principles in Nutrition and NUR211/NUR221 Fundamentals of Professional Nursing.
• The student’s license status, as recorded on the state’s licensing website will be reviewed; and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.
• This does not apply to the Illinois Professional Nursing AAS program.

College Equivalency Credit
Credits earned through college equivalency programs will be posted on student transcripts as test-out credits (TO) and will not be assigned letter grades or applied to cumulative grade point average. Rasmussen College recognizes the following college equivalencies:
• Advanced Placement (AP) examinations administered by The College Board.
• International Baccalaureate® (IB) Diploma Program.
• For graduates of United States high schools who provide transcripts of individual course completion in an International Baccalaureate® program, the student's transcript will be reviewed, and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

Course Attendance: If a student has not been in attendance for a specified amount of time, a course syllabus will be mailed to the student by Rasmussen College. The student will be required to submit the syllabus and any other assignment or work for the course within 14 days of the date the course started. The student will be issued a failing grade and will be administratively withdrawn from the course.
Practicums/Externships in Nursing and Health Sciences programs have specific 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 protecting its students and faculty, staff and staff of Rasmussen College are expected to uphold the very highest business and personal ethics. Students of Rasmussen College commit to holding themselves and their peers to the foremost level of academic integrity, and accept responsibility should behaviors and actions fall short of the College’s expectations.

II. Definitions

a) Academic Misconduct is the violation of the Academic Integrity Policy, including all forms of academic cheating including but not limited to acts listed below and any other act perpetrated to give unfair advantage to the student.

b) Cheating: Distributing or receiving answers or information by any means other than authorized use expressed by an instructor for any academic exercise. Examples include:

i. Copying answers, data, or information for an academic exercise from another student in which the student is not expressly permitted to work jointly with others.

ii. Impersonation: Assuming another student’s identity or allowing another person to complete an academic exercise on one’s own behalf.

iii. Using or attempting to use unauthorized materials, texts, devices, notes, information or study aids in any academic exercise (e.g., assignments, discussions, tests, quizzes, papers, labs).

iv. Plagiarism: Submission of work copied in whole or in part from the work of another person without giving credit to the author of that source. Examples include:

a) Submitting work previously graded in another course without approval from the course instructor or, if submitting the same work in two or more concurrent courses without prior approval by all course instructors.

b) Violations A school 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:

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

ii. Second Offense. The student will be expelled from the course, and the final grade assigned for the course will be an “FFA”. The student may re-take the course, but the “FFA” will remain on the transcript even if the student retakes the course and earns a passing grade.

iii. Third Offense. 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 re-enroll.

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IV. Concurrent Offenses: A concurrent offense is an instance of academic misconduct that occurs at the same time as another instance (i.e., two or more assignments submitted at the same time in the same or different courses), or instances of misconduct that occur prior to the student receiving notice of the immediate prior offense. Concurrent offenses will be treated as a single offense, and the appropriate penalty will be applied for all concurrent violations.

V. Appeal: A student who disagrees with a ruling of academic misconduct has one week to appeal the ruling in writing to his or her Dean. If the Dean confirms the violation, the appeal is reviewed by the Academic Integrity Committee, which has one week from the time of receipt of the appeal to thoroughly investigate and rule on the appeal. If the case remains unresolved, the student must submit a written statement of appeal to the Academic Dean. If the appeal is resolved by the Academic Dean, all appeals must be resolved by the Academic Dean. If the student disagrees with the Academic Dean’s decision, the appeal may be submitted to the Academic Advisory Committee, which will then review the appeal.

VI. Academic Misconduct

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1. Web Browser Requirements: The following web browsers are formally supported and tested:

   - With PCs running Windows OS:
     - Firefox
     - Internet Explorer version 8, 9 or 10;
   - With Macs running OS X:
     - Firefox
     - Safari 5 or 6.0.x

2. Cookies Must Be Enabled on Your Browser

A cookie is a small file that is placed on your computer by the server. Cookies are a very common Internet technology used by many websites, such as Amazon or eBay. Your browser has a setting that allows you to control whether you allow cookies or not. Since cookies are so common, your browser probably already has cookies enabled. If you are unsure whether your browser is set up properly, please call the Personal Support Center.

3. Required Plug-ins

Flash

Your courses may include images or animations that require the Flash plug-in. If you do not have Flash installed, or have difficulty viewing the animations, you may load the most current version of the Flash plug-in here: get.adobe.com/flashplayer/.

