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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2014-2015 ACADEMIC CALENDAR

• 2014 Summer Session II
  August 18 – September 28
• 2014 Fall Session I
  October 6 – November 16
• 2014 Fall Session II
  November 17 – December 28
• 2015 Winter Session I
  January 5 – February 8
• 2015 Winter Session II
  February 9 – March 29
• 2015 Spring Session I
  April 6 – May 10
• 2015 Spring Session II
  May 11 – June 28
• 2015 Summer Session I
  July 6 – August 9

COLLEGE HOLIDAYS

• New Year’s Day
• Martin Luther King, Jr. Day
• Memorial Day
• Independence Day
• Labor Day
• Veterans Day
• Thanksgiving Day
  and the following Friday
• Christmas Day
WELCOME TO RASMUSSEN COLLEGE

I am honored that you have selected Rasmussen College as your institution to achieve your educational goals. At Rasmussen College, we are constantly researching and developing new programmatic offerings and course delivery methodologies that meet the needs of employers in our communities and our ever-changing student body. It is with this consistent programmatic focus that Rasmussen College continuously updates existing programs and launches new programs in order to stay relevant with the careers of today.

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

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

At Rasmussen College, serving the diverse needs of the communities around us is ingrained in the culture. By becoming a Public Benefit Corporation, we can continue to make an impact on the social welfare of communities through career-focused education and volunteer efforts that are not only sustainable, but potentially life-changing.

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

Sincerely,

Kristi A. Waite
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 little as 18 months.

SAVE MONEY

Our AcceleratED Bachelor’s degrees are designed to maximize your return on investment. In fact, with our courses competitively priced at $260 per credit, you can save up to 43% in tuition costs over other colleges.* Plus, with our tuition guarantee, your tuition cost will not increase if you are continuously enrolled.*

TRANSFER CREDITS

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

• Accepting successfully earned course credits and Associate’s degrees, regardless of area of study

• Block transferring successfully earned college credits (60 quarter credits or 40 semester credits), regardless of area of study

• Allowing no expiration of previously earned general education credits

• Earning credit for prior learning and military experience

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

You can review our official transfer policies at rasmussen.edu/admissions/transfer-students.

*Time to complete is dependent on number of credits transferred in and credits taken per quarter. $260 per credit applies to students taking 12 or more credits per quarter and does not include the $150 course resources fee. Rasmussen College reserves the right to deny or accept transfer credits per the policies in the course catalog. Tuition will not increase for four years following the start date of a program if a student is continuously enrolled quarter to quarter. Please refer to your Program Manager for details and restrictions on the Partner Success Grant. Average cost per credit was calculated by taking the average cost per credit of five online colleges reported in: Barclays Capital, and US Education Services. Publication. US Education Services 2011 Online Education Pricing Survey. Equity Research, 28 Sept. 2011. Web. 10 Oct. 2011.
Rasmussen College offers a more flexible way to earn your degree online—your way. With Flex Choice, you enroll in our online, faculty-led courses and you can choose to take self-paced courses at no additional cost to help you save money and graduate sooner.

WHY COMBINE FACULTY-LED AND SELF-PACED COURSES?
Self-paced 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 courses at no additional cost to help you save money on tuition
- Save Time: taking these flexible courses in the same 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 online courses. The more ambitious your schedule is, the more you can save.

Students enrolled in the Flex Choice option take a minimum of two faculty-led courses per term 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 and tuition is charged at $260/credit plus a $150 course resources fee for each faculty-led course. Students may choose to take self-paced courses as they apply to their program requirements. The self-paced courses are optional and students can complete this degree without completing self-paced courses. If self-paced courses are selected, they must be taken alongside faculty-led courses and be completed within 60 days. No other discounts or scholarships can be applied.

The degree will be awarded upon successful completion of the required courses 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 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.
LEARN WITH SUPPORT
GRADUATE WITH CONFIDENCE

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

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

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

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

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

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

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

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

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

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

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

**MANAGER OF STUDENT RECORDS**
- Records credentials on your transcript as you achieve them
- Monitors graduation requirements
RASMUSSEN COLLEGE — 2014-2015 ACCELERATED AND FLEX CHOICE LEARNING OPTIONS

SCHOOL OF BUSINESS

ACCOUNTING ASSOCIATE’S DEGREE
LEARNING OPTION: FLEX CHOICE

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

CAREER OPPORTUNITIES:
• Accounting Clerk
• Auditing Clerk
• Bookkeeper
• Bank Teller
• Account Management Trainee

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

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

In addition, applicants must successfully complete the Introduction to Computers module of the Computer and Microsoft Productivity competency course. Applicants must complete the online orientation course prior to starting in a program with a Flex Choice option.

Students enrolled in the Flex Choice Option take a minimum of two faculty-led courses per term 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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<tbody>
<tr>
<td>English Composition (Required course)</td>
<td>ENC 1101 English Composition</td>
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<tr>
<td>Communication (Required courses)</td>
<td>COM 1002 Introduction to Communication</td>
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<tr>
<td>Communication (Required courses)</td>
<td>COM 1388 Communicating In your Profession</td>
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<tr>
<td>Humanities (Required courses)</td>
<td>HUM 2023 Humanities</td>
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<tr>
<td>Philosophy (Required courses)</td>
<td>PHI 2103 Introduction to Critical Thinking</td>
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<tr>
<td>Math/Natural Sciences (Required courses)</td>
<td>MAT 1031 College Algebra</td>
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<tr>
<td>Social Sciences (Required courses)**</td>
<td>ECO 1000 Principles of Economics</td>
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<tr>
<td>Total General Education Credits</td>
<td>SYG 1000 Introduction to Sociology</td>
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</tr>
<tr>
<td>**It is recommended that students 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 General Education competency courses.</td>
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MAJOR AND CORE COURSES

<table>
<thead>
<tr>
<th>Major and Core Courses</th>
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</thead>
<tbody>
<tr>
<td>ACG 1022 Financial Accounting I</td>
<td>4</td>
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<tr>
<td>ACG 1033 Financial Accounting II</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>ACG 2062C Computer Focused Principles</td>
<td>3</td>
<td></td>
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<tr>
<td>ACG 2680 Financial Investigation</td>
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<tr>
<td>ACG 2930 Accounting Capstone</td>
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<tr>
<td>APA 1500 Payroll Accounting</td>
<td>4</td>
<td></td>
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<tr>
<td>BUL 2241 Business Law</td>
<td>4</td>
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<tr>
<td>CGS 1240 Computer Applications and Business Systems Concepts</td>
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<td>CTS 2511 Excel</td>
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<tr>
<td>E242 Career Development</td>
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<tr>
<td>FIN 1202 Financial Markets and Institutions</td>
<td>4</td>
<td></td>
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<tr>
<td>GEB 1011 Introduction to Business</td>
<td>4</td>
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<tr>
<td>MAN 2021 Principles of Management</td>
<td>4</td>
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<tr>
<td>MAN 2062 Business Ethics</td>
<td>4</td>
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<tr>
<td>MAR 2011 Principles of Marketing</td>
<td>4</td>
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<td></td>
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<tr>
<td>TAX 2002 Income Tax</td>
<td>4</td>
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<tr>
<td>Total Associate’s Degree Credits</td>
<td>36</td>
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</tbody>
</table>

Total General Education Credits 36
Major and Core Credits 57
TOTAL DEGREE CREDITS 93

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.

+ Flex Choice self-paced competency course option(s) available, see page 17 for details

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/student-investment-disclosure.
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:
• Entry-level Business Assistant
• Bookkeeper
• Management Trainee

OBJECTIVE:
Graduates of this program know 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 the importance of effective written and interpersonal communication and critical thinking in a variety of professional contexts.

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.

In addition, applicants must successfully complete the Introduction to Computers module of the Computer and Microsoft Productivity competency course. Applicants must complete the online orientation course prior to starting in a program with a Flex Choice option.

Students enrolled in the Flex Choice Option take a minimum of two faculty-led courses per term 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.

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<tr>
<td>COM 1388 Communicating In your Profession</td>
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<tr>
<td>Humanities (Required courses) +</td>
<td>12</td>
</tr>
<tr>
<td>HUM 2023 Humanities</td>
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<tr>
<td>PHI 1520 Ethics Around the Globe</td>
<td></td>
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<tr>
<td>PHI 2103 Introduction to Critical Thinking</td>
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</tr>
<tr>
<td>Math/Natural Sciences (Required courses) +</td>
<td>8</td>
</tr>
<tr>
<td>AST 2002 Introduction to Astronomy</td>
<td></td>
</tr>
<tr>
<td>MAT 1031 College Algebra</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (Required courses)** +</td>
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</tr>
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<td>SYG 1000 Introduction to Sociology</td>
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MAJOR AND CORE COURSES

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<td>4</td>
</tr>
<tr>
<td>CGS 1240 Computer Applications and Business Systems Concept+</td>
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</tr>
<tr>
<td>E242 Career Development +</td>
<td>2</td>
</tr>
<tr>
<td>FIN 1000 Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>GEB 1011 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>GEB 2930 Business Capstone</td>
<td>2</td>
</tr>
<tr>
<td>MAN 1300 Introduction to Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MAR 2011 Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAN 2021 Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>MNA 1161 Customer Service +</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Associate’s Degree Credits: 40
Major and Core Credits: 50

TOTAL DEGREE CREDITS: 90

+ Flex Choice self-paced competency course option(s) available, see page 17 for details

In addition to the courses listed, at designated points in their programs of study, students are required to complete 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.

** It is recommended that students 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.

STUDENT INVESTMENT DISCLOSURE:
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SCHOOL OF BUSINESS

BUSINESS MANAGEMENT BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• General and Operations Manager

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

ENTRANCE REQUIREMENTS:
To be considered for admission, students must hold a conferred Associate’s degree from an accredited institution as recognized by the Department of Education, 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 two faculty-led courses per term 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

UPPER DIVISION
- Communication (Required course) +
- MMC 3407 Visual Communication in the Media 4
- Humanities (Required courses) +
- AML 4680 Literature of American Minorities 8
- POT 4001 Political Thought 4
- Math/Natural Sciences (Select 1 course) +
- EVR 3410 Human Uses of the Environment 4
- MAT 3172 The Mathematics of Games 4
- Social Sciences (Required courses) +
- AMH 3304 Visions of America Since 1945 4
- CPD 4003 Comparative Politics 4

MAJOR AND CORE COURSES

UPPER DIVISION
- ACG 3357 Accounting for Business Managers 4
- BUL 4388 Business Law and Ethics 4
- GEB 3110 Research and Report Writing 4
- GEB 4220 Managing a Diverse Workforce 4
- GEB 4310 Statistics for Business 4
- GEB 4410 Advanced Principles of Marketing 4
- GEB 4505 Organizational Development 4
- ISM 3015 Management of Information Systems 4
- MAN 3175 Applied Management Principles 4
- MAN 3504 Operations Management 4
- MAN 4143 Contemporary Leadership Challenges 4
- MAN 4240 Organizational Behavior Analysis 4
- MAN 4441 Negotiation and Conflict Management 4
- MAN 4602 International Business 4
- MAN 4720 Strategic Management 4
- MAN 4900 Management Capstone 3
- RMI 4020 Risk Management 4

Total Bachelor’s Degree Credits
Upper Division General Education Credits 24
Upper Division Major and Core Credits 67
Total Upper Division Credits 91

TOTAL DEGREE CREDITS 181

+ Flex Choice self-paced competency course option(s) available, see page 17 for details

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

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

SCHOOL OF BUSINESS
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/student-investment-disclosure.
BUSINESS SYSTEMS ANALYSIS BACHELOR’S DEGREE
LEARNING OPTION: ACCELERATED

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. 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 an accredited institution as recognized by the Department of Education.

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

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication 4
MMC 3407 Visual Communication in the Media
Humanities 8
AML 4680 Literature of American Minorities
POT 4001 Political Thought
Math/Natural Sciences (Select 1 Course) + 4
EVR 3410 Human Uses of the Environment
MAT 3172 The Mathematics of Games
Social Sciences 8
AMH 3304 Visions of America Since 1945
CPO 4003 Comparative Politics

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
MAN 3504 Operations Management 4
MAN 4240 Organizational Behavior Analysis 4
MAN 4720 Strategic Management 4

TOTAL CERTIFICATE CREDITS 38

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.

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/student-investment-disclosure.
ENTREPRENEURSHIP BACHELOR’S DEGREE
LEARNING OPTION: ACCELERATED

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Entrepreneur
• Small Business Owner
• General and Operations Owner
• Administrative Services Manager

OBJECTIVE:
Students in this program will learn how to be innovators and thought leaders who are driven to launch and build successful companies and to build new enterprises within existing companies. Students will develop skills related to business management and capital acquisition. Topics include strategic planning, sales and marketing, financial management, and new product research and development. Students will learn to become business leaders who can influence others to adopt new ideas and invest in new products and services. They will also learn how to negotiate contracts, conduct business in ethical and socially responsible ways, and effectively evaluate new business opportunities. Students will analyze the latest technology and tools to increase efficiencies and competitive differentiation. Students will apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. They will value innovation, critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

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

GENERAL EDUCATION COURSES

UPPER DIVISION
Communication 4
MMC 3407 Visual Communication in the Media 4
Humanities 8
AML 4680 Literature of American Minorities 8
POT 4001 Political Thought 4
Math/Natural Sciences (Select 1 course) + 4
EVR 3410 Human Uses of the Environment 4
MAT 3172 The Mathematics of Games 4
Social Sciences 8
AMH 3304 Visions of America Since 1945 4
GPO 4003 Comparative Politics 4

MAJOR AND CORE COURSES

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

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the E410 Senior Seminar during the quarter in which they finish the Bachelor’s degree requirements to graduate from a Bachelor’s degree program. Total credits above assume students enter in with a conferred Associate’s degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.

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

CAREER OPPORTUNITIES:
- Entrepreneur
- Small Business Owner
- General and Operations Owner
- Administrative Services Manager

OBJECTIVE:
Designed to combine with your existing academic and professional business experiences, students in this certificate program will build a solid foundation to apply entrepreneurial thinking and processes for a start-up organization or within an existing business. Students will apply innovative thinking to the process of identifying marketplace needs and demonstrate an in depth understanding of the key concepts of entrepreneurship. Topics include building a business plan to support the launch of a new product or service, analyzing opportunities for new products and services, and leveraging technology to optimize the entrepreneurial process. Students will also learn how to inspire others to action while building a sustainable business environment and to effectively communicate with stakeholders across multiple domains, including finance, marketing, management, and operations. They will also value innovation, critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

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

CERTIFICATE COURSES
<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 3007</td>
<td>Becoming an Entrepreneur</td>
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<tr>
<td>ENT 3174</td>
<td>Financial Accounting and the Entrepreneur</td>
<td>4</td>
</tr>
<tr>
<td>ENT 3281</td>
<td>Business Innovation: Best Practices in New Business Development</td>
<td>4</td>
</tr>
<tr>
<td>ENT 3309</td>
<td>Evaluating New Business Opportunities</td>
<td>4</td>
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<td>ENT 3624</td>
<td>Funding a New Business</td>
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</tr>
<tr>
<td>ENT 3773</td>
<td>Technology for Today’s Entrepreneur</td>
<td>4</td>
</tr>
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<td>ENT 4011</td>
<td>Sales and Marketing for New Business Ventures</td>
<td>4</td>
</tr>
<tr>
<td>ENT 4235</td>
<td>Managing and Growing a Sustainable Organization</td>
<td>4</td>
</tr>
<tr>
<td>GEB 3388</td>
<td>Winning Customer Service Strategies</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL CERTIFICATE CREDITS</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

CAREER-FOCUSED CURRICULUM
Providing the entrepreneurship insight that can help you start a career as an entrepreneur, your coursework focuses on real-world challenges and solutions.

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/student-investment-disclosure.
FINANCE BACHELOR’S DEGREE
LEARNING OPTION: ACCELERATED

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 Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher. In addition, students entering the Finance Bachelor’s program must provide evidence of having successfully completed with a grade of C or higher, Financial Accounting I, Financial Accounting II, and Principles of Finance, or equivalent courses. Any student who is not transferring successfully completed Financial Accounting I, Financial Accounting II, and Principles of Finance, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled term at the regular non-Accelerated tuition rate prior to acceptance into the Accelerated Bachelor’s Degree Program.