Shockwave

Your courses may include images or animations that require the Shockwave plug-in. If you do not have Shockwave installed, or have difficulty viewing the animations, you may load the most current version of the Shockwave plug-in here: get.adobe.com/flashplayer/.

Acrobat Reader

Your courses may include .pdf files, which require the Adobe Acrobat Reader. If Acrobat is not installed on your computer, please download the free Adobe Acrobat Reader: get.adobe.com/reader/.

Microsoft PowerPoint

Your courses may include Microsoft PowerPoint presentations. If you do not have PowerPoint installed, your instructor may use the free PowerPoint viewer to view the course materials. Download the free PowerPoint viewer here: microsoft.com/en-us/download/details.aspx?id=173.

Microsoft Word

Your courses may require the use of Microsoft Word to turn in written assignments. If you do not have Word, please contact your instructor.

Microsoft Excel

Your courses may require Microsoft Excel spreadsheet software. If you do not have Excel, please contact your instructor.

ZIP File Compression Utility

Your courses may require the use of a compression utility, such as .zip, to create a “zipped” file (i.e., filename.zip). If you do not have a compression utility installed on your computer, you may download a free copy of 7-Zip here: 7-zip.org. If your computer is running Windows XP, or newer, there is a compression utility already built-in. For help “zipping” and “unzipping” files using the Windows compression tools, please view the demonstrations at: content2.roadshowinfo.com/ course_files/techinfo/techinfo_ols.html.
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 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. In the event that a College employee, 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 handle 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 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.

Informed 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 to the attention of 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 is reporting a complaint or against any member of the College community who serves as an advisor or advocate in any such complaint. Any 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.

Definitions
Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other 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 creation of 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, literature, or other sexually-related items (includes by electronic means); 6. sexually offensive comments,graphic, or 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 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, is not to be 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 expectations and performance or creating an intimidating, hostile, or offensive working or academic environment.

Inappropriate working environment," where the harassment creates an offensive and unpleasant working environment.

Hostile work environment can be created by anyone in the work environment, whether he be supervisors, other employees, or customers. Hostile environment harassment consists of verbal or physical conduct 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 jokes or pictures, lewd touching or fondling all fall into this category. For further information please refer to the EEOC’s website at eeoc.gov or call the EEOC’s public information number 1-800-669-4973.
Sexual orientation harassment: Sexual harassment that is 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, persistent or pervasive so as to have the purpose or effect of creating a hostile work or educational environment.

Romantic/sexual relationships between superior and subordinate: Sexual or romantic 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 inadvisable, on account of age, background, stature, credentials or other characteristics, to 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 student 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 anxious, or experience sexual indifference, loss of control, or other effects of the assault. The victim/survivor does not have 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/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 injury 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

1. A formal complaint of sexual harassment must include a written statement, signed by the complainant specifying the incident(s) of sexual harassment, and any evidence to support 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 a recommendation, or findings to an Executive Vice President or President.

2. 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.

3. 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.

4. 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.

5. After an investigation of the complaint the College will:
   - 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.
   - Report its findings with appropriate recommendations for corrective action to an Executive Vice President or President.
   - 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 complaint is alleged to have been committed by a member of our College community on property owned by the College the following additional policy applies:

1. The victim is aware that criminal charges can be made with local law enforcement officials;

2. The prompt assistance of campus administration, or Rasmussen College management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident;

3. A sexual assault victim’s participation in and the presence of the victim’s attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complainant;

4. Notice to a sexual assault victim of the outcome of any campus or college facility disciplinary proceeding concerning a sexual assault complainant;

5. The complete and prompt assistance of campus administration, or Rasmussen College management at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;

6. The assistance of campus administration or Rasmussen College management, in preserving, for a sexual assault victim or complaint, material relevant to a campus disciplinary proceeding.