GENERAL EDUCATION COURSES
UPPER DIVISION
Communication
MMC 3407 Visual Communication in the Media 4
Humanities
AML 4680 Literature of American Minorities 8
POT 4001 Political Thought 4
Math/Natural Sciences (Select 1 course)+
EVR 3410 Human Uses of the Environment 4
MAT 3172 The Mathematics of Games 4
Social Sciences
AML 3304 Visions of America Since 1945 4
CPO 4003 Comparative Politics 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
GEB 4305 Statistics for Managers 4
ISM 3015 Management of Information Systems 4
MAN 4143 Contemporary Leadership Challenges 4
MAN 4720 Strategic Management 4
TAX 3257 Partnership and Corporate Taxation 4

Total Bachelor’s Degree Credits
Upper Division General Education Credits 24
Upper Division Major and Core Credits 63
Unrestricted Elective Credits 4
Total Upper Division Credits 91

TOTAL DEGREE CREDITS 181

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the 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.
HUMAN RESOURCES AND ORGANIZATIONAL LEADERSHIP

BACHELOR’S DEGREE

LEARNING OPTION: ACCELERATED

Bachelor of Science Degree

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

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

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

GENERAL EDUCATION COURSES

UPPER DIVISION
Communication
MMC 3407 Visual Communication in the Media
Humanities
AML 4680 Literature of American Minorities
POL 4001 Political Thought
Math/Natural Sciences (Select 1 course) +
EVR 3410 Human Uses of the Environment
MAT 3172 The Mathematics of Games
Social Sciences
AMH 3304 Visions of America Since 1945
CPO 4003 Comparative Politics

MAJOR AND CORE COURSES

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

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

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.
MARKETING BACHELOR’S DEGREE
LEARNING OPTION: ACCELERATED

Bachelor of Science Degree

CAREER OPPORTUNITIES:

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

OBJECTIVE:

Graduates of this program can apply concepts in marketing and business management in specialized areas like internet marketing, mobile marketing, and public relations. Students will be able to demonstrate the ability to perform market research for effective advertising and corporate communications, all while upholding the utmost 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.

GENERAL EDUCATION COURSES

UPPER DIVISION

Communication 4
MM 3407 Visual Communication in the Media 4
Humanities 8
AML 4680 Literature of American Minorities 8
POT 4001 Political Thought 8
Math/Natural Sciences (Select 1 course) + 4
EVR 3410 Human Uses of the Environment 4
MAT 3172 The Mathematics of Games 4
Social Sciences 8
AMH 3304 Visions of America Since 1945 8
CPO 4003 Comparative Politics 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 4310 Statistics for Business 4
GEB 4410 Advanced Principles of Marketing 4
MAN 4143 Contemporary Leadership Challenges 4
MAN 4240 Organizational Behavior Analysis 4
MAN 4602 International Business 4
MAN 4720 Strategic Management 4
MAR 3295 Internet Marketing, Public Relations, and Social Media 4
MAR 3592 Strategic Sales and Sales Management 4
MAR 3817 Search Engine Optimization and Marketing Strategies 4
MAR 4239 Marketing and Product Management 4
MAR 4355 Web Analytics 4
MAR 4582 Internet Law 4
MAR 4806 Marketing Capstone 2

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

TOTAL DEGREE CREDITS 181

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the 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.
BACHELOR’S DEGREE
LEARNING OPTION: ACCELERATED

Bachelor of Science Degree

CAREER OPPORTUNITIES:

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

OBJECTIVE:

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

THIS PROGRAM IS NOT INTENDED TO LEAD TO LICENSURE.

ENTRANCE REQUIREMENTS:

Students entering the Accelerated Early Childhood Education Leadership Bachelor Degree Completer program must provide evidence of having a conferred Associate’s degree in one of the programs listed below to gain acceptance to the program. Students 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:

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

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

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

GENERAL EDUCATION COURSES

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

Total Bachelor’s Degree Credits: 181

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the EALR 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 admissions requirements, applicants to this program must successfully complete and pass a criminal background check.

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

SCHOOL OF EDUCATION
MISSION STATEMENT

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

LEARNING OPTION: ACCELERATED

Bachelor of Science Degree

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

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

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

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

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

GENERAL EDUCATION COURSES

UPPER DIVISION
Communication
MMC 3407 Visual Communication in the Media
Humans
AML 4680 Literature of American Minorities
POT 4001 Political Thought
Math/Natural Sciences (Select 1 course)
EVR 3410 Human Uses of the Environment
MAT 3172 The Mathematics of Games
Social Sciences
AMH 3304 Visions of America Since 1945
CPO 4003 Comparative Politics

MAJOR AND CORE COURSES

UPPER DIVISION
CCJ 3164 Criminal Behavior: Profiling Violent Offenders
CCJ 3667 Victims in Criminal Justice
CCJ 3678 Cultural Diversity and Justice
CCJ 3700 Research Methods in Criminal Justice
CCJ 3706 Statistics in Criminal Justice
CCJ 4015 Values-Based Leadership in Criminal Justice
CCJ 4279 Criminal Justice Senior Thesis
CCJ 4450 Criminal Justice Leadership and Management
CCJ 4528 Fundamentals of CJ Supervision: What CJ Leaders Need to Know
CCJ 4542 Criminal Justice Seminar
CCJ 4931 Critical Issues in Criminal Justice
CJE 4444 Crime Prevention
CJL 3297 Constitutional Law
MAN 4143 Contemporary Leadership Challenges
MAN 4240 Organizational Behavior Analysis
MMC 3209 Realities of Crime and Justice

Total Bachelor's Degree Credits
Upper Division General Education Credits 24
Upper Division Major and Core Credits 65
Total Upper Division Credits 89

TOTAL DEGREE CREDITS 180

In addition to the courses listed, at designated points in their programs of study, students are required to complete with a passing grade a seminar course. Students must complete the 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.
### FLEX CHOICE OPTION

**SELF-PACED COMPETENCY COURSE SELECTIONS**

See specific course requirements on program pages.

<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</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGS 1240 Computer Applications and Business Systems Concepts</td>
<td>Computer and Microsoft Productivity</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 Career Development</td>
<td>Virtual Career Center</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 Customer Service</td>
<td>Customer Loyalty &amp; Retention</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>Lower Division - Communications - General Education</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 Division - Humanities - General Education</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 Division - Humanities - General Education</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 Division - Math/ Natural Science - General Education</td>
<td>College 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 (TR)</td>
</tr>
<tr>
<td>Lower Division - Math/ Natural Science - General Education</td>
<td>Human Biology</td>
<td>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 Division - Math/ Natural Science - General Education</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 Division - Social Science - General Education</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 Division - Social Science - General Education</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>
<tr>
<td>Lower Division - Social Science - General Education</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 Division - Social Science - General Education</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>
<tr>
<td>Course Equivalent</td>
<td>Self-Paced Competency Course</td>
<td>Course Description</td>
<td>Transfer (TR) or Test-Out (TO) Credits</td>
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<tr>
<td><strong>UPPER DIVISION</strong></td>
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</tr>
<tr>
<td>Upper Division - Communications - General Education</td>
<td>Visual Communication in the Media</td>
<td>Students will develop visual literacy skills which 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 (brain) and perception (emotions) 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 Division - Humanities - General Education</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 Division - Humanities - General Education</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 Division - Math - General Education</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 Division - Social Sciences - General Education</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 Division - Social Sciences - General Education</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.

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

BS degree candidates must successfully complete 24 upper-division general education credits beyond the lower-division credits required in an Associate’s degree. These credits should be distributed across the following categories: Communication, Humanities, Math/Natural Sciences, and Social Sciences. Certificate programs may not include general education courses because they are career focused.

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 & teamwork, ethics & 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.

OUR TRANSFER POLICIES WORK TO MAXIMIZE YOUR CREDIT TRANSFER BY:

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

Florida's Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and 27 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>
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</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 Exception to the General Rule for Equivalency. For example, a freshman composition skills course is offered by 59 different postsecondary institutions. Each institution uses "ENC, 101" to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, "ENC" means "English Composition," the century digit "1" represents "Freshman Composition," the decade digit "0" represents "Freshman Composition Skills," and the unit digit "1" represents "Freshman Composition Lab." In the sciences and certain other areas, a "C" or "L" after the course number is known as a lab indicator. The "C" represents a combined lecture and laboratory course that meets in the same place at the same time. The "L" represents a laboratory course or the laboratory part of a course that has the same prefix and course number but meets at a different time or place.

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

Note: Credit generated at one institution on the quarter-term system may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 0.4 quarter hours often transfer as 0.67 semester hours.

The Course Prefix

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

Authority for Acceptance of Equivalent Courses

Section 1007.24(7), Florida Statutes, states: Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

Exceptions to the General Rule for Equivalency

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

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, Practica, 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 Nonregionally Accredited Institutions

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

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

Rasmussen College Course Numbering System

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

IMT 151 Introduction to Medical Theories and Techniques

The first three characters of the code are an alphanumeric acronym representing the title of the course. In the example, "IMT" represents "Introduction to Medical Theories and Techniques." The first digit of the number represents the level at which the course is generally offered. "1" designates courses generally offered during the student's first year of study. "2" designates courses generally offered during the student's second year of study. In the example, the first digit, "1," indicates that this course is generally offered during the first year of the program.

The second digit of the number represents the discipline area of the course. "1" represents Business courses.

"2" represents Accounting courses.

"3" represents Computer Science courses.

"4" represents Management courses.

"5" represents Medical courses.

"6" (not currently used)

"7" represents General Education courses.

"8" (not currently used)

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

The final digit of the number represents the point at which the course generally falls within a series or group of courses. It also ensures that each course is unique. "1" indicates that the course is the first course within a group or series. "2," "3," etc. indicates additional courses within a series or group of courses, but does not necessarily imply a sequence within the series or group. That is, these courses may or may not require a prerequisite.

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

Program Length

A Rasmussen College student enrolled in an 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 a student is considered part-time when the student is taking less than 12 credits per term, a part-time student typically takes an average of 6 credits per term. To calculate program length, the College divides the total program credits by 12 for full-time students and 8 credits for part-time students.

Credit Definition

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

Clock Hour – Equal to 50 minutes of instruction.
AGC 1022 Financial Accounting I 40 hours, 4 credits
This course defines accounting objectives and their relation to business. The student will be taught the fundamental principles of bookkeeping. The trial balance, working papers, financial statements, and completing an accounting cycle are introduced. The course will emphasize valuation assets, including property, plant, equipment, inventory, and accounts receivable, and will address the classification of accounts, notes, payroll liabilities, and monthly adjustments.
Prerequisite: none

AGC 1033 Financial Accounting II 40 hours, 4 credits
This course is a further continuation of Financial Accounting I and will stress financial statement analysis for partnerships and corporations. It will also emphasize corporate accounting, corporate issuing and investing in debt and equity securities, financial and cash-flow analysis, and decision making. The course will include manufacturing accounting methods used for budgeting and forecasting.
Prerequisite: Financial Accounting I

AGC 2062C Computer Focused Principles 40 hours, 3 credits
This course is designed to teach students to accomplish common accounting functions through the use of the computer. Students will learn to maintain accurate internal and external databases, 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

AGC 2680 Financial Investigation 40 hours, 4 credits
This course will introduce students to the field of fraud examination and how fraud occurs and is detected within financial statements. This course will expand in areas of revenue, inventory, liabilities, assets, and inadequate disclosures related to financial statement investigations and fraud.
Prerequisite: Financial Accounting II

AGC 2930 Accounting Capstone 20 hours, 2 credits
This course will be a synthesis of the accounting, business, and general education courses offered in the Accounting Associate’s degree program. A study of emerging issues and timely topics in financial accounting, professional ethics, and transferable skills necessary for the success of an accounting graduate, and accounting careers will be addressed. This course focuses on research, case analysis, and interpersonal communication and class presentations.
Prerequisite: Offered last or second-to-last quarter for Associate's degree students
Co-requisite: Sophomore Seminar

AGC 3080 Managerial Accounting Theory and Practice 40 hours, 4 credits
This course provides a survey of the theory and application of managerial accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control.
Prerequisite: Financial Accounting II

AGC 3357 Accounting for Business Managers 40 hours, 4 credits
This course provides a review of accounting objectives and their relation to business, as well as a survey of the theory and application of managerial accounting principles. Topics include cost behaviors, production costing methods, data processing, economic analysis, budgeting, and management and financial control.
Prerequisite: none

AGC 4133 International Accounting and Finance, 40 hours, 4 credits
This course will explore key concepts of international accounting and financial standards and reporting practices in the world economy compared to the world of business and organizations. The student will examine the law, legal system, and ethics and how they apply to the business world and business transactions. Principles and ethical standards will be addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.
Prerequisite: none

AMH 3304 Visions of America Since 1945 40 hours, 4 credits
Since the end of World War II, popular culture has become an especially significant aspect of American history and an important element in many of our lives. Consequently, this course will explore the ways in which popular culture has represented and mediated conflicts and tensions post-World War II. Through this lens, issues of gender and family relationships, as well as class and racial politics, will be discussed. The dual role of television as a reflective and manipulative force in the suburban family and the role Hollywood films played in the popular culture will be examined.
Prerequisite: none

AML 4680 Literature of American Minorities 40 hours, 4 credits
This course introduces students to a variety of texts by American minority authors from the mid-19th century to the present. The central focus of this course will be on literary responses to social marginalization based on racism, gender, national origin, sexuality, sexual orientation, ability, and other factors. Students will study the effects of exclusionary and oppressive practices, both historical and present day, on writers’ perceptions and literary representations of their times, contexts, and identity. Students will also be introduced to samples of the most common critical-theoretical approaches to the primary texts they will study in this class.
Prerequisite: English Composition

APA 1500 Payroll Accounting 40 hours, 4 credits
Focus is on payroll accounting and paying of wages and salaries, Social Security taxes and benefits, federal and state employment insurance taxes, and payroll accounting systems and records.
Prerequisite: Financial Accounting I

AST 2002 Introduction to Astronomy 40 hours, 4 credits
Examines astronomical phenomena and concepts, including our solar system, stars and galaxies, planetary motions, atoms and radiation and the origin and evolution of the universe.
Prerequisite: none

BUL 2241 Business Law 40 hours, 4 credits
This course presents fundamental principles of law applicable to business transactions. The course relates areas of legal environment of business and sales contracts. Principles of law that apply to government, regulations, commercial paper, property, bailments, agency and business organizations are addressed.
Prerequisite: none

BUL 3266 Business Law and Finance 40 hours, 4 credits
In this course, students will learn the fundamentals of law applicable to business transactions, the types of business organizations, property laws, wills, trusts, estate planning, bankruptcy, creditor and debtor relationships, commercial paper, securities regulation, contracts, and other areas of the Uniform Commercial Code and business law. Students will analyze how these concepts and principles impact financial managers and financial analysts.
Prerequisite: none

BUL 4356 Business Law and Ethics 40 hours, 4 credits
This course reviews fundamental principles of law applicable to business transactions, and provides overview of the current moral and ethical issues that corporations and institutions are facing. The course will examine the law, legal system, and ethics and how they apply to the business world and business transactions. Policies and ethical standards will be addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.
Prerequisite: none

CCJ 3164 Criminal Behavior: Profiling Violent Offenders 40 hours, 4 credits
This course will examine serial behavior by crime type and criminal profile. Crimes such as homicide, arson, murder, and sexual assault will be examined through case files to enhance investigatory methods. Students will analyze psychological profiles and behavior patterns. Pre-course will explore Criminology: Motives for Criminal Deviance.

CCJ 3367 Victims in Criminal Justice 40 hours, 4 credits
This course explores the importance of the victim in the criminal justice system’s process. The victim’s role in the criminal justice process, and movements and legislation regarding victimization in both federal and judicial proceedings are examined. A variety of crimes and types of victims are explored.
Prerequisite: none

CCJ 3678 Cultural Diversity and Justice 40 hours, 4 credits
This course will examine the true picture and statistics of minority representation at every point in the criminal justice process, from point of contact with the police to incarceration and the role of parole. The course includes a comprehensive examination of unbiased racial and ethnic theories, and research and practice of behavior and victimization affecting the criminal justice system.
Prerequisite: Ethics Around the Globe

CCJ 3700 Research Methods in Criminal Justice 40 hours, 4 credits
This course will explore the basic steps of conducting research. Students will explore the nature of research and the research techniques specific to the criminal justice field. Students will become familiar with research terminology and the ethics involved in various research designs. To complete the course, students will design and simulate their own research project.
Prerequisite: Statistics in Criminal Justice

CCJ 3706 Statistics in Criminal Justice 40 hours, 4 credits
Students will learn to interpret research data on issues in criminal justice. They will explore fundamental statistical analysis through statistical tools typically used in criminal justice. They will apply statistical analysis using UCR and NCVS data sets.
Prerequisite: College-level Math course

CCJ 4015 Values-Based Leadership in Criminal Justice 40 hours, 4 credits
This course will address some unique ethical challenges that leaders in criminal justice and related fields may confront. Topics of discussion and evaluation include delegation and abdication of duties; use of power, manipulation, and influence; discrimination and responsibility to act; and the role of personal character in service professions.
Prerequisite: Ethics Around the Globe

CCJ 4279 Criminal Justice Senior Thesis 40 hours, 4 credits
Students will apply their understanding of criminal justice issues and social research methodology by completing a research project on an approved thesis proposal. Students will design and carry out a research study, collect and analyze resulting data, and integrate their research and findings into a formal thesis.
Prerequisite: Criminal Justice Seminar; Students should be in their last or second-to-last quarter

CCJ 4450 Criminal Justice Leadership and Management 40 hours, 4 credits
This course will familiarize students with common management theory and practice in criminal justice organizations. The application of management techniques to all areas of criminal justice will be explored, along with leadership and administration techniques particular to criminal justice. Organizational philosophy, visioning, planning, and goal development will be examined.
Prerequisite: Ethics Around the Globe

CCJ 4528 Fundamentals of CJ Supervision: What CJ Professionals Know 40 hours, 4 credits
This course will examine important issues for leaders in every area of criminal justice, such as budgeting and funding sources in public service agencies; personnel recruitment, selection, hiring, and promotion; employee motivation, conflict, coaching, and discipline.
Prerequisite: Criminal Justice Leadership and Management

CCJ 4542 Criminal Justice Seminar 50 hours, 5 credits
This course will explore students with the opportunity to explore an area of criminal justice that is of specific interest for their career or an area of relevant interest in the field. Topics may include any area of justice studies, with the approval of the instructor. Student will conduct a thorough review of their topic and present their work in the form of a final project.
Prerequisites: Statistics in Criminal Justice; Research Methods in Criminal Justice

CCJ 4931 Critical Issues in Criminal Justice 40 hours, 4 credits
This course will examine trends, policies, processes, and programs in criminal justice. Careful analysis of critical justice successes and failures is the focus of this course. Students will theorize future initiatives in policing, courts, corrections, juvenile justice, and homeland security.
Prerequisite: Contemporary Issues in Criminal Justice Capstone

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, creating databases, spreadsheet creation and analysis, using the internet and E-Commerce tools, and creating presentations with enhanced features and web tools.
Prerequisite: none

CJE 4444 Crime Prevention 40 hours, 4 credits
This course will explore the goals and types of various crime prevention strategies. Physical environments and crime, neighborhood crime prevention, the media, and crime displacement will be explored. The course will examine persons and conditions associated with high rates of deviance.
Prerequisites: Introduction to Corrections; Policing in America; Research Methods in Criminal Justice

CJL 3297 Criminal 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.
Prerequisite: 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 will focus on developing an awareness of the effects of various types of communication on themselves and others. They will also develop practical skills for improving their ability to communicate in personal, social, and professional contexts. Specific topics will include perception, self-concept, verbal and non-verbal communication, effective listening and communicating in culturally diverse settings.
Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

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

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

CPU 4003 Comparative Politics 40 hours, 4 credits
This course introduces 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 political contemporary 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 of spreadsheets in Microsoft Office Excel. Students will be introduced to electronic spreadsheet features ranging from the data input and manipulation to charting and PivotTables. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam.
Prerequisite: Computer Applications and Business Systems Concepts

E242 Career Development 20 hours, 2 credits
This course is designed to study the personal and professional characteristics necessary for obtaining and maintaining 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 techniques, job interviewing techniques and professionalism as well as participation in a mock interview.
Prerequisite: none

E4100 Senior Seminar 0 credit hours
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 assignments focus on general education skills that provide the basis for lifelong learning. This course is required for graduation. A Bachelor's degree program.

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

ECO 4223 Money and Banking 40 hours, 4 credits
This course is an examination of the structure and operations of our monetary systems. In this course topics cover the fundamentals of money and financial markets, commercial banking and its regulation.
Prerequisite: none

EEC 3000 Early Childhood Education: Understanding Mental Health in the Early Years 40 hours, 4 credits
This course examines the impact of mental health issues on a child’s well-being. Students will focus on attachment theory, brain development, and the importance of executive function on lifelong learning. This course will challenge students to examine the effects of economics, family, structure, and the environment on a child’s emotional and social development. Students will also be able to evaluate social support systems.
Prerequisite: none

EEC 3005 Communications and Connections for Early Childhood Professionals 40 hours, 4 credits
This course examines best practices in formal and informal communication with children, families, and professionals. Students will explore how to build community in diverse settings and for various stakeholders. In this course, students will develop their leadership vision and apply this vision to build healthy, empowering connections with constituents. Students will also analyze effective and ineffective methods of communication within a developmentally and culturally appropriate context.
Prerequisite: none

EEC 3007 Organizational Management in Early Childhood Education 40 hours, 4 credits
This course provides an overview of the operational management of high quality early childhood programs. The course includes practical application related to policies, procedures, roles, and responsibilities in the context of best practices for children and families. The characteristics of high quality early childhood professionals will be assessed. Students will examine external factors affecting the operation of programs, including political and societal trends.
Prerequisite: Communications and Connections for Early Childhood Professionals

EEC 3010 Effective Teaching Strategies 40 hours, 4 credits
This course will emphasize general principles of effective teaching including strategies that can be used in a variety of early childhood settings. This course focuses on the significance of designing achievable learning targets based on information on children’s making and knowledge of child development. Students will explore essential components of instructional methodology, the impact of educational history, the importance of providing meaningful early learning experiences, as well as the various teaching roles and approaches relevant to working with young children, birth through age 8.
Prerequisite: none

EEC 3011 Empowering Contemporary Families 40 hours, 4 credits
This course explores various types and structures of families. Students will review the historical transformations of families and discuss contemporary families and communities. Students will also examine the major social issues contemporary families face. This course emphasizes resiliency in strengthening families and effective programming practices.
Prerequisite: none

EEC 3015 Observation and Assessment for Effective Curriculum Planning 40 hours, 4 credits
This course provides a framework for using best practices in observation and assessment in the early childhood classroom. Emphasis will be given to the necessity of high quality observation and assessment techniques for effective teaching.
Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 3020 Positive Behavior Guidance for Young Children 40 hours, 4 credits
This course is an advanced approach to positive behavior guidance and classroom management. Students will investigate and apply strategies to create an environment that fosters pro-social and equitable practices in the classroom.
This course emphasizes promoting positive social interactions to support children’s self-regulation.
Prerequisite: none

EEC 3025 Teaching and Learning Across the Curriculum 40 hours, 4 credits
This course promotes the value of play as a learning process while emphasizing the significance of preparing developmentally appropriate curriculum and instruction in content areas. This course will prepare early childhood educators to design and implement effective learning environments for a variety of age groups. Students will identify, explore, and select appropriate experiences and materials to use when writing integrated curricula and lesson plans.
Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 3026 Technology and Developmentally Appropriate Practices 40 hours, 4 credits
This course will explore technology as a part of the world in which children, families, and early childhood professionals live. Students will learn the fundamentals of developmentally appropriate practice as it relates to the use of technology in the classroom, precautions that need to be taken, and the emersion of technology in everyday living. Students will study the function of technology in the early childhood program’s procedures and policies, employ technology to assess and enhance children’s growth and development, and critique technology to ensure its use is developmentally appropriate for each age and stage of child development.
Prerequisite: none

EEC 4000 Early Childhood Education: Environments and Play Theory 40 hours, 4 credits
This course will explore how play and the environment promote learning and development in young children. Strategies to enhance indoor and outdoor environments will be emphasized. Students will reflect on their practices as they evaluate a wide variety of learning environments and curriculum models and communities. Students will design learning environments that are respectful, supportive, and challenging.
Prerequisite: Observation and Assessment for Effective Curriculum Planning

EEC 4005 Advanced Principles and Practices in Child Development 40 hours, 4 credits
This course is an advanced study in the theory and principles of child development. An evaluation of current educational practices as developmentally appropriate will challenge students to examine their own perspectives on how children learn. Focus will be on the primary years of development through in-depth exploration of gender roles, socialization, and cultural perspectives.
Prerequisite: none

EEC 4010 Early Childhood Language and Literacy 40 hours, 4 credits
This course will emphasize best practices for promoting language and literacy development in young children. This course integrates knowledge of developmentally appropriate practice and literacy development for constructing curriculum. Students will apply knowledge to effectively align assessment and teaching strategies to foster optimum language and literacy development in infant, toddler, preschool, and school-aged learners.
Prerequisite: Early Childhood Education: Environments and Play Theory

EEC 4015 Early Childhood Education: Diversity and Social Justice 40 hours, 4 credits
This course is an advanced examination of diversity and social justice in the United States as it relates to inequality and quality of care for young children. Students will explore the aspects of race, ethnicity, gender, abilities, sexual orientation, poverty, socioeconomics, and privilege on the socialization of children. Students will apply anti-bias and multicultural perspectives to better support all children and their families. The knowledge gained in this course will provide students with a framework for understanding and valuing cultural competencies.
Prerequisite: none

EEC 4022 Ethics and Leadership in Early Childhood Education 40 hours, 4 credits
This course examines the principles of ethics and leadership in early childhood education through self-reflection and practice in defending these principles. Ties will be made to the practical application of advocacy for young children and their families. Students will develop leadership skills across various areas including parent communication, care and education, policy, and advocacy. Students will also learn strategies to train and mentor future leaders in the field of early childhood education and will develop an understanding of professionalism on children, families and the community.
Prerequisite: Organizational Management in Early Childhood Education

EEC 4030 Supporting Exceptional Children and Families 40 hours, 4 credits
This course is an advanced approach to supporting children with exceptional needs. Emphasis will be given to cultural influences and resources for supporting families. Students will explore the history and contemporary issues of Special Education legislation and its impact to the inclusive classroom.
Prerequisite: none

EEC 4040 Trends in Early Childhood Education: Current Research and Policies 60 hours, 6 credits
This course explores trends in the early childhood education field. Students will examine current research and national and local legislative policies. Students will also develop skills in critiquing and analyzing research related to the field of early childhood care and education. Students will gain knowledge of current legislative policies and determine their effect on young children, families, and early childhood education.
Prerequisite: Students must be in their last or second-to-last session.
ENT 3773 Technology for Today’s Entrepreneur 40 hours, 4 credits
Students will learn how to increase efficiency and maximize collaboration with cutting edge technology tools. In this course, students learn how to use business intelligence and technology to manage and grow their business and communication strategies.
Prerequisite: none

ENT 3741 Organizational Behavior and Leadership 40 hours, 4 credits
This course focuses on creating integrated sales and marketing programs utilizing guerrilla tactics along with traditional and online marketing techniques. Unique features like Internet marketing strategies utilizing tools such as search engine optimization and social media will be examined to foster organic growth for a start-up organization. Students will also become familiar with business-to-business and business-to-consumer sales strategies.
Prerequisite: none

ENT 3714 Financial Accounting and the Entrepreneur 40 hours, 4 credits
Accounting is the language of business and provides the framework for establishing and growing a successful enterprise. In this practical course, students learn accounting principles and practices, the accountant’s role in an entrepreneurial venture, and how to decide whether to outsource this function.
Prerequisite: none

ENT 3309 Evaluating New Business Opportunities 40 hours, 4 credits
The purpose of this course is to review new business opportunities for entrepreneurs and to design a tool for evaluating these opportunities. Students will use this tool to apply the criteria to their new business, product, or service, and create a business strategy for the new venture. Key obstacles to the success of new businesses will be analyzed and students will create plans to mitigate the risks of those obstacles.
Prerequisite: none

ENT 3624 Funding a New Business 40 hours, 4 credits
Funding new ventures is a critical process that requires both creativity and risk taking in entrepreneurial environments. Students will explore the sources of creativity and innovation and how to use them to brainstorm new business ideas. Techniques to inspire creativity, harness market and customer insights, and identify winning business ideas will be examined. Students will develop methods of critical thinking and assessment to identify new business opportunities and assess their viability. Students will gain the knowledge needed to begin a business plan.
Prerequisite: none

ENT 3147 Communication in Your Profession 40 hours, 4 credits
This course is designed to guide students in understanding the writing process and developing their ability to write and express ideas in an organized, unified, and coherent manner. Students will produce college-level writing that reflects awareness of rhetorical strategies, writing purpose, student voice, and appropriate grammar, punctuation, and usage skills. Through reading, writing, discussion, research, and collaboration, students will learn practice effective writing and apply course concepts.
Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

ENT 3007 Becoming an Entrepreneur 40 hours, 4 credits
In this course, students learn how to thrive in a fast-paced, ever-changing business environment. They also learn about the importance of creativity and risk-taking in entrepreneurial environments. Students will explore and analyze the various traits of successful entrepreneurs.
Prerequisite: none

FIN 4019 Financial Modeling 40 hours, 4 credits
This course provides the theoretical foundation of Financial Management and practical skills and tools to enable students to use financial modeling to make sound business decisions. Key areas of focus are based on options pricing models. These models include the Monte Carlo studies. These studies are based on options pricing models. These studies are based on options pricing models.
Prerequisite: none

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 investment decisions based on quantitative analysis and perform portfolio construction, management, and protection using the Eagle Investment Group portfolio.
Prerequisite: Advanced Principles of Financial Management

FIN 4955 Finance Capstone II 30 hours, 3 credits
This course will combine and apply the finance, business, and general education courses offered in the Finance Bachelor of Science Degree Program. The student will also apply ethics and professional standards to the world of finance.
Prerequisite: Offered last or second-to-last term for students declared in Business Bachelor of Science Degree Program

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 production, finance, organizations, management, marketing, analysis and any other activities related to general ownership and operation.
Prerequisite: none

GEB 2930 Business Capstone 20 hours, 2 credits
This course is designed to allow students to integrate the knowledge and skills gained in the Business Management Associate 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

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 financial asset pricing, leverage, risk and return, short- and long-term investment decisions, business financial planning, working capital management, capital structures, multinationals finance, and supervised field experience. This course includes educational resources from Harvard Business Publishing.
Prerequisite: Financial Accounting II

GEB 3110 Research and Report Writing 40 hours, 4 credits
Students will learn research and report writing for academic settings. Topics will include qualitative and quantitative research methodology, literature reviews, information literacy, and academic report writing.
Prerequisite: English Composition or Communicating in Your Profession

GEB 3275 Consumer Behavior 40 hours, 4 credits
Students focus on demographics, lifestyle, social and cultural trends, and the impact on consumer motivations and behavior. Topics for exploration include the consumer decision-making process, family, learning, personality, group dynamics, market adjustment, product innovation and the impacts on the business world. Market research techniques and strategies in conjunction with the analysis of business to business as well as business to consumer sales are included. Students assess the managerial application of consumer behavior including ethics and legal implications.
Prerequisite: none

Fin 3396 International Finance 40 hours, 4 credits
This course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization.
Prerequisite: Advanced Principles of Financial Management

FIN 3247 Investments and Security Markets 40 hours, 4 credits
This course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization.
Prerequisite: none

FIN 3343 Applications in Corporate Finance 40 hours, 4 credits
This course will focus on the evaluation of the 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 4010 Financial Modeling 40 hours, 4 credits
This course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization.
Prerequisite: Advanced Principles of Financial Management

GEB 3011 Introduction to Business Entrepreneurship 40 hours, 4 credits
This course is the standard introduction to the principles of entrepreneurship and small business management. The course also provides a detailed discussion of mortgages and commercial loans.
Prerequisite: Advanced Principles of Financial Management

GEB 3222 Intermediate Financial Management 40 hours, 4 credits
This course is a study of financial theories and skills as a foundation to help students learn to make effective financial decisions. Students will assimilate advanced financial topics such as securities analysis and risk management. The course also provides a detailed discussion of mortgages and commercial loans.
Prerequisite: Advanced Principles of Financial Management

GEB 3237 Investments and Security Markets 40 hours, 4 credits
This course will focus on the exchange rate, trade, and international finance of the organization. The course will focus on the exchange rate, trade, and international finance of the organization.
Prerequisite: none

GEB 3007 Becoming an Entrepreneur 40 hours, 4 credits
In this course, students learn how to thrive in a fast-paced, ever-changing business environment. They also learn about the importance of creativity and risk taking in entrepreneurial environments. Students will explore and analyze the various traits of successful entrepreneurs.
Prerequisite: none

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 financial asset pricing, leverage, risk and return, short- and long-term investment decisions, business financial planning, working capital management, capital structures, multinationals finance, and supervised field experience. This course includes educational resources from Harvard Business Publishing.
Prerequisite: Financial Accounting II

GEB 3110 Research and Report Writing 40 hours, 4 credits
Students will learn research and report writing for academic settings. Topics will include qualitative and quantitative research methodology, literature reviews, information literacy, and academic report writing.
Prerequisite: English Composition or Communicating in Your Profession

GEB 3275 Consumer Behavior 40 hours, 4 credits
Students focus on demographics, lifestyle, social and cultural trends, and the impact on consumer motivations and behavior. Topics for exploration include the consumer decision-making process, family, learning, personality, group dynamics, market adjustment, product innovation and the impacts on the business world. Market research techniques and strategies in conjunction with the analysis of business to business as well as business to consumer sales are included. Students assess the managerial application of consumer behavior including ethics and legal implications.
Prerequisite: none
This course includes educational resources building strategies, market segmentation, include capturing market insights, brand and implementing marketing programs, variance, and simple linear regression.