7. The assistance of campus and/or other Rasmussen College personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim’s request, in shielding the victim from unwanted contact with the person complained against, including the victim to alternative classes;

8. Further information can be obtained from the following sources:
   - Florida Commission on Human Relations 201 Apalachee Parkway, Suite 100 Tallahassee, FS 32301 Phone: 850-488-7082 Toll-free: 1-800-342-8170 Fax: 850-488-5291 Website: fchr.state.fl.us Email: fchrinfo@fchr.myflorida.com
   - For Those with Communication Impairments: The Florida Relay Service Voice (statewide) 711 TDD ASCII 800-955-1339 TDD Baught 800-955-8771 Illinois Department of Human Rights James R. Thompson Center 100 West Randolph Street, Suite 10-100 Chicago, IL 60601 312-886-0200 217-785-5125 (TTY) state.il.us/dhr
   - Illinois Attorney General illinoisattorneygeneral.gov/victims/index.html 800-328-3365 (Voice/TTY)
   - Kansas Coalition Against Sexual and Domestic Violence Crisis Hotline: 1-888-363-2287 kcdsv.org/krsresources.html
   - Kansas City Metropolitan Organization to Counter Sexual Assault 24 Hour Crisis Line: 816-531-0233, 913-642-0333
   - Kansas Attorney General Victim Services Division 120 SW 10th Ave., 2nd Floor Topeka, KS 66612 1-800-828-9745
gov/victim-services

Minnesota Department of Human Rights
190 East 5th Street, Suite 700 St. Paul, MN 55101 1-651-552-5034 651-296-5663 TTY 651-296-1283
Website: humandrhts.state.mn.us/
Office of Justice Programs Minnesota Department of Public Safety 651-207-7310 800-247-0390
Website: ojp.state.mn.us

Human Rights Division North Dakota Department of Labor and Human Rights 600 East Boulevard Ave., Dept 408 Bismarck ND 58505-0340 Phone: (701) 328-2660 ND In-state toll-free: 1-800-582-8032 TTY (Relay ND): 1-800-366-888 or 1-800-366-888 Fax: (701) 328-2031
Website: nd.gov/labor/human-rights/index.html

North Dakota Coalition on Abused Women Services

9. The campus administration will inform victims of their rights under the Crime Victims Bill of Rights. Campus victims will have the right to contact the Office of the Crime Victim Ombudsman and the Crime Victims Reapprations Board. For further information refer to the Office of the Crime Victim Ombudsman website at oip.state.mn.us 651-642-0550 or the Crime Victims Reapprations Board website at ojp.state.mn.us/MCCVS/ 651-282-6256.

Nothing in this policy shall prevent the complainant or the respondent from pursuing formal or legal remedies or resolution through state of federal agencies or the courts.

Drug-Free School and Workplace

In accordance with the Drug-Free Schools and Communities Act Amendments of 1986, the Rasmussen College campuses are hereby declared a drug- free school and workplace. For more information visit The U. S. Department of Education’s Higher Education Program at www.ed.gov. Students are prohibited from the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol anywhere on property belonging to the College including but not limited to grounds, parking areas, or anywhere within the building(s); or while participating in a College-related activity; or failing to sign and including expulsion or termination of enrollment.

As a condition of enrollment, students must abide by the terms of this policy or the College will take one or more of the following actions with respect to any student who violates this policy by:

1. Reporting the violation to law enforcement officials.

2. Taking appropriate disciplinary action against such student, up to and including expulsion or termination of enrollment.

3. Requiring such student to participate in a substance abuse rehabilitation program approved for such purposes by a federal, state, local, law enforcement, or other appropriate agency.

In compliance with the law, the College will make a good faith effort to maintain a drug-free College through implementation of the preceding policy and will establish and maintain a drug-free and alcohol awareness program. Upon enrollment and on an annual basis each student will receive a copy of the Rasmussen College Drug-Free Schools and Workplace policy, list of applicable sanctions authorized by federal, state, local, or federal, state, local health, law enforcement, or other appropriate agency.

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The federal government has taken a number of legal steps to curb drug and abuse. 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 the victim’s family, and to future generations. 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.
Drug Abuse Policy
Rasmussen College is committed to providing a safe, drug-free environment for its students and employees and to maintaining our commitment to the health, safety and welfare of our students and their families, as well as our employees and the community. The organization also wishes to respect its students’ rights and interests, without being financially loss due to drug or other intoxicant use among its students and employees.

Consistent with this commitment, Rasmussen College strictly prohibits:

1. The presence of students or employees on campus or off campus at activities sponsored by the College, while under the influence of intoxicants, drugs or any other controlled substances.
2. The use, manufacturing, furnishing, possession, transfer, or trafficking of intoxicants, illegal drugs, or controlled substances in any amount, in any manner, or at any time at Rasmussen College campuses or off campus at activities sponsored and controlled by the College.

Rasmussen College has the right to:

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

Tobacco Use Policy
Smoking and tobacco use is prohibited at all facilities owned, leased and/or controlled by Rasmussen College, including campuses, office buildings and grounds. This includes, but is not limited to, common work areas, classrooms, labs, elevators, hallways, restrooms, employee lounges, student lounges, library, parking lots, plazas, courtyards, entrance and exit ways, and any other areas of the campus grounds. This policy applies to all faculty, staff, students and visitors.

This policy does not apply to areas of multi-tenant buildings that the proprietor has designated a public area for smoking. Similarly, this policy does not apply to off-site events controlled or sponsored by the College where site management has designated an area for smoking.

For purposes of this policy, “tobacco use” means the personal use or presence of any tobacco product, whether lit or not, including the use and display of an electronic cigarette or other device intended to simulate smoking. Prohibited tobacco products include smokeless tobacco, snuff, chewing tobacco, smokeless pouches, or any other form of loose-leaf, smokeless tobacco; and the use of all cigarettes, cigars, and pipe tobacco. Smokeless tobacco defined as inhaling, exhaling, burning or carrying in hand any lit tobacco product, including cigarettes, cigar, pipe tobacco, and any other tobacco products.

Personal possession of tobacco products inside a package or bag or other container in which the product is not visible is allowed.

Anyone found to be in violation of the Tobacco Use Policy will be subject to discipline in accordance with applicable conduct and discipline policy. Visitors may be asked to leave the premises.

Weapons Policy
Rasmussen College prohibits the possession of weapons of any kind inside campus buildings. Prohibited items include but are not limited to firearms, BB/pellet guns, slingshots, paint guns, arrows, swords and knives other than cooking utensils or pocket knives less than 5 inches in length 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 approved by the College such as 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 such parking facility owner or operator. Rasmussen College defers to agency/site-specific rules regarding the use of weapons on campus buildings and offsite events sponsored by the College.

Family Educational Rights and Privacy Act (FERPA)
Amended 10/1/01 to include the USA Patriot Act
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

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. If the request is for records concerning an extinguished student, the college will notify the student of the record as requested by the student, and may order the institution not to disclose the existence of the contents of the student’s record.

2. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. Students may request such an amendment within 45 calendar days of the student’s receipt of notification that the education records contain inaccurate or misleading information. 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. If the institution decides to amend the record as requested by the student, the institution will notify the student of the amendment and provide the amended record to the individual(s) to whom the record was released pursuant to FERPA.

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 disclosures to school officials with legitimate educational interests. A school official is a person employed by the institution or 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 a committee investigating possible violation of 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 assigned duties. A student’s directory information may be released by the institution without the student’s consent 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.

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 frustration regarding any interpretation or application of school-related policies or the College’s personal conduct. Students should report the grievances to the College in a timely fashion of any grievance considered appropriate for handling under this policy. As used in this policy the term “imminent danger,” “emergency,” “appropriate parties,” and “promptly” will mean 10 days. Students are assured that no adverse action will be taken by the College or any of its representatives for registering a grievance.

Grievance Procedure
In the event an applicant, student, graduate, former student, or other party who has dealings with the College feels his/her rights have been violated, the following procedures should be followed:

1. The individual must first try to resolve the issue with the other member involved.

2. If the matter is not resolved to the person’s satisfaction he/she has the option to follow the appropriate steps:

   a. Requests for further action on educational issues should be made to the Dean. The Dean will investigate the grievance, attempt to resolve it, and issue a decision to the student.

   b. Students who feel they have an appropriate non-academic grievance should see the Dean of the College. The Dean 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 another investigation if necessary, attempt to resolve the grievance, and issue a decision to the student.