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

GEB 4506/4507 Business Tools: The Technology Innovators
40 hours, 4 credits
This course teaches students how to implement software and technology solutions into the global environment. In addition, students will also examine business models, approaches to business, and privacy issues in the global environment.

Prerequisite: none

GEB 4511 Advanced Relational Databases
60 hours, 4 credits
This course builds on the knowledge and skills learned in Advanced Relational Databases I. Students will utilize the business requirements they created in Advanced Relational Databases and simulate an implementation of the outlined solution. Virtual implementation teams will conduct stakeholder project meetings and work together to implement and test the database solution. Students will learn to identify, assess, and solve typical implementation challenges as part of the course. At the end of the course, students will deliver the results of the implementation in a written document and oral presentation.

Prerequisite: Advanced Relational Databases for Business Applications I

IDC 429 I Advanced Business Process Management
40 hours, 4 credits
This course is a study of the characteristics and functions of business process management systems as a tool to improve business performance. This course explores the installation of a BPM system and the specialized tools and advanced techniques made available from such a system.

Prerequisite: none

IDC 4375 Database Analytics and Administration
40 hours, 3 credits
In this course students will learn the concepts and tools to administer and maintain databases within an organization. Key areas of responsibility like database configuration, management, and upgrading will be addressed. In addition, students will examine database security and how to store and manage information.

Prerequisites: MIS Techniques; Management of Information Systems

IDC 4572 Systems Analysis and Design
30 hours, 3 credits
This course is a study of the Systems Development Life Cycle and the various models that employ the techniques and methods of the SDLC. Systems analysis and design is a set of methods and procedures used to design information systems that focuses on requirements, validation, testing, and stakeholders.

Prerequisite: none

IDC 4573 Business Systems Analysis Capstone
30 hours, 3 credits
This is a capstone course that will integrate prior business process analysis courses into a comprehensive senior project that covers business process analysis, database analytics, enterprise reporting, network administration, business courses. Students will develop a comprehensive final project in the context of planning, managing, designing and implementing a large scale enterprise database application utilizing skills learned in various areas of the program.

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

IDC 4733 Database Security Management
50 hours, 4 credits
In this course students learn how to design database security strategies and security processes for business databases. The course addresses IT security architecture, user access policies, and auditing. Students also learn how databases are used to support business intelligence. As part of the course, students will complete an exciting project in which they act as a Database Administrator and design a network security strategy for a business.

Prerequisite: none

INS 3010 International Marketing
40 hours, 4 credits
This course is a study of concepts in international marketing dealing with the uniqueness of cross-cultural market challenges of global businesses. The focus of this course will be encountering on the various target markets in the world. The nation of sensitivity and the cultural dynamics of dealing with various world cultures are addressed as well as political and legal challenges, economic and educational issues, conducting research internationally, and many other topics dealing with promoting company and products abroad.

Prerequisite: none

INS 3020 International Communication and Travel
40 hours, 4 credits
This course is a study of the characteristics of business communication and companies conducting business in the global environments. The course will expose students to various global communication aspects including annual reports, operations, and recent news dealing with the various corporations.

Prerequisite: none

INS 3125 Corporations of the World
40 hours, 4 credits
This course is a study of the characteristics and functions of corporations conducting business in the global environments. The course will expose students to various global management aspects including annual reports, operations, and recent news dealing with the various corporations.

Prerequisite: none

INS 3305 Global Operations and Logistics
40 hours, 4 credits
This course is a study of concepts and issues of conducting business in today’s technological global environment. The course will focus on the proper usage of various technology and communication tools that facilitate doing business from various locations around the world and on the go. The course involves a discussion of the use of communication and technology for the purpose of achieving and sustaining a competitive advantage in the world industries.

Prerequisite: none

INS 3306 Global Information Systems
40 hours, 4 credits
This course is a study of the logistics operations in an international setting. The course will include a broad overview of supply chain management from an international perspective. This overview will include international logistics and the role of international logistics systems in global supply chain management.

Prerequisite: none

INS 3526 International Business Technology
40 hours, 4 credits
This course is a study of the issues of the use of technology in an international setting. This will include networking issues, data usage and communications, software and hardware requirements for proper technology use and communications, securing and encrypting technology in order to protect company assets and intellectual property, as well as various financial issues such as cost/benefit analysis dealing with the use of technology in a global corporation.

Prerequisite: none

INS 3677 International Leadership and Human Resource Management
40 hours, 4 credits
This course is designed to introduce students to the complexities of the human resource management processes on a global scale. Students learn how to differentiate between domestic and international human resource management issues and employee training and development is addressed, including how to assimilate new employees in the global arena.

Prerequisite: none
COURSE DESCRIPTIONS

INS 4028 Global Commerce, Trade, and Economy
40 hours, 4 credits
This course is a study of the characteristics, theories, and practices of global commerce, trade, and the economy from the perspective of utilizing various resources to conduct business internationally. It will involve the analysis of the functions, advantages, and disadvantages of the foreign exchange market as well as economic implications of the global financial markets.
Prerequisite: none

INS 4789 International Business Capstone
20 hours, 2 credits
In this course, students apply the knowledge and skills they have learned in the International Business Bachelor of Science degree to a real-world business scenario. Key areas of focus include global management, international marketing, communication, travel, and technology, global trade, project management, and international accounting and finance. This course is designed to be taken at the end of the program.
Prerequisite: International Business Bachelor’s student in last–quarter

ISM 3005 MIS Techniques
40 hours, 3 credits
This course is an introduction to computer use required of users and developers of management information systems. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratED programs

ISM 3015 Management of Information Systems
40 hours, 4 credits
Students are introduced to the foundations of management information systems. This includes current trends, fundamental MIS technology concepts, applications for business functions, and management practice. Students will gain exposure to analyzing, utilizing, and supervising integrated management information systems.
Prerequisite: none
ISM 3314 Information Technology Project Management
40 hours, 4 credits
This course will introduce students to the processes of project planning from the early stages of brainstorming through project planning including creating timetables, resource management, implementation, along with the basics of writing project proposals. Students will learn to select appropriate planning techniques and software. Students will manage, and propose a project appropriate to their fields of study.
Prerequisite: None for students enrolled in AcceleratED programs

LBS 2030 Training and Development
40 hours, 4 credits
This course is a study of training and development fundamentals including how training relates to Human Resource Management and Human Resource Development, how internal and external factors influence employee behavior, and the role of adult learning in training. Students will examine how training needs are determined, best practices in developing and implementing training programs, and how to evaluate training efforts.
Prerequisite: None for students enrolled in AcceleratED programs

MAN 3300 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 3688 Strategic Human Resource Management
40 hours, 4 credits
This course is designed to teach students how to integrate the human resources function with an organization’s overall strategic plan. Students will learn to work with human resources teams to create and manage an environment that supports the organization’s overall strategic planning process. Students will plan and propose a human resource strategy and plan. Students will learn to integrate the human resources function with an organization’s overall strategic planning process.
Prerequisite: None

MAN 4055 Workforce Performance and Talent Management
40 hours, 4 credits
This course examines strategies and techniques for developing and managing employees to help organizations create a competitive workforce. Students will learn how to work with employees on how to build a successful career through an institution’s performance appraisal and professional development processes.
Prerequisite: none

MAN 4128 Workforce and Labor Relations Management
40 hours, 4 credits
This course examines the context of workforce and labor relations management, the collective bargaining process and labor contracts. Students will learn how to establish a bargaining unit, negotiate, and implement a collective bargaining agreement, and participate in the arbitration process.
Prerequisite: none

MAN 4143 Contemporary Leadership Challenges
40 hours, 4 credits
This seminar course examines current issues within the management field. This course is highly interactive in that both students and faculty are actively engaged in researching, presenting, and discussing course materials. In addition to gaining in-depth exposure to a current key topic in the field, students learn to become active and effective members of a professional learning community.
Prerequisite: none

MAN 4240 Organizational Behavior Analysis
40 hours, 4 credits
This course is designed to explore human behavior in work settings from an interdisciplinary perspective. The following topics will be studied and analyzed from a management perspective: organizational structure, leadership, power, conflict management, and group dynamics. Students will gain valuable insights into the world of business, as well as an analysis of the main theories of moral obligation, right and wrong action, and good and bad values.
Prerequisite: none

MAN 4441 Negotiation and Conflict Management
40 hours, 4 credits
This course will focus on negotiation and conflict management in business and other organizational settings. The emphasis is on gaining an understanding of the negotiation process and developing effective negotiation and conflict management skills.
Prerequisite: Organizational Behavior Analysis

MAN 4679 Performance-based Training and Instructional Design
40 hours 4 credits
This course provides management students with an introduction to international economic, political, cultural and business environments. Students will develop a basic understanding and appreciation of the myriad factors involved in managing people within a global workforce.
Prerequisite: none

MAN 4720 Strategic Management
40 hours, 4 credits
This course is designed to integrate prior business courses through study, discussion, and creation of strategic management plans. Students will evaluate the key functions of organizations and integration of these functions to understand the best practices used to achieve competitive advantages. Topics will include strategic formulation, implementation, and evaluation.
Prerequisite: none

MAN 4845 Leadership and Teams
40 hours, 4 credits
This course will focus on the impact of change in an organizational setting. Various change management models will be explored, providing students with a foundation for approaching change and developing effective skills and techniques to perform in the workplace when change occurs. Additionally, the course will cover current case study examples and determine strategies for bringing constructive change to an organization.
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 add structure to the student’s last quarter.
Prerequisite: Business Bachelor’s student in last or second-to-last quarter
MAR 4926 Human Resource Management and Organizational Leadership Capstone
20 hours 2 credits
In this course students apply the knowledge and skills they have learned in the Human Resource and Organizational Leadership Bachelor of Science degree to a real-world business scenario. Key areas of focus include: strategic human resource management, organizational leadership, workforce performance, international leadership and human resources, compensation, and employment law. This course is designed to be taken at the end of the program.
Prerequisite: Human Resources and Organizational Leadership Bachelor’s student in last or second-to-last quarter

MAR 2011 Principles of Marketing
40 hours, 4 credits
This course serves as an introduction to the marketing concept, integrating seven key marketing perspectives. Topics include: consumer buying behavior, business-to-business markets and organizational buying behavior, market research techniques, fundamental pricing concepts, marketing channels and logistics, integrated marketing communications, and marketing’s role in electronic commerce.
Prerequisite: none

MAR 3295 Internet Marketing, Public Relations and Social Media
40 hours, 4 credits
This course is designed to give students an in-depth understanding of e-marketing strategies and techniques and how to apply them to help organizations achieve their online sales and marketing objectives. Key areas of focus include email marketing, social media, and online PR.
Prerequisite: None for students enrolled in AcceleratED programs

MAR 3592 Strategic Sales and Sales Management
40 hours 4 credits
Students will examine strategies and relationships that relate to the job of managing an effective sales force. A concentration on developing a sales force program and managing strategic account relationships will be applied. The focus on sales management will allow students to explore team development, diversity in the work force, problem-solving skills, and financial issues.
Prerequisite: none

MAR 3817 Search Engine Optimization and Marketing Strategies
40 hours, 4 credits
This course is designed to give students an in-depth understanding of search engine optimization and search engine marketing strategies and techniques. Application of key word strategies, local, and offpage search engine optimization techniques, developing an account structure, identifying differences in black hat/white hat philosophies, and defining success metrics are examined. Students will also gain hands-on experience developing and optimizing campaigns.
Prerequisite: none

MAR 4239 Marketing and Product Management
40 hours 4 credits
Students will explore the amalgamation of marketing and product management. The applications-oriented focus will allow students to develop a marketing plan with a concentration on product lifecycle management and customer relationship management. Students will apply theory and concepts in the areas of marketing, management, economics, as well as finance in the marketing planning process.
Prerequisite: none

MAR 4355 Web Analytics
40 hours, 4 credits
This course teaches the fundamentals of how to use web analytics concepts, tools, and techniques to harness the power of an organization’s website to create measurable business value, increase customer retention, and build customer loyalty.
Prerequisite: Search Engine Optimization and Marketing Strategies

MAR 4582 Internet Law
40 hours, 4 credits
This course gives students an in-depth understanding of Internet law and how it applies to online commerce and today’s business transactions.
Prerequisite: Business Law

MAR 4806 Marketing Capstone
20 hours 2 credits
In this course students apply the knowledge and skills they have learned in the Marketing Bachelor of Science degree to a real-world business scenario. Key areas of focus include: public relations and advertising, internet marketing, consumer behavior, website development for business professionals, and sales management. This course is designed to be taken at the end of the program.
Prerequisite: MarketingBachelor’s student in last or second-to-last quarter

MAT 1021 College Algebra
40 hours, 4 credits
This course provides students with the skills to achieve mastery of algebraic terminology and applications including, but not limited to, real number operations, variables, polynomials, integer exponents, graphs, factoring, quadratic equations, and word problems.
Prerequisite: Passing grade in Foundation coursework or placement determined by Rasmussen College entrance placement exam score

MAT 3172 The Mathematics of Games
40 hours, 4 credits
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.
Prerequisite: none

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 basics of 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

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.
Prerequisite: none

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

POT 4001 Political Thought
40 hours, 4 credits
The aim of this course is to understand and appreciate some important authors and traditions of political thought. The course will cover such topics as authority, consent, freedom and obligation.
Prerequisite: none

RMI 4020 Risk Management
40 hours, 4 credits
This upper-level business course explores the elements of risk management and insurance essential to the business environment. This course will develop the rationale for risk-management systems and examine the environments in which they operate. Students will learn, analyze, and evaluate approaches to measuring and managing risk in business environments.
Prerequisite: none

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

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

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

Students may re-enrol 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 the College after the beginning of the second week of the initial quarter of attendance and then elects to return in a subsequent quarter is defined as a re-enter. Re-entering students are treated as new students for the purposes of academic progress, academic program requirements, and graduation standards. For the calculation of satisfactory academic progress, re-entering students are treated as continuing students and must meet progress requirements. All re-entering students, regardless of time away from the College, must successfully complete the College Experience Course or have a record of successfully completing the College Experience Course as part of the acceptance process for returning to the College. All re-entering students must comply with all other college acceptance criteria as outlined in the current catalog before being accepted into the College as a re-enter.

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

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

A complete description and the requirements of the re-entry application process are available through the Program Managers. Students in Health Sciences programs who wish to re-enter/re-enroll into the School of Health Sciences programs must complete a programmatic assessment in order to determine an appropriate level of re-entry. These students will be allowed to re-enter at the appropriate level in a current program if a space is available. Students who wish to re-enter into a Nursing program must complete a programmatic assessment in order to determine an appropriate level of re-entry. Nursing students will have their previously completed Nursing core courses as designated by course prefix (NUR, PN, PRN, HN) assessed against the current program to determine which will be applied to the program into which they are enrolling; all previously completed general education courses will be applied as required in the program. Rasmussen College will allow the student to re-enter at the appropriate level in a current program if a space in the program is available and all other re-entry requirements are met.