   Students or other interested parties of the College should contact:

   • Commission for Independent Education
     Florida Department of Education
     325 West Gaines Street, Suite 1414
     Tallahassee, Florida 32399
     850-488-2248

   • Illinois Board of Higher Education
     431 East Adams, Second Floor
     Springfield, IL 62701
     217-526-2505

   • Washington, DC 20202
     888-5-RASMUSSEN

2015-2016 CATALOG AND STUDENT HANDBOOK
ACADEMIC INFORMATION AND COLLEGE POLICIES

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RASMUSSEN COLLEGE — ACCELERATED LEARNING OPTIONS

ACADEMIC INFORMATION AND COLLEGE POLICIES

• Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
785-296-3421

• Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-642-0533

• North Dakota University System
State Board of Higher Education
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2961

• State of Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
Madison, WI 53703
608-264-3086

• The Higher Learning Commission (ncahcic.org),
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800-621-7440 or 312-263-0456

Appeal Procedure
Rasmussen College recognizes the rights of applicants, students, graduates, former students, and other parties who have dealings with the College as they relate to due process in matters of alleged violation of policies, procedures, and guidelines of the institution.

The following process must be followed for appeals involving academic matters including, but not limited to, final course grades and program-specific academic requirements.

1. The student must submit an appeal to his/her instructor of his/her residence grades for appeal. The appeal must be completed within five business days after grades have been posted to the student's record.
   a. Please note the instructor's e-mail address. Instructors' e-mail addresses can be found in the course syllabus and is different from “course mail”.
   b. The request must include sufficient detail to explain why the grade should be changed.
   c. The instructor will consider the appeal and respond to the student via email within seven business days from the date the appeal was submitted.

2. If the results of the appeal remain unsatisfactory to the student after the initial appeal as described in step one and the student wishes to escalate it further, a formal appeal request can be submitted to the Dean by completing the Rasmussen College Grade Appeal Request Form.
   a. A copy of the form along with contact information for the Dean can be obtained from the student's advisor.
   b. The form can be completed electronically or by hand and submitted in-person.
   c. The Dean will consider the appeal and respond to the student via email within seven business days from the date the appeal form was submitted.

3. If the results of the appeal remain unsatisfactory to the student after an investigation by the Dean as described in step two and the student wishes to appeal further, the student must submit a statement of appeal, all related documentation, and the completed copy of the Grade Appeal Request Form for the Academic Grade Appeal inbox at student.appeals@rasmussen.edu. A response will be provided to the student from the Academic Grade Appeal Committee chairperson within 30 business days of receipt. All committee decisions on grade appeals are final.

Arbitration (Not applicable to North Dakota residents)
Any controversy or claim arising out of, or relating to a current or former student’s recruitment by, enrollment in, or education at Rasmussen College relating to Controversy or Claim will 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 Student 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 or of against more than one Student regardless of whether or how many other similarly circumstanced Students there may be. The Student and Rasmussen College shall bear an equal share of the arbitrator's fees and administrative costs of arbitration charged by the American Arbitration Association but otherwise the Student and Rasmussen College shall bear their own costs and expenses of the arbitration, including attorney's fees. Except as may be required by law, no party to the arbitration nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both the Student and Rasmussen College.

Disclosure Policy
Availability of financial information regarding the College may be requested from the Chief Financial Officer. Rasmussen College is currently authorized or licensed to operate in: Alabama, Arkansas, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, North Dakota, Wisconsin, and Wyoming. Rasmussen College will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will work to obtain such additional approvals.*

Alabama Residents: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-242-0035 or aise1@doe.k12.al.us for information on state teacher certification requirements.

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*Many states do not require specific authorization or licensure for their residents to enroll in online programs.
reported to the campus or local police. As part of our campus crime prevention and response strategies, 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, fees and other charges will be refunded. A student in good standing 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 delivered, 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 the written acceptance letter from 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 will be refunded. If any books are returned and not 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 following the written acceptance letter from the College and prior to the start of the period of instruction for which he/she has been charged, but before completion of 60% of the Period of Instruction, the amount charged for tuition, fees, and other charges for the completed portion of the Period of Instruction shall not exceed the amount of tuition and fees for the completed portion of the Period of Instruction bears to its total length. After 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 federal 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 charges 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:

a. If cancellation occurs within seventy-two (72) hours of enrollment date, all money paid by the prospective student shall be refunded.

b. 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 student paid, except the registration fee.

C. 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 are issued or correspondence materials are 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 Federal Regulations (34 CFR 668.416-417) (1972).

Refund Policy for Iowa Residents:

a. In accordance with Iowa code 714.23, students who are residents of the state of Iowa shall receive a pro rata refund of tuition charged to them if they withdraw from an educational program at Rasmussen College, calculated as follows: not less than 90% of the amount of tuition charged to a terminating student 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.

b. 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, in the same period, 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 nature 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.

- If a terminating student does not complete sixty percent of a school period, 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.

- If a terminating student is expelled from the school for the student’s physical incapacity or, for a program that requires the student to attend physical classroom instruction due to the nature 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.

- Tuition refunds shall be provided to the student within 45 days following the date of the determination that a student has terminated enrollment.

C. If a student is cancelled after the first 30 days, the return of Title IV funds is calculated as specified in this catalog.
consolidation information, and review of loan terms. Academic and financial aid files must be complete until both exit interviews have been completed. The Advisor is available for assistance for the duration of your student loan. Rasmussen College reserves the right to withhold personal academic, information, and other records, pending settlement of any amount due to the College.

Extended Quarter Break Stop Out Policy

Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which no other option may be available. 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 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 commit to returning for Session II of the term in which the Extended Quarter Break Stop Out is requested or the student will be withdrawn from Rasmussen College. Students who are receiving Title IV funding must be scheduled to take at least six credits in Session II of the Extended Quarter Break Stop Out term. The student must meet with his or her Student Success Manager in order to obtain a Stop Out Request Form. The Student Success Manager will provide guidance with the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of quarter and submitted to the College. Students will be readmitted and re-enroll under the catalog that is current at the time of re-enrollment, without penalty. Students who are readmitted and re-enrolled will be entitled to a full refund of tuition and mandatory fees for the term, subject to applicable state, federal and institutional policies.

AccelerateED Bachelor’s Stop Out Policy

Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which no other option may be available. A student with an extenuating circumstance may apply for the AccelerateED Bachelor’s Stop Out. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for an extended break for the first session of the following term. The student must successfully complete the term immediately prior to the Stop Out term. The student must meet with his/her Student Advisor in order to obtain a Stop Out Request Form. The Student Advisor will provide the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of the term for which the Stop Out is being requested. Students who are readmitted and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for 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 must commit to returning at the start of the second session of the subsequent quarter or the student will be withdrawn from Rasmussen College. The student must meet with his or her Student Advisor in order to obtain a Stop Out Request Form. The Student Advisor will provide the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of the term for which the Stop Out is being requested. Students who are readmitted and meeting the standards of Satisfactory Academic Progress at the end of one term 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-course start 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 release of 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 programs and allocation or refund as required under these programs. The student will receive a grade of W. Any tuition refund will be calculated according to federal guidelines. Any remaining balance will be returned in accordance with the student’s Excess Funds Form (completed upon enrollment). Students in an extending 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 first session of the following term. The student must successfully complete the term immediately prior to the Stop Out term. The student must meet with his/her Student Advisor in order to obtain a Stop Out Request Form. The Student Advisor will provide the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of the term for which the Stop Out is being requested. Students who are readmitted and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for 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 must commit to returning at the start of the second session of the subsequent quarter or the student will be withdrawn from Rasmussen College. The student must meet with his or her Student Advisor in order to obtain a Stop Out Request Form. The Student Advisor will provide the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of the term for which the Stop Out is being requested. Students who are readmitted and meeting the standards of Satisfactory Academic Progress at the end of one term 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-course start of the term the student returns. A Stop Out is not permitted in consecutive terms.

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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 no other option may be available. A student with an extenuating circumstance may apply for the AccelerateED Bachelor’s Stop Out. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for an extended break for the first session of the following term. The student must successfully complete the term immediately prior to the Stop Out term. The student must meet with his/her Student Advisor in order to obtain a Stop Out Request Form. The Student Advisor will provide the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the first day of the term for which the Stop Out is being requested. Students who are readmitted and meeting the standards of Satisfactory Academic Progress at the end of one term 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-course start of the term the student returns. A Stop Out is not permitted in consecutive terms.
Rasmussen College is accredited by the Higher Learning Commission.

The Arkansas Higher Education Coordinating Board has certified Rasmussen College to offer the following degree programs by distance technology to Arkansas residents: Accounting B.S., Business Management B.S., Early Childhood Education Leadership B.S., Marketing B.S., Finance B.S., Healthcare Management B.S., Human Resources and Organizational Leadership B.S., Health Information Management B.S., Criminal Justice B.S., Nursing B.S. (RN to BSN), Cyber Security B.S., Information Technology Management B.S., Accounting A.A.S., Business Management A.A.S., Early Childhood Education A.A.S., Health Information Technician A.A.S., Medical Administration A.A.S., Criminal Justice A.A.S., Human Services A.A.S., Paralegal A.A.S., and Information Systems Management A.A.S. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code 6-61-301.