If a student chooses to appeal his/her termination from the school, all appeals must be completed by the end of the first quarter, or the student may not continue to the next quarter. A student enrolling in a program that requires a background check will be required to complete the pre-adverse lettering process until the student is determined to be eligible either through a clear or possible letter or through a re-entry re-enrollment in the background check process. This process may delay a student’s funding until the background check process is complete. The College will send either a possible issue letter or a pre-adverse action letter to all applicants whose background check is determined to be eligible either through a clear or possible letter or through re-enrollment in the background check process. A possible issue letter informs applicants that a potential problem revealed in their background check may prevent the student from completing clinical, externship or practicum activities, field trip experiences, and/or finding employment in-field after graduation. Applicants who receive a possible issue letter may acknowledge the issue and make an informed decision to continue with the program, or they may choose to change programs.

A pre-adverse action letter informs the student that the College is about to take adverse action by either not allowing the applicant to enroll in a certain program, or removing a student from a certain program, based on the background check. After receiving a pre-adverse action letter the student may contact the background check firm directly to dispute the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send the student an adverse action letter indicating the action to be taken. The Director of Admissions will contact the applicant to explain the options available. If the applicant wishes to appeal the decision, a written appeal should be submitted to the Director of Admissions. The College will review the appeal and issue a final decision. A student whose appeal has been denied has the right to request file one request for reconsideration of their appeal, but must provide supplemental or additional information to support such a request for reconsideration.

Minnesota Department of Human Services Background Check Process

A student enrolling in any of the MDHS designated programs must complete a Background Release Form, as well as a Background Check Attestation. If a student is not eligible for a program, he/she is also not eligible for financial aid while attending school for that program, and any financial aid funds disbursed must be returned to the lender. A possible issue letter informs applicants that a potential problem revealed in their background check may prevent the student from completing clinical, externship or practicum activities, field trip experiences, and/or finding employment in-field after graduation. Applicants who receive a possible issue letter may acknowledge the issue and make an informed decision to continue with the program, or they may choose to change programs.

A pre-adverse action letter informs the student that the College is about to take adverse action by either not allowing the applicant to enroll in a certain program, or removing a student from a certain program, based on the background check. After receiving a pre-adverse action letter the student may contact the background check firm directly to dispute the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send the student an adverse action letter indicating the action to be taken. The Director of Admissions will contact the applicant to explain the options available. If the applicant wishes to appeal the decision, a written appeal should be submitted to the Director of Admissions. The College will review the appeal and issue a final decision. A student whose appeal has been denied has the right to request file one request for reconsideration of their appeal, but must provide supplemental or additional information to support such a request for reconsideration.
A student who receives a MDHS disqualification may choose to apply for a Commissioner’s Reconsideration with the MDHS. If the Commissioner sets aside the disqualification, Rasmussen College will allow the student to apply for re-entrance enrollment for the next subsequent start date.

Entrance Requirements for Business Management Associate’s Degree with Flex Choice Option

Applicants must achieve a score on the College entrance placement exam acceptable for admission into the College at a level that does not require remedial coursework. Alternatively, applicants providing a college transcript* indicating a grade of C or higher in college-level English and/or Mathematics are not required to complete Entrance Placement Examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency. Students who have not completed a college-level English course are required to complete the Reading and Writing sections of the placement examination. Students who have not completed a college-level Math course are required to complete the Math portion of the placement examination.

In addition, applicants must successfully complete the Introduction to Computers module of the Computer and Microsoft Productivity competency course. Applicants must complete the online orientation course prior to starting a program with a Flex Choice option.

* 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. Students who require Developmental Education coursework may be eligible for a program with a Flex Choice option. Interested students must have completed a minimum of seven credits of college-level (non-developmental) coursework at Rasmussen College and have a cumulative grade point average of at least 3.0 for the program with a Flex Choice option. Active Rasmussen College students are eligible to enroll in a program with a Flex Choice option upon achieving a 3.0 cumulative GPA for the program of enrollment.

For students who want to transfer into a program with a Flex Choice option from another Rasmussen College program or reenter into a program with a Flex Choice option the following apply:

- Interested students must have completed all required developmental education coursework as determined by entrance placement examinations, if applicable.
- Interested students must have completed a minimum of seven credits of college-level (non-developmental) coursework at Rasmussen College and have a cumulative grade point average of at least 3.0 for the program with a Flex Choice option.
- Interested students must successfully complete the Introduction to Computers module of the Computer and Microsoft Productivity competency course, if not already completed. The applicant will have one week from the point of enrollment in the module to complete it.
- Interested students must have all transcripts for previously completed coursework evaluated for transfer into the program desired and to determine eligibility to transfer into the program.

• Students transferring into a program with a Flex Choice option must complete the online Flex Choice orientation course prior to starting a program with a Flex Choice option.

Academic Business Systems Analysis Certificate Admission Requirements

To be considered for admission to the Accelerated Academic Business Systems Analysis Certificate program, students must hold a conferred Associate’s degree or have successfully accumulated 90 quarter credits from an accredited institution as recognized by the Department of Education.

Accelerated Entrepreneurship Certificate Admission Requirements

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

PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY

Each campus has a professionally staffed Student Financial Services Office designed to help you apply for federal, state, and private assistance. The primary purpose of financial aid is to help students who otherwise would not be able to attend a post-secondary institution to meet the cost of higher education. The basic responsibility for financing your education lies with you and your family. Aid is based on demonstrated 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.
- Federal Pell Grant Program
- 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.
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- 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 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Award</th>
<th>Amount Per Year</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GIFT AID</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Pell Grant Program</td>
<td>Grant based on financial need</td>
<td>$600 - $5,730</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>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td>MN State 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>
<tr>
<td><strong>FEDERAL LOAN PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 and Entrance Counseling</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 and Entrance Counseling</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**

Veterans’ Benefits | Veterans and dependents of veterans, including Guard and Reserve Component. | Monthly benefit based on service contributions. | Veterans Administration or Veterans Service Officer |

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

**Achieve Scholarship**

Rasmussen College only may be eligible to receive an Achieve Scholarship award based upon specific enrollment criteria. Recipients can receive up to $2,800 per academic year in tuition reimbursement. To qualify, students must be enrolled quarterly while attending a full-time student (12 credits or more). Students who are married and receiving an Achieve Scholarship for one spouse, in addition to the other spouse, must be in good academic standing and and complete the same number of credits as the other spouse.

**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 at the time of enrollment. Rasmussen College offers the ability to take courses on a part-time or full-time basis.

**Corporate Discount**

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

**Restrictions**

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

- Early Honors Program
- Military Discount
- Corporate Discount
- Accelerated Program Partner Success Grant
- Accelerated Program Scholarship
- Achieve Scholarship

Students can combine any of the above with the Real/Change Scholarship, if they are eligible. The Real/Change Scholarship will be applied after the primary scholarship or grant has been applied.

**Employer Tuition Reimbursement**

Many employers today offer a tuition reimbursement to their employees earning a degree. Whether it’s full reimbursement or partial, we want to make sure you know your tuition reimbursement options are available to earn a degree.

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

**SCHOLARSHIP AND GRANT PROGRAMS**

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 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 at the start of each course. Attendance is required at an orientation, which must be completed prior to the start date of the professional’s first course.

**Military Discount**

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

- This scholarship can be combined with the Rasmussen College American Hero’s Grant.
- This scholarship cannot be combined with the Accelerated Partner Success Grant.

**Developmental Education and Rasmussen College Entrance Placement Exam Re-test Policy**

The goal of developmental education is to provide students with a solid foundation of basic skills and knowledge as they move on to college level classes. Placement into Foundation courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those that need them. All new students who enroll in a Degree, Diploma, or Certificate program are required to take the Rasmussen College Entrance Placement Exam reading, writing, and math tests. Applicants providing a college transcript* indicating a grade of C or higher or a grade of Pass in college-level English and/or Math are not required to complete College entrance placement examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency. Students who have not completed a college-level English course are required to complete the reading and writing sections of the placement examination. Students who have not completed a college-level math course are required to complete the math portion of the placement examination. Returning students who did not take the STEP or COMPASS test but who have successfully completed the courses at Rasmussen College for which Foundation courses are prerequisites, or the student has successfully completed College entrance placement examination.

- Students who have not completed a college-level English course are required to complete the reading and writing sections of the placement examination.
- Students who have not completed a college-level math course are required to complete the math portion of the placement examination.

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

**ACADEMIC AND COLLEGE POLICIES**

**Scholarship**

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

**Class Standing**

Rasmussen College determines class standing by the number of credit hours that have been 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

**ACADEMIC POLICIES**

Class Content

Placement into Foundation courses reflects the commitment Rasmussen College has to ensuring the success of all students, and to providing educational opportunities to those that need them. All new students who enroll in a Degree, Diploma, or Certificate program are required to take the Rasmussen College Entrance Placement Exam reading, writing, and math tests. Applicants providing a college transcript indicating a grade of C or higher or a grade of Pass in college-level English and/or Math are not required to complete College entrance placement examinations in the corresponding subject area and will not require remedial coursework in areas in which they have previously proven this proficiency. Students who have not completed a college-level English course are required to complete the reading and writing sections of the placement examination. Students who have not completed a college-level math course are required to complete the math portion of the placement examination. Returning students who did not take the STEP or COMPASS test but who have successfully completed the courses at Rasmussen College for which Foundation courses are prerequisites, or the student has successfully completed College entrance placement examination.

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

**Foundation Courses Timeframe**

To help ensure student success, students requiring foundation coursework must attempt one such course in their first quarter of enrollment. Students requiring two foundation courses must attempt the first course, Reading and Writing Strategies (B080), in their first quarter of enrollment and the second course, Combined Basic and Intermediate Algebra (B095) in Illinois and Practical Math (B087) in other states, in their second quarter of enrollment. If a student withdraws from or does not pass a Foundation course, the student must successfully complete that course in the subsequent full quarter of enrollment, and the student is dismissed from the College. As such, any required Foundation courses must be completed no later than the end of the Student’s third full quarter of enrollment, or the Student will be dismissed from the College.

**Foundation Course Grading**

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SX</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>UX</td>
<td>Below 73%</td>
</tr>
<tr>
<td>SX 73% or higher</td>
<td>UX Below 73%</td>
</tr>
<tr>
<td>Practical Math</td>
<td>SX 73% or higher</td>
</tr>
<tr>
<td>UX Below 73%</td>
<td></td>
</tr>
</tbody>
</table>

**Seminar Course Grading**

1. Students who complete the E185 and E410 seminar courses are satisfactory/unsatisfactory (SX/U) 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 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 E410 Seminars

Common Grading System Percentage Scale

Grade | Grade Points | Description
-------|-------------|------------
A      | 100 TO 93%  | Excellent  
A-     | 92 TO 90%   | Very Good 
B+     | 89 TO 87%   | Good       
B      | 86 TO 83%   | Average    
B-     | 82 TO 80%   | Below Average 
C+     | 79 TO 77%   | Below Good 
C      | 76 TO 73%   | Below Average 
C-     | 72 TO 70%   | Unsatisfactory 
D+     | 69 TO 67%   | Unsatisfactory Drop 
D      | 66 TO 63%   | unsatisfactory 
D-     | 62 TO 60%   | Below 60% 
F      | 60% or below | Failure     

Common Grading Scale

Some General Education courses may contain a component that is graded on a pass/fail basis. In all courses, at least one grade will be used in calculating the student’s Cumulative Grade Point Average (GPA). In addition, the College requires that all students submit work after the last day of the academic term unless an incomplete grade has been in the student’s file.

Point Scale

Alphabetical Grading System

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

Competency Courses

Competency-based courses allow students to progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course. Rasmussen College partners with multiple developers of competency courses to provide offerings that align with the course objectives of the College’s instructor-led courses. Each objective is typically directed to ensure that students have learned that competency. Competency courses are groups of assessments that allow students to prove their ability to perform a specific task. Completing the competency demonstrates that students have learned that competency and are able to apply that knowledge and skill. Each competency course contains a selection of competencies called “modules” where similar competencies are grouped; these self-paced modules allow students to demonstrate mastery of different subjects and sections of the curriculum in one convenient location. Demonstrated mastery in a competency course may be converted to credits that will transfer into Rasmussen College credits.

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

Repeating Courses Policy

Students who are meeting Satisfactory Academic Progress may re-take courses up to three times, but only at regular tuition rates. Students repeating a course for a second or third time may count the credits for that course in a financial aid award calculation only if they earned an “F” or “F/A” in all previous attempts of that course. If a student elects to repeat a course for which a grade above “F/A/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 previously earned. In this case if the student fails the previously passed course all future eligibility to receive financial aid for that course is discontinued. The credits for all repeated courses, along with the credits from prior attempts, will be included in credits attempted for the purposes of determining Satisfactory Academic Progress. The highest grade earned from a repeated course will be used in the calculation of the student’s cumulative GPA. The student’s GPA will be recalculated to reflect the highest letter grade. If more than one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA. Some General Education courses may contain a component that is graded on a pass/fail basis. In all courses, at least one grade will be used in calculating the student’s Cumulative Grade Point Average (GPA). In addition, the College requires that all students submit work after the last day of the academic term unless an incomplete grade has been in the student’s file.

Accelerated Incomplete Grade Policy

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

1. An incomplete form is completed by the instructor which identifies:
   a. The work to be completed;
   b. Qualifications for acceptable work;
   c. The deadline for completing the work (within seven calendar days of the last day of class);
   d. The grade to be entered should the student not complete the work by the deadline (the calculated grade).
2. The student is enrolled in the course.
3. The student’s Dean must be informed of all incompletes granted by instructor. Incompletes will be granted rarely and incompletes granted by instructor.
   a. The work to be completed must be regularly assigned work, identified in the course syllabus.
   b. The student can reasonably be expected to complete the work by the deadline.
   c. The student’s grade will be substantially improved.
   d. The student has demonstrated a commitment to completing work in a timely fashion.
   e. Granting the incomplete is truly in the best interest of the student.
4. By completing the work, one of the following will apply:
   i. The student will learn substantive information by completing the work.
   ii. The student will learn higher level thinking skills or gain substantially greater command of the subject matter.
5. Repeating a course for a second or third time may count the credits for that course in a financial aid award calculation only if the student earned an “F/A/F” in all previous attempts of that course. If a student elects to repeat a course for which a grade above “F/A/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 previously earned. In this case if the student fails the previously passed course all future eligibility to receive financial aid for that course is discontinued. The credits for all repeated courses, along with the credits from prior attempts, will be included in credits attempted for the purposes of determining Satisfactory Academic Progress. In addition, the College requires that all students submit work after the last day of the academic term unless an incomplete grade has been in the student’s file.

Late Assignment Submission Policy

Students who submit warranted work up to seven (7) days after the stated deadline. A 10% grade penalty is assessed for work up to 24 hours late; in addition a 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 or equivalent point value, minus the applicable penalty. Online discussions conclude at the end of the current week/month. Discussion posts made after the end of the current week/month 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 circumstance may students submit work after the last day of the academic term unless an incomplete grade has been in the student’s file.

ACADEMIC INFORMATION AND COLLEGE POLICIES
A student who is not meeting Satisfactory Academic Progress as defined by the Standards of Satisfactory Academic Progress guidelines in this catalog at the end of the current quarter and does not meet any of the criteria above must file a request with the campus program Change Appeal Committee. As part of the appeal process, the student will be required to submit a letter following the appeal process guidelines. The appeal will either be approved or denied based on a review of academic standing and progress to date with Rasmussen College and the information provided in the appeal letter. A complete description and requirements of the program change appeal process is available through the Campus Manager of Student Records. A clear background check is required for enrollment in certain programs as determined in the background check section of the catalog. Students who do not successfully pass a background check will be terminated from the College. All program change appeals must be received no later than Friday of the first week of the quarter regarding change regardless of the number of prior program changes. Students must contact their instructors within one week of the start of a subsequent term regarding changes may be made after the end of the second week of the start of a subsequent term regarding circumstances that may warrant 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 include hospitalization, car accident, death of a close family member, or mandatory military service.
- Miscalculation of the final grade by the instructor.
- Situations involving miscommunications, misplaced assignments, or technical difficulties beyond the control of the student.
- Accommodation for special circumstances such as short-term disability or family leave.