Rasmussen College is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

- Commission for Independent Education, Florida Department of Education 325 West Gaines Street, Suite 1414 Tallahassee, FL 32399 888-224-6684

Rasmussen College is licensed as a private career school with the Illinois Board of Higher Education. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

- Illinois Department of Financial and Professional Regulation Division of Professional Regulation 100 West Randolph, 9th Floor Chicago, IL 60601

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- Illinois Department of Financial and Professional Regulation Division of Professional Regulation 100 West Randolph, 9th Floor Chicago, IL 60601

Rasmussen College is approved by the Kansas Board of Regents:

- Kansas Board of Regents 1000 SW Jackson Street, Suite 520 Topeka, KS 66612 785-296-3421

Rasmussen College is licensed to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA) as defined in Arkansas Code 6-61-301. The State of Arkansas recognizes Rasmussen College as an educational institution and business.

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.

- Wisconsin Department of Education 600 East Boulevard Ave., Dept. 215 Madison, WI 53703 608-266-1996

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.

- Wisconsin Department of Education 600 East Boulevard Ave., Dept. 215 Madison, WI 53703 608-266-1996

Rasmussen College is approved by the Board of Pharmacy, State of Wisconsin as defined in Wisconsin Admin. Code Title 44, Chapter 44. The State of Wisconsin recognizes Rasmussen College as an educational institution and business.

Rasmussen College is licensed by the Commission for the State of Oregon. The State of Oregon recognizes Rasmussen College as an educational institution and business.

Rasmussen College is approved by the State of Pennsylvania. The State of Pennsylvania recognizes Rasmussen College as an educational institution and business.

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:

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# Tuition Structure

## Accelerated and Flex Choice Learning Options

Pricing will be effective for new students as of August 2015.

### Accelerated

<table>
<thead>
<tr>
<th>School</th>
<th>Part-time</th>
<th>Full-time</th>
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<tbody>
<tr>
<td>School of Business</td>
<td>$310 per credit for courses required to complete program (except noted below)</td>
<td>$260 per credit for courses required to complete program (except noted below)</td>
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<tr>
<td>School of Education</td>
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<td>School of Justice Studies</td>
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<tr>
<td>School of Health Sciences</td>
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<tr>
<td>School of Technology</td>
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</tbody>
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### Bachelor's Degrees with Flex Choice Option

- Computer Science Bachelor’s
- Health and Wellness Bachelor’s
- Supply Chain and Logistics Management Bachelor’s
- Business Management Bachelor’s
- Students who transfer 60+ credits without a conferred Associate’s degree
- Healthcare Management Bachelor’s
- Human Resource and Organizational Leadership Bachelor’s
- Marketing Bachelor’s
- Business Systems Analysis Bachelor’s
- Finance Bachelor’s
- Early Childhood Education Leadership Bachelor’s
- Criminal Justice Leadership and Management Bachelor’s
- Human Services Bachelor’s
- $310 per credit for faculty-led courses required to complete program (except noted below)
- Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.

### Associate’s Degrees with Flex Choice Option:

- School of Business
- $310 per credit for faculty-led courses required to complete program
- Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course.

### Prequalified Accelerated Coursework:

- English Composition, College Math, Natural Science or any prerequisite course required in order to start an AcceleratED program. These are taught in 11-week quarters.
- $310 per credit

### Additional Elective Coursework Outside the Accelerated Program:

- These courses are taught in 11-week quarters.
- $310 per credit

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

rasmussen.edu
CAMPUS LOCATIONS

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

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

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

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

Ocala School of Nursing
2100 Southwest 22nd Place
Ocala, FL 34471
352-629-1941

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

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

KANSAS
Kansas City/ Overland Park
11600 College Boulevard
Overland Park, KS 66210
913-491-7870

Topeka
620 Southwest Governor View
Topeka, KS 66606
785-228-7320

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

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

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

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

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

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

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

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

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

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

NEW PORT RICHEY/ WEST PASCO
8661 Citizens Drive
New Port Richey, FL 34654
727-942-0069

Tampa/Brandon
4042 Park Oaks Boulevard
Tampa, FL 33610
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2100 Southwest 22nd Place
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Connect With Us

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