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

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

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

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

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

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

SAP Components: All students must meet all three of the components that are used to measure a student’s Satisfactory Academic Progress (SAP) towards the completion of a degree or certificate. The three components are as follows:
1. GPA. Rasmussen College students are required to achieve and maintain a minimum Cumulative Grade Point Average (CGPA) of 2.00.
2. Pace/Cumulative Completion Rate (CCR). This is the pace at which a student progresses through a program. CCR is calculated by dividing cumulative credits earned by cumulative credits attempted within a program (e.g., 6 credits earned ÷ 12 credits attempted = 50%). Minimum standards are listed in the chart below.
3. Duration of Eligibility. This is the maximum time frame for program completion and is equal to 150% of the number of total credits required for the program (e.g., maximum time frame for a 90-credit program = 90 x 150%, or 135 credits).

Total credits are indicated for each program listing in the catalog. A student who progresses through a program within the established time frame and meets all GPA, Pace/CCR, and Duration of Eligibility requirements is considered to have made satisfactory academic progress.

In calculating Pace/CCR and Duration of Eligibility, the following grades will be considered attempted, but will not be considered as credits successfully completed or earned: F/FA/FD, U/UD/UN, W/WD/WF/WP/WX, I/IN. In addition, Foundations courses are not included in the number of credits attempted or successfully completed when assessing satisfactory progress.

Minimum Successful Completion of Cumulative Credit Hours Attempted

<table>
<thead>
<tr>
<th>Percentage of Credits Attempted Toward Maximum Time Frame</th>
<th>Minimum Successful Completion of Cumulative Credit Hours Attempted</th>
</tr>
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<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>

In calculating Pace/CCR and Duration of Eligibility, the following grades will be considered attempted, but will not be considered as credits successfully completed or earned: F/FA/FD, U/UD/UN, W/WD/WF/WP/WX, I/IN. In addition, Foundations courses are not included in the number of credits attempted or successfully completed when assessing satisfactory progress.

Financial Aid Warning: If a student’s CGPA falls below 2.00, or if Pace/CCR standards or Duration of Eligibility requirements are not met, the student will be placed on Financial Aid Warning for the subsequent quarter. A student is eligible for financial aid during the Financial Aid Warning period. A student who fails to meet any one of the components of SAP at the end of the Financial Aid Warning period is not eligible for financial aid.

Not Eligible for Financial Aid: A student who fails to meet the minimum Satisfactory Academic Progress requirements at the end of either the Financial Aid Warning or Financial Aid Probation period, and who does not successfully appeal, is not eligible for further financial aid funding.

Appeals: A student may appeal his/her assigned status of Not Eligible for Financial Aid to the Academic Review Committee, which will determine whether mitigating circumstances exist, and, if so, will forward the appeal to the Vice President of Compliance and Financial Services. All appeals must be made in writing and must address the nature of the circumstances that the student believes warrant exception to the policy stated above. All appeals will be reviewed and ruled on within ten business days, and students will be notified in writing regarding the outcome of the appeal. The ruling of the Vice President of Compliance and Financial Services is final and cannot be appealed.

Financial Aid Probation: If a student fails to make Satisfactory Academic Progress, but submits a successful appeal and has his/her eligibility for aid reinstated, he/she will be placed on Financial Aid Probation. A student is eligible for financial aid during the Financial Aid Probation period. At the end of the Financial Aid Probation period, the student must meet minimum SAP requirements to be eligible for further financial aid funding. A student who fails to meet either the CGPA, Pace/CCR, or Duration of Eligibility requirements at the end of the Financial Aid Probation period is not eligible for financial aid.

Students must regain Satisfactory Academic Progress within two quarters or they will be terminated from the College. The decision to terminate may be appealed through the Academic Review Committee process. Students who withdraw from the College and later re-enter are treated as continuing students and must meet progress requirements. Re-entry does not negate previous academic status or satisfactory progress requirements. Satisfactory Academic Progress calculations for a re-entering student who changes programs will include only the grades and credits attempted and earned for courses that are part of the student’s new program, standard CCR requirements will be followed from the re-entry point and for each quarter thereafter. If other courses have been taken at another institution and can be transferred in, the courses will be included in SAP calculations as described elsewhere in this section. A student terminated due to SAP may not re-enter the College unless he/she has completed coursework elsewhere that is acceptable for transfer into the College and will bring the student back into good standing.
TRANSFER OF CREDIT, PRIOR LEARNING AND WAIVERS

Transfer of Previously Earned College Credit and Prior Learning Assessments

General Transfer Credit Policy
- Rasmussen College reserves the right to accept or deny transfer of credit based on the guidelines below.
- Students who wish to transfer credits to Rasmussen College must first apply for admission to the College.
- Students must request that official transcripts containing coursework for review be sent directly to Rasmussen College. It is the student’s responsibility to ensure that all official transcripts have been received by Rasmussen College.
- As part of the acceptance process, official and unofficial transcripts will be evaluated for transfer of credit. Students will receive notification regarding the total number of credits accepted for transfer and the equivalent Rasmussen College courses.

- Any transfer credit conditionally awarded through the use of an unofficial transcript will be rescinded if an official transcript is not received by Rasmussen College prior to the completion of the student’s first quarter, after which the student will be required to complete the necessary credits in order to receive the degree.
- College-level courses completed at regionally or nationally accredited institutions of higher learning as recognized by the Department of Education and the Council for Higher Education Accreditation (CHEA), or recognized by the American Council on Education, will be considered for college transfer.
- Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.

1. Students in the Medical Assisting, Medical Laboratory Technician, and Surgical Technologist programs must complete at least 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.

2. Students in the Professional Nursing Associate degree program must complete at least 45% of their program requirements at Rasmussen College, and no more than 55% may be completed via transfer credits, course waivers, credit by examination, or other means, except as noted below.

3. Students who have completed 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.

4. Students in the Nursing Bachelor’s degree program must complete at least 25% of their program requirements at Rasmussen College, and no more than 75% may be completed via transfer credits, course waivers, credit by examination, or other means. The calculation of the number of credits transferred is based on the number of quarter credits in the course.

- Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 1.5 quarter credits. The calculation of the number of quarter credits transferred is based on the number of quarter credits in the course.

International Transcripts
- International transcripts must be evaluated by a NACES approved organization (National Association of Credential Evaluation Services) or by AACRAO International Education Services (IES) to ensure the student’s credit is transferable to Rasmussen College courses. The evaluation is the student’s responsibility.
- Transfer credit is evaluated based on the program in which the student is applying for or is currently enrolled.
- Credits earned at Rasmussen College will be transferred directly from one Rasmussen College campus to another. Only the classes that are applicable to the current program will be posted or calculated.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average, but will be counted as credits attempted and earned for determining Satisfaction Academic Progress. All credits considered to be earned toward program completion, including test-out, transfer, and course waiver credits, are also credits attempted.
- Courses which have been accepted for transfer will be posted on the student’s transcript with a Transfer (TR) designation. Transfer credits which have been conditionally accepted pending the receipt of an official transcript will be listed with an Pending Transfer (PT) designation. Any pending transfer credits still remaining at the end of the student’s program will be removed and the student will be required to complete the program requirements in order to graduate.
- Courses for which a student has received credit by examination will be listed on the student’s transcript with a Test Out (TO) designation.
- Courses for which a student has received credit through waiver will be listed on the student’s transcript with a Course Waiver (CW) designation.
- When courses are not accepted for transfer, a student may file an appeal through the following process:
  1. The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
  2. The information will be reviewed by the College Registrar.
  3. The student will receive written notification of the decision.

Course By Course Transfer
- Course by course transfers from regionally or nationally accredited institutions of higher learning will be evaluated on course content. Most courses that are comparable in content will be accepted.
- Course must have the minimum number of credits to that of the Rasmussen College course.
- Only courses completed with a grade of C or higher, or a grade of Pass (in a Pass/Fail grading system), will be eligible for transfer credit.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average. Grade point averages and grades from courses taken at any other Rasmussen College campus, which pertain to the current program, will be computed in the student’s final grade point average.
- General education credits may be considered for transfer regardless of completion date.
- Credits in Major and Core Courses in the School of Technology must have been earned within the previous three (3) years of the assessment date. Prefixes included in Florida and Kansas: CAP, COA, CEN, CET, COO, COP, CPT, CNT, CTG, GRA, ISM, MAC, MAE, and MTS. Prefixes included in Illinois, Minnesota, North Dakota, Wisconsin, New Mexico, and Arizona. This applies to the following courses, which do not have expiration dates:
  1. Computer Applications and Business Systems Concepts
  2. Excel
- Credits in Major and Core Courses in the School of Design must have been earned within the previous five (5) years and specialization courses within the previous three (3) years of the assessment date, excluding Drawing from Observation and Figure Drawing courses, which do not expire.
- Nursing Programs will not accept any core course transfers (prefixes NUR/ PRF/ PA) for prefixes PN/NU in Illinois, Minnesota and Wisconsin.
- Health Sciences core courses as designated by course prefix, have a five (5) year transfer limit.
- The following courses in the Medical Assisting Program are not transferable: MA102 Introduction to Medical Assisting, MA110 Clinical Skills I, MA145 Clinical Skills II, MA225 Laboratory Skills, MA225 Medical Assisting Externship, and MA225 Medical Assisting Capstone.
- Transfer of credit for Medical Laboratory Technician and Surgical Technologist core courses (ML and ST prefixes) has a one (1) year limit from the date of graduation. Any pending transfer credits still remaining at the end of the student’s program will be removed and the student will be required to complete the program requirements in order to graduate.
- Courses for which a student has received credit by examination will be listed on the student’s transcript with a Test Out (TO) designation.
- Courses for which a student has received credit through waiver will be listed on the student’s transcript with a Course Waiver (CW) designation.
- When courses are not accepted for transfer, a student may file an appeal through the following process:
  1. The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
  2. The information will be reviewed by the College Registrar.
  3. The student will receive written notification of the decision.

For students who have completed the degree, successfully completed general education credits will be applied.

Credit by Examination (for Non-Course Competencies)
- Enrolled students may request credit for examination for coursework that has been completed.
- 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 with a Microbiology course of a minimum four quarter credits which contains both a didactic component and lab. Qualified students who earn a grade of 65% or higher in the credit by examination will earn a Microbiology “TO” on their Rasmussen College transcript.
- An examination score of 73% or higher is required to earn credit by examination.
- To begin the AcceleratedED program, a student must complete the 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 polysemically.
- If a student has already attempted the course, as indicated by a posted W/WD/WP or F/FA/ FD grade, no test-out attempt will be allowed.
- Credits awarded through credit by examination will not be counted as credits attempted.
- Contact your Student Advisor for a list of available challenge exams

AcceleratedED Bachelor’s Degree Programs Transfer Policies
For students enrolled in AcceleratedED Bachelor of Science degree programs, the following transfer policies apply:
- Students who have an Associate’s degree from a college that is accredited by an agency recognized by the United States Department of Education will receive 91 quarter credits of transfer to Rasmussen College (90 quarter credits to the Entrepreneurship and Finance BS degree programs) and begin their degree with Junior standing.
- Students who have successfully completed 60 or more quarter credits at a grade of C or higher, and who have successfully completed college-level English and Math or Science from college(s) that are accredited by an agency recognized by the United States Department of Education, will receive 60 quarter credits of transfer to Rasmussen College, or the actual credits successfully completed, whichever is higher.
- Students transferring into an AcceleratedED program who are required to complete additional non-AcceleratedED coursework in order to graduate (as qualified students) will have their posted credits adjusted to reflect the additional coursework required.

AcceleratedED Criminal Justice Bachelor’s Degree Transfer Policy
Students entering the AcceleratedED Criminal Justice Bachelor Completor 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 (Prior Learning Assessments [PLA]) must go through the Prior Learning Assessments (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable Programs:
- Criminal Justice
- Corrections
- Justice Administration
- Justice Management
- Corrections
- Public Safety
- Emergency Management
- Law Enforcement Academic Certificate
and Law Enforcement Skills Certification. Prospective students without an Associate’s degree in the fields listed above may be considered as specified below:

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

• Students may be required to take additional coursework prior to being accepted in the Accelerated program. The courses a student may be required to complete may include: Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures. Prior transcripts will be evaluated on a course by course basis to determine which pre-qualification coursework is required.

• Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedures, or equivalent courses, will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular Accelerated tuition rate prior to acceptance into the Accelerated Bachelor’s Degree program.

• Students who are accepted into the program with these additional requirements are considered pre-qualified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the Criminal Justice Leadership and Management Accelerated program.

Accelerated Education Leadership Bachelor’s Degree Transfer Policy

Students entering the Accelerated Education Leadership Bachelor’s Degree program must provide evidence of having a conferred Associate’s degree in one of the programs listed below to gain acceptance into 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:

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

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

• Students must have a conferred Associate’s degree at least 91 credits of college-level coursework with a grade of C or higher in each course that will be transferred.

• Students may be required to take additional coursework prior to being accepted in the Accelerated program. The student may be required to complete may include: Foundations of Child Development, Observation and Assessment in Early Childhood Education, Dynamics of the Family, Guiding Children’s Behavior, and Early Childhood Educators’ Curriculum and Instruction or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular Accelerated tuition rate prior to acceptance into the Accelerated Bachelor’s Degree program.

• Students are accepted into the program with the additional requirements considered pre-qualified until all of the coursework listed above has been completed. Once the program pre-qualification requirements are met, the student will be accepted into the Early Childhood Education Leadership Accelerated program.

Accelerated Finance Bachelor’s Degree Transfer Policy

Students entering the Finance Bachelor’s program must also provide evidence of having successfully completed a course with a grade of C or higher in each of the following areas:

• Financial Accounting I, Financial Accounting II, and Principles of Finance, or equivalent courses. Any student who is not transferring successfully completed Financial Accounting I, Financial Accounting II, and Principles of Finance, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled term at the regular Accelerated tuition rate prior to acceptance into the Accelerated Bachelor’s Degree program.

Medical Coding Practicum Waiver

• Students with a minimum cumulative GPA of 3.0 in their program major courses may request a waiver for the Medical Coding Practicum course. Students must complete and submit the required paperwork to their Program Coordinator/Director prior to the grades being released at the end of the quarter in which the course is completed.

• Students must have a variety of experiences in the necessary medical fields rather than from just one area, and documentation will be required from the student’s employer. The Program Coordinator/Director will inform the Campus Manager of Student Records of the result of the evaluation.

• If the waiver is granted, the grade will be posted on the student transcript as a Course Waiver (CW) once the course waiver form is signed.

School of Education Waivers

• Students who have a current and valid CDA Credential, awarded by the Council for Professional Recognition, and are enrolled in the Early Childhood Education Associate’s degree, Early Childhood Education Diploma, or Early Childhood Education Certificate may request a waiver from Foundations of Child Development; Early Childhood Education Curriculum and Instruction; and Safety and Nutrition/CDA Application.

• The student’s credential will be reviewed, and if the criteria are met, Rasmussen College will waive the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Justice Studies Waivers

• Course waivers will be considered for students who have select professional certifications from the following organizations:

  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

Simultaneous evaluation will be considered upon request. A review of the content against the syllabus of the course for which transfer is requested will be assessed, and if the criteria are met, the course will be added to the student’s transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Business Waivers

Course waivers will be considered for students who have select professional certifications from the HR Certification Institute* for the distinction of Professional in Human Resources (PHR) or for the distinction of Senior Professional in Human Resource Management (SPHR)

• Course waivers will be considered for specific courses within the School of Business related to the certification and the program of enrollment.

• Certifications must be current.

• The student’s credential will be reviewed, and if the criteria are met, the course requirements and the grades will be posted on the student transcript as a Course Waiver (CW) once the course waiver request form is signed.

School of Nursing Waivers

Students who enroll in the Professional Nursing AS program and have a practical nursing license that is current and unencumbered on the date their program starts at Rasmussen College, may request a waiver from NUR117/NUR112 Nutritional Principles, NUR203C 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, the College will waive the course requirements and the grades will be posted on the student transcript as Course Waiver (CW) once the course waiver request form is signed.

• This does not apply to the Illinois Professional Nursing AAS program.

College Equivalency Credit

Credits earned through college equivalency programs will be posted on the student’s transcript as Test-Out credits (TO) and will not be assigned letter grades or applied to cumulative grade point average. Rasmussen College recognizes the following college equivalencies:

• Advanced Placement (AP) examinations administered by The College Board. A score of 3 or higher required.

• College-Level Examination Program (CLEP) examinations administered by The College Board. A score of 50 or higher is required for computer-based testing since 2/15/2003. The CLEP ACE recommended score will be used.

• DSST, DANTES, Excelsior College Early Testing Program scores will be waived and the grades will be posted on the student transcript as a Course Waiver (CW) once the course for which transfer is requested will be waived and the grades will be posted on the student’s transcript as a Course Waiver (CW) once the course waiver request form is signed.

Military Experience Equivalency Credit

College credit for military service may be awarded upon review of a military transcript. Rasmussen College follows the American Council of Education (ACE) recommendations on transferring credit. These credits are usually listed on Salute/Marine American Council on Education Registry Transcript (SMART), Defense Activity for Non-Traditional Education Support (DANTES) transcript, College Level Examination Program (CLEP) transcript, Coast Guard Institute (CGI) transcript, Army American Council on Education Registry Transcript System (ARSTrans) transcript, and for the California School of the Air (CSA) transcript. ACE military credits recommendations which have been accepted for transfer will be listed on the student’s transcript with a Transfer (T) designation.

Other types of college-equivalency courses and/or examinations may be evaluated for eligibility by the Associate College Registrars.

School of Health Sciences Waivers

• Course waivers will be considered for students who have earned the Certified Medical Specialist (CCS or CCS-P) from AHIMA. In addition, an X-Ray operator license may also be considered.

• Certifications must be current.

• Course waivers will be considered for specific courses related to the certification.

• The student’s credential will be reviewed, and if the criteria are met, the course requirements and the grades will be posted on the student transcript as Course Waiver (CW) once the course waiver request form is signed.

888-5-RASMUSSEN

RASMUSSEN COLLEGE — 2014-2015 ACCELERATED AND FLEX CHOICE LEARNING OPTIONS

ACADEMIC INFORMATION AND COLLEGE POLICIES
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Transfer to Other Colleges
Rasmussen College does not imply or guarantee that credits completed at Rasmussen College will be accepted or transferable to any other college, university, or institution. Graduates or students who are likely to transfer credits earned at Rasmussen College to another school should understand that the decision to accept transfer credits is made at the discretion of the receiving institution. Please see the Registrar with questions about transfer to other colleges.

Transcripts
Transcripts for graduates and students who have completed their course of study are provided without charge; however a fee of $5.00 is charged for all other transcripts. The institution reserves the right to withhold official academic transcripts from students under certain circumstances such as having an outstanding financial obligation to the College.

POLICIES AND GRIEVANCES

Accommodations Policy
The mission of Rasmussen College in disability services is to create a welcoming college community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience. Rasmussen College recognizes its obligation under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and commits to the success of its students and faculty by prohibiting discrimination on the basis of disability and requiring reasonable accommodations to qualified disabled students in all programs and activities. Students with disabilities do not have to self-disclose or register with the Campus Accommodations Coordinator, although the College encourages them to do so. Students seeking academic accommodations or adjustments must contact the Campus Accommodations Coordinator to request such services. Students who are unsure who to contact should check with their Academic Dean or Campus Director.

Attendance
A basic requirement for employment in any organization is regular, on-time attendance. Rasmussen College students are expected to be on time and in regular attendance for all of their classes. Workplace etiquette also requires a call be made if an absence is necessary. Rasmussen College students are expected to call the College Administrative Office any time they are unable to attend class. It is the student’s responsibility to contact the instructor to get missed information, class work, and assignments. Attendance requirements are met by either attending a face-to-face course at the College campus or other class location, or by substantive online activity, including commentary in the discussion section of the online classroom, posting of required assignments and course quizzes and exams in a timely manner. Discussion posts in the student lounge area of the classroom are encouraged but do not count as attendance. Attendance is not equivalent to participation. Student grades will be impacted by the frequency and quality of participation in class, whether face-to-face or online, consistent with the requirements of the particular course and as outlined in the course syllabus. Rasmussen College uses a standard grading scale for its courses (although some programs may be required to follow additional standards). Faculty are required to keep accurate attendance records which are submitted to the Business Office. Rasmussen College makes attendance records available to supporting agencies and prospective employers. Students must maintain regular attendance and be in satisfactory academic standing to remain eligible for financial aid.

First Week Attendance: Students are expected to meet attendance requirements in their courses on or before the seventh (7th) day of the start of a term. Students who have not met the attendance requirement in at least one scheduled College course within seven days of the start of a term may be administratively withdrawn from the College.

Course Attendance: If a student has not been in attendance in a class or course purchased and enrolled in for a period of 14 days after the last date of attendance in that course, he or she may be administratively withdrawn from the course. If the student has not been in attendance in any courses within 14 days of their last day of attendance, he or she may be administratively withdrawn from the College. Upon withdrawal a student’s financial aid award will be adjusted according to the Institution’s refund policy as described in the College catalog and will be assigned grades according to the Rasmussen College Drop/Add Class Policy. Prerequisite requirements for Nursing and Health Sciences programs have attendance requirements that are more stringent than the attendance policy above. Attendance policies for programs with additional requirements can be found in program-specific manuals/handbooks.

Rasmussen College Academic Integrity Policy
I. Introduction
As an institution of higher learning, Rasmussen College is committed to preparing students to be active, productive and successful contributors to a global community. In pursuit of this commitment, students, faculty and staff of Rasmussen College are expected to uphold the highest values of personal and professional ethics. Students are expected to hold themselves and others to the highest standards of integrity and academic behavior. Students are also expected to be familiar with Rasmussen 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 like plagiarism, and any other act perpetrated to give unfair advantage to the student.

b) Cheating: Distributing or receiving answers or information to any academic exercise from another student or students for any academic exercise other than those expressly permitted by an instructor for any academic exercise. Examples include:
   i. Copying answers, data, or information for any academic exercise from another instructor 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 (i.e., assignments, discussions, tests, quizzes, papers, labs).

c) Collusion: Knowingly assisting, attempting to assist, or receiving assistance from another student or students to commit academic misconduct, or conspiring with any other person in or outside of the College to commit misconduct.

d) Destruction, Theft, Obstruction, Interference: Seeking to gain unfair academic advantage by destroying, damaging, or stealing equipment or products of any academic exercise, or obstructing or interfering with an instructor’s materials or another student’s academic work.

e) Fabrication, Falsification, Forgery: Deliberately falsifying, altering, or inventing student records, information or citations. Forgery is the act of making or counterfeit documents, signatures, and the like. Fabrication is the act of representing an individual’s or organization’s words, thoughts, or ideas as one’s own. Examples include:
   i. Using a source (a paraphrase or quotation, in whole or in part) from a source without attempting to give credit to the author of that source.
   ii. Using charts, illustrations, images, figures, equations, etc., without citing the source.

iii. Using an academic exercise (in whole or in part) purchased and enrolled in from a ghostwriter or paper/essay mill.

iv. Copyright infringement or piracy, including the use, alteration, or duplication of media, software, code, or information when expressly prohibited or where copyright exists or is implied.

v. Submitting work previously graded in another course without prior approval by the course instructor; or submitting the same work in two or more concurrent courses without prior approval by all course instructors.

III. Violations
A person who violates the Academic Integrity policy faces severe penalty from the College. Violations may occur in one or more courses in one or more quarters and accumulate for all quarters in which the student is enrolled. Upon conclusion by the student’s instructor and the student’s Dean that the student has committed Academic Misconduct, the following penalties will be applied:
   a) First Offense. The student will receive no credit on the assignment in question and will not be allowed to redo the work.
   b) Second Offense. The student will be expelled from the course, and the final grade assigned for the course will be an “FFA.” The student may re-take the course, but the “FFA” will remain on the transcript even if the student passes the course and earns an “A” grade. The College reserves the right to dismiss a student from the College if there are more than two offenses. A dismissed student who had been dismissed because of Academic Misconduct may not reenroll.

   Students who commit Academic Misconduct also run the risk of harming future educational and employment opportunities. Reference requests by prospective employers and other educational institutions often ask for judgment and comment on a student’s ethical behavior. As the form is at the behest of the student, the student waives any rights he or she may have under the Family Educational Rights and Privacy Act to keep Academic Integrity violations confidential.

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

V. Appeal: A student who disagrees with a ruling of Academic Misconduct has one week to appeal the ruling in writing to his/her Dean. If the Dean confirms the violation, the appeal is reviewed by the Academic Integrity Committee, which has one week from the time that they receive the appeal to thoroughly investigate and rule on the appeal. If the issue remains unresolved, the student must submit a written statement of appeal to the Vice President of Academic Affairs – Learning & Teaching thereafter. Response is then given within 30 days.

Conduct/Dismissal
Students are expected to conduct themselves with the same standards of behavior as are expected in the workplace and in the community at large. Consequently, the following rules and policies regarding student conduct. The College reserves the right to suspend or terminate any student whose conduct is detrimental to the educational environment. Conduct/dismissal guidelines for School of Nursing students, or School of Health Sciences students enrolled in the Accelerated Associate in Instant, Health Information Technician/Management, Medical Laboratory Technician and Surgical Technologist programs can be found in each programmatic handbook provided at programmatic orientation. This includes, but is not limited to, conducting:

   • By students, faculty, or staff that is detrimental with the well-being of the fellow students and/or faculty and staff members.

   • That causes damage to the appearance or structure of the College facility and/or its equipment.

   • By students who copy or otherwise plagiarize the assignments/projects of other students or professionals.

   • By students who otherwise display conduct detrimental to the academic progress or ultimate success in the field for which they are being educated.

Students, employees and guests using Rasmussen networks to access the internet are prohibited from viewing inappropriate material or visiting sites which have been identified as facilitating the violation of copyright/intellectual property protections or other illegal activities. Prohibited material could include pornographic images, illegal file sharing programs (such as the illegal downloading and sharing of music), or other violations of the Rasmussen College Acceptable Use Policy. Violations will result in the loss of network use privileges and possibly other penalties, up to and including dismissal.

Anti-Hazing Policy
It shall be the policy of the College to strictly prohibit any action or situation which may recklessly or intentionally endanger the life or health of a student, or impair the physical health or safety of its students for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the College. This policy applies to any student or other person who may be associated with any student organization. Violation of this policy may result in disciplinary action including but not limited to suspension and/or termination from school or employment. The Campus Director of the College shall be responsible for the administration of this policy.

Dress Code
The College encourages students to dress as if they were going to work and to start acquiring a wardrobe suitable for employment after graduation. Several programs, including those in our School of Nursing and our School of Health Sciences, have stringent dress code and professional appearance requirements. Standards are specified in the applicable program handbooks. In some cases, failure to dress appropriately may impact a student’s ability to participate in an externship or clinical experience, and may impact employment opportunities. Please consult the handbook specific to your program or see your Program Coordinator/Dean for details.

Minimum Technical Requirements
Rasmussen College Minimum Technical Requirements
In order to be successful in online courses, you must use a computer system that meets or exceeds the minimum technical requirements specified in the course. If you do not meet those requirements, you may need to attend a campus to complete some assignments. Due to frequent changes in technology, the minimum requirements may be updated periodically. Technical requirements necessary for online courses to run properly are located on the following website: http://contentlearnaday.info/course_files/techinfo/techinfo_als.html, which is updated regularly to reflect current requirements. Current technical requirements are as follows:

Technical Requirements
These are the technical requirements necessary for your online courses to run properly. Please read this information carefully, as you must ensure that your computer is properly configured.

Please note, some courses may require the use of software that is not Mac compatible. Please consult the handbook specific to your program to confirm whether you will need to use such software.
1. Web Browser Requirements
The following web browsers are formally supported and tested:
- With PC: running Windows OS: Google Chrome - Firefox
- Internet Explorer version 8, 9 or 10;
- With Mac running OS X: Google Chrome - Firefox - Safari 5 or 6.0.x

Please note, there is currently no support for Firefox, Internet Explorer, Safari or Chrome on mobile devices.

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 of 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: http://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: http://get.adobe.com/shockwave/.

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

Microsoft PowerPoint
Your courses may include Microsoft PowerPoint presentations. If you do not have PowerPoint installed on your computer, you may use the free PowerPoint viewer to view the course materials. Download the free PowerPoint viewer here: microsoft.com/en-us/download/details.aspx?id=13.

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

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

ZIP File Compression Utility
Your courses may require the use of a compression utility, like 7-Zip, to create a “zipped” file (.i.e. filename.zip). If you do not have a compression utility installed on your computer, you may download a free copy of 7-Zip here: 7-zip.org.

4. Library

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 http://content.learntoday.info/course_files/techinfo/techinfo_os.html.

Student Senate
The Student Senate assists the College in providing a successful, positive, and rewarding atmosphere by organizing campus events. The Student Senate meets on a regular basis. Students are encouraged to participate in the open forum discussions or may petition to be one of the board representatives. The representatives include: President, Vice President, Treasurer, and Secretary.

Student Senate is open to all students, however students must vary from campus to campus. Therefore, students should see their Campus Director for information regarding student groups.

Exit Interviews
Students contemplating the termination of their education at Rasmussen College should contact the Dean or Campus Director or the Director of Student Affairs, and then the Student Financial Services Office. Financial and financial aid files are not complete until both exit interviews have been completed. All students graduating or withdrawing (that have financial aid) are required to attend a mandatory exit interview. During this interview, students receive information regarding their loan(s) including address and telephone numbers of lenders, deferment requests, a list of qualifications, a sample repayment guide, loan consolidation information, and review of loan terms.

The Student Financial Services Office is available for your assistance for the duration of your student loan. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due the College.

Circulation Policy
Library Mission & Introduction
Rasmussen College Library System, in accordance with the mission of the College, promotes life-long learning, develops information literacy skills, and fosters educational achievement.

The library is dedicated to supporting the diverse education and information needs of our online and residential communities.

In support of this mission, we:
- Extend our resources and personalized services to all students and employees of the College;
- Empower students to access information independently in the changing world of technology;
- Support faculty by providing professional development and instructional partnerships;
- Engage in responsive collection development and resource sharing; and
- Collaborate with faculty to select resources in a variety of formats.

This circulation policy supports the library mission by ensuring that library materials are available to members of the Rasmussen College community and other library users on an equitable basis. The opinions to this policy may be granted by the Campus Librarian on a case-by-case basis if need is demonstrated.

Borrowing Materials: General
The following persons are permitted to check out materials owned by our campus libraries:
- Rasmussen College students and alumni in good standing with the College
- Rasmussen College faculty and staff in good standing with the library
- Community consortia, and interlibrary loan patrons in good standing with the library
- A patron in good standing with the library is defined as a person who has no overdue items and owes no fees toward damaged or lost items.

A library user is responsible for any items checked out or returned at Rasmussen College. If the user violates the right to deny borrowing privileges to any person in violation of this or any other library policy.

Loan Periods
Circulating materials are loaned for 21 calendar days and may be renewed up to two times if there are no outstanding holds on the material. Special materials are loaned for 3 hours or 3 days, depending on the material type. Reserve materials may not be renewed.

Library materials must be returned to the library on or before the end of the loan period. Returned materials are accepted at any campus library and may be delivered in person or mailed to the campus. Non-circulating materials are not loaned but may be used in the library.

Fees and Restriction of Borrower Privileges
Students may be assessed a fee of $5.00 per item for late return of books. Following the grace period (5 days for circulating items, 10 hours for special materials), items are considered overdue and borrower privileges will be restricted until items are returned. Fees are paid for lost materials.

After 30 days past the end of the grace period, the material is considered lost. The library reserves the right to charge for replacement costs. Replacement costs are assessed per each individual item.

The library will charge $55.00, or the cost of replacing the item plus a $5.00 processing fee. In the event that a library material is returned damaged, the borrower will be assessed a fee to repair or replace the damaged item. In the event that an irreplaceable item is damaged, the library will assess a $55.00 fee.

Rasmussen College cannot overcharge fines incurred at other libraries, including fines for Interlibrary Loan items lost or returned late.

Library fees are assessed through the Department of Student Financial Services. Rasmussen College reserves the right to withhold the release of academic information, and other records, pending settlement of any amount due to the College.

Non-Discrimination Policy
Rasmussen is strongly committed to providing equal employment opportunity for all employees and all applicants for employment. For us, this is the only acceptable way to operate our College.

Equal Employment Policy
Rasmussen College employment practices conform both to the letter and spirit of federal, state, and local laws and regulations regarding non-discrimination in employment, compensation, and benefits.

Anti-Harassment and Sexual Violence Policy
It is Rasmussen College’s policy 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 respect and dignity.

This policy is related to and is in conformity with the Equal Opportunity Policy of Rasmussen College to recruit, employ, retain, and promote employees without regard to race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints. Appropriate corrective action will be taken. An Executive Vice President or President will be notified of all allegations. This will ensure a prompt, consistent, and appropriate investigation.

It is a violation of policy for anyone of our College community to engage in sexual harassment and it is a violation of policy for any member of the College community to take action against an individual for reporting sexual harassment.

This policy covers actions of all students and employees, whether co-worker, manager or by any other persons doing business with or for Rasmussen.

Informal and Formal Complaints
Anyone in the Rasmussen community may discuss an informal complaint with the Campus Director, Regional Vice President, Executive Vice President or President.

1. If the person who discusses an informal complaint with an advisor is willing to be identified to others but not the person against whom the informal complaint is made, the College will make records of the circumstances and will provide guidance about various ways to resolve the problem or avoid future occurrences.
While the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complaining person regarding action by the College cannot be guaranteed in every instance, they will be protected to the extent that the privacy or safety of an individual or the College is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of the College’s obligation to act upon the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by the College and those involved in the investigation.

2. If the person bringing the complaint is willing to be identified to the person against whom the complaint is made and wishes to attempt resolution of the problem, the College will make a confidential record of the circumstances (signed by the complainant) and suggest and/or undertake appropriate discussions with the persons involved.

3. When a number of people report incidents of sexual harassment that have occurred in a public context (for instance, offensive sexual remarks in a classroom lecture) or when the College receives repeated complaints from different people that an individual has engaged in inappropriate behavior, the College may inform the person complained against without revealing the identity of the complainants.

Definitions

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement, 2) Submission or rejection of such conduct by an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment, 3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working or academic environment.

This policy prohibits behavior such as, but not limited to:

1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, and other visual stimuli (includes by electronic means);
6. Sexually offensive comments, graphic verbal commentary about an individual’s body or dress, sexual explicit jokes or innuendos, and other sexually-oriented statements;
7. Physical conduct, such as: touching, assault, or impeding or blocking movements.

Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed. Sexual harassment can be as blatant as rape or as subtle as a touch. Harassment under the third part of the definition often consists of casual insensitivity to the experience of others. Normal, courteous, mutually respectful, non-coercive interactions between employees, including managerial, in which that is acceptable to and welcomed by both parties, are not considered to be harassment, including sexual harassment.

There are basically two types of sexual harassment:

1. "Quid pro quo" harassment, where submission to harassment is used as the basis for employment decisions.

Employee benefits such as raises, promotions, better working conditions with the victim/survivor are linked to compliance with sexual advances. Therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Example: A supervisor promising an employee a raise if she goes on a date with him, a manager telling an employee she will fire him if he does not have sex with her.

2. "Hostile work environment," where the harassment creates an offensive and unpleasant working environment. Hostile work environment can be created by anyone in the work environment, whether he/she supervises, other employees, or customers. Hostile environment harassment consists of verbal or physical conduct that are directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

Romantic/sexual relationships between superior and subordinate: Substantial risks are posed even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties. The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study, or other forms of advancement may greatly diminish the student’s actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign and oversee the work activities of employees may interfere with the employee’s ability to choose freely in the relationship. Further, it is inherently risky where age, background, stature, credentials and other characteristics contribute to the perceptions that a power differential exists between the involved parties which limits the student or employee’s ability to make informed choices about the relationship.

Claims of consensual romantic/sexual relationships will not protect individuals from sexual harassment charges nor guarantee a successful defense if charges are made. It is the faculty member, supervisor, or staff who will bear the burden of accountability because of his/her special power and responsibility, and it is exceedingly difficult to use mutual consent as a defense. Therefore, all employees should be aware of the risks and consequences involved in entering a romantic/sexual relationship where there is a superior/subordinate relationship.

Sexual assault: Sexual activity, including sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through the threat of physical harm, through the threat of a position of authority, or when the victim survivor is mentally or physically disabled or helpless constitutes criminal sexual conduct.

Having a previous relationship of any nature, including prior sexual contact with the victim/survivor is not an accepted defense for sexual assault. The victim/survivor does not need to prove that he/she 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 any manner in which either party or parties honor or punish 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. The statement must be prepared by the complainant or by an advisor as a record of the complaint. The complaint must be addressed to the Campus Director or other manager who will immediately report such complaint to an Executive Vice President or President and Human Resource Director or Corporate Counsel. The Human Resource Director and/or Corporate Counsel, with the assistance of the Campus Director or other manager will formally investigate the complaint and present findings and related documents to an Executive Vice President or President.

b. The College will investigate formal complaints in the following manner:

1. The person who is first contacted, after initial discussion of the complaint, will inform the College specifying the individuals involved. Rasmussen College will decide whether the circumstances reported in the complaint constitute an unwelcome sexual or intimate inquiry.

2. If the circumstances warrant an investigation, Rasmussen College will inform the person complained against of the name of the person making the complaint as well as the substance of the complaint. The College will then limit the investigation to what is necessary to resolve the complaint or make a recommendation. It is necessary for the College to speak to any person other than those involved in the complaint, they will inform the complainant only after informing the person and the person complained against.

3. The College’s first priority will be to attempt to resolve the problem through a mutual agreement of the complainant and the person complained against.

4. The College will be in communication with the complainant until the complaint is resolved. The complainant will be informed of procedures being followed throughout the investigation although not of the specific conversations held with the person complained against.

5. The College will resolve complaints expeditiously. To the extent possible, the College will complete its investigation and make its recommendations within 60 days from the time the formal investigation is initiated.

6. If a formal complaint has been preceded by an informal inquiry, the College will decide whether there are sufficient grounds to warrant a formal investigation.

7. After an investigation of the complaint the College will:

a) 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;

b) Report its findings with appropriate recommendations for corrective action to an Executive Vice President or President;

8. Report to an Executive Vice President or President its finding that there is insufficient evidence to support the complaint.

Victims’ Rights Under Sexual Assault Policy

If the assault is alleged to have been committed by a member of our college community on property owned by the College the following additional policy applies:

1. The victim is aware that criminal charges can be made in a local law enforcement official;

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

3. A sexual assault victim’s participation in and the presence of the victim’s attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complaint, consistent with laws relating to data practices;

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

5. The assistance of campus administration or Rasmussen management in preserving, for a sexual assault victim or complaint, materials relating to a campus disciplinary proceeding;

6. The assistance of campus and/or other Rasmussen personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim’s request, to contact the alleged assaulter, including transfer of the victim to alternative classes; and

7. Further information can be obtained from the following source:

Florida Commission on Human Relations
2009 Apalachee Parkway, Suite 100 Tallahassee, FL 32301 Phone: (850) 488-7062 Toll-Free: 1-800-342-8170 Fax: (850) 488-5291 TDD Baudot (800) 955-1339 Baudot (800) 955-8771
Website: http://hcr.state.fl.us/car For Those with Communication Impairments: The Florida Relay Service Voice (statewide) 711 TDD ASCII (800) 955-1339 Baudot (800) 955-8771 TDD Baudot (800) 955-8771
Website: http://hcr.state.fl.us/car For Those with Communication Impairments: The Florida Relay Service Voice (statewide) 711 TDD ASCII (800) 955-1339 TDD Baudot (800) 955-8771
Website: http://hcr.state.fl.us/car

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

Drug-Free School and Workplace

In accordance with the Drug-Free Schools and Communities Act (34 CFR Part 85), Rasmussen College campuses are hereby declared a drug-free school and workplace. For more information visit the U.S. Department of Education’s Higher Education Center for Alcohol and Other Drug Prevention website at www.edc.org/.
Students are prohibited from the unlawful manufacture, distribution, or possession of a controlled substance or alcohol anywhere on property belonging to the College including, but not limited to, dormitories, residence halls and any other College owned facilities, while participating in College-related activities including but not limited to clinical, externship, or practicum experiences. Persons who violate this policy will be subject to disciplinary action up to and including expulsion or termination of enrollment.

As a condition of enrollment, students must abide by the terms of this policy. The College will take one or more of the following actions within 30 days with respect to any student who violates this policy:

1. Reporting the violation to law enforcement officials.
2. Taking appropriate disciplinary action against such student, up to and including expulsion or termination of enrollment.
3. Requiring such student to participate in a substance abuse rehabilitation program approved for such purposes by a federal, state, local, health, law enforcement, or other appropriate agency.

In compliance with the law, the College will make a good faith effort to maintain a drug-free College through implementation of the preceding policy and will establish and maintain a drug-free and alcohol awareness program. Upon enrollment and on an annual basis, students will receive a copy of the Rasmussen College Drug-Free Schools and Workplace policy, list of applicable policy sanctions under federal, state, or local, laws, description of health risks, list of drug and alcohol programs that are available, and list of imposed disciplinary sanctions for students.

The Federal Government has taken a number of legal steps to curb drug abuse and distribution. These anti-drug laws affect several areas of our lives. For instance, the Department of Housing and Urban Development, which provides public housing funds, has the authority to evict residents found to be involved in drug related crimes or on 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 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 state of physical withdrawal, and be unable to function in their relationships, family, job, school, physical, and emotional health. People who use drugs and alcohol may have problems associated with alcoholism or effects to virtually every aspect of a person’s life, i.e., relationships, family, job, school, physical, and emotional health. People who use drugs and alcohol may lose their sense of responsibility, become restless, irritable, paranoid, depressed, inattentive, anxious, or experience sexual indifference, loss of physical coordination and appetite, go into a coma, experience convulsions, or even death. Persons who use drugs and alcohol face not only health risks, but their ability to function in their personal and professional lives can be impaired as well. Some examples of this are a hangover, or a feeling of being “burned out,” being preoccupied with plans for the next drink, or “high” or “slowed” reflexes that can be especially dangerous while driving.

There are danger signals that could indicate when someone is in trouble with drugs or alcohol:

1. inability to get along with family or friends
2. uncharacteristic temper flare-ups
3. increased “secret” type behavior
4. abrupt changes in mood or attitude
5. resistance to discipline at home or school
6. getting into a “slump” at work or school
7. increased borrowing of money
8. a complete set of new friends

We recommend that any person observing any of the above changes in anyone suspected of using drugs or alcohol immediately notify the Academic Dean or Campus Director.

Drug Abuse Policy
Rasmussen College is committed to providing a safe, drug-free environment for its students and employees, based on our concern for the health, welfare and safety of our students and their families, as well as our employees and the community. The College also wishes to protect its business from unnecessary financial loss due to drug or other intoxicant use among its students and employees. Consistent with this commitment, Rasmussen College strictly prohibits:

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

Rasmussen College has the right to:

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

Tobacco Use Policy
Smoking and tobacco use is prohibited at all facilities owned, leased 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 exits ways, hallways, storage areas, vending machines, stairwells, storage rooms, and other spaces not otherwise designated as smoking areas. This policy applies to all staff, students and visitors.

This policy does not apply to areas of multi-tenant buildings that the proprietor has designated a tobacco-free area. In such settings, the College may implement smoke-free policies.

In our particular situation, students involved with tobacco products may be at increased risk for various health concerns and long-term effects.

We recommend that any person observing any of the above changes in anyone suspected of using tobacco products immediately notify the Academic Dean or Campus Director.

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, slingshot, paint guns, arrows, crossbows, air guns, and other weapons that use or have the potential to use elastomers, explosives, or chemicals to propel darts, darts, or bullets. Prohibited items include weapons that are loaded or loaded-like, 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, students and visitors with the exception of licensed peace officers and law enforcement/security agents as allowed by applicable statute. The approved storage and use of weapons for training purposes as part of a School of Justice Studies program is permitted. This policy includes both campus buildings and offsite events sponsored and controlled by the College including graduation ceremonies, internships, and clinical sites. This policy does not include Rasmussen College shooting lots, where weapons are allowed to be stored in private vehicles unless prohibited by a separate parking facility owner or operator. Rasmussen policy defers to agency/site-specific regulations regarding School of Justice Studies training facilities.

Family Educational Rights and Privacy Act (FERPA)
Amendments to the Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the institution receives a request for access.
2. Students who submit to the registrar, business office, or other appropriate official, written requests that identify the records 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.
3. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. Students should write the Campus Director, clearly identify the record the student wants changed, and specify why it is inaccurate or misleading.
4. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information concerning the hearing procedures will be provided to the student when notified of the right to a hearing.
5. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Officer
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Educational Records Definition
A student’s educational records are defined as files, materials, or documents that contain information directly related to the student and are maintained by the institution. Access to a student’s educational records is afforded to the student only when the student has a legitimate educational interest in the records, such as for purposes of recording grades, attendance, advising, and determining financial aid eligibility.
Students who feel they have an appropriate grievance should see their Campus Director for assistance. The Campus Director will investigate the grievance, attempt to resolve it, and issue a decision to the student.

If the grievance is not resolved, students should contact the Campus Director for their campus. The Campus Director will review the progress of the investigation and, if new developments occur, attempt to resolve the grievance, and issue a decision to the student.

Students or other interested parties may contact:
- Commission for Independent Education Florida Department of Education 325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399 888-224-6684
- Illinois Board of Higher Education 431 East Adams, Second Floor Springfield, IL 62701 217-782-2951
- Kansas Board of Regents 1000 SW Jackson Street, Suite 520 Topeka, KS 66612 785-296-3421
- Minnesota Office of Higher Education 1454 Viking Parkway 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 701-224-1960
- State of Wisconsin Educational Approval Board 201 West Washington Avenue, 3rd Floor Madison, WI 53703 608-266-1996
- The Higher Learning Commission (ncahc.org), a commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604 800-621-7440 or 312-263-0456

Appeal Procedure

Rasmussen College recognizes the rights of applicants, students, instructors, former students, and other parties who have dealings with the College as they relate to due process in matters of alleged violation of policies, procedures, and guidelines of the institution. Individuals feel that they have been unjustly treated by the College, or that a request has been made by the College in a timely fashion of any grievance procedure. 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 express feeling of dissatisfaction regarding any interpretation or application of school-related policies or the College’s personnel. Individuals who have dealings with Rasmussen College in a timely fashion of any grievance considered appropriate for handling under this policy. As used in this policy the term “promptly” means “reasonable time,” and “promptly” means ten days.

For appeals involving academic issues such as final grades, students must appeal first to their instructor, in writing, to the instructor’s “email (found on the course syllabus) within one week of the start of a subsequent term. If the issue remains unresolved after one appeal, the student who has one week from the time they are contacted by students must provide appeal documentation and a written statement to the Dean. The Dean will have one week from the time they are contacted by students to consider any such appeals. If the issue remains unresolved after a thorough investigation of the matter by the Dean and the student wishes to further the appeal, the student must submit a written statement of appeal to the Provost of Academic Affairs – Learning & Teaching and thereafter. Response will be given within 30 days.

If individuals wish to appeal a decision or request of Academic Affairs – Learning & Teaching, the student must submit a written statement of appeal to the Provost of Academic Affairs – Learning & Teaching and thereafter. Response will be given within 30 days.

Arbitration (Not applicable to North Dakota residents)

Any controversy or claim arising out of, or relating to a current or former student’s recruitment, enrollment, in, or education at Rasmussen College (“Controversy or Claim”), shall be resolved first in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. If, following completion of the Grievance Policy procedures, any current or former student (the “Student”) or Rasmussen College remains dissatisfied, then the Controversy or Claim, in accordance with the Enrollment Agreement, shall be resolved by binding arbitration administered in accordance with the Commercial Arbitration Rules of the American Arbitration Association then in effect. Arbitration shall be the sole remedy for resolution of any Controversy or Claim which is not satisfactorily resolved in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. Unless the Student and Rasmussen College agree otherwise, the arbitration shall take place in Minneapolis, Minnesota, before a single neutral arbitrator. The Federal Arbitration Act shall govern the arbitration to the fullest extent possible, excluding all state arbitration laws. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof.

The arbitrator shall have no authority to award punitive damages, 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 one more Student regardless of whether or how many other similarly circumstantial 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 or any other 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.

Grievance Procedure

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

1. The individual must first try to resolve the issue with the other involved.
2. If the matter is not resolved the person’s satisfaction has the option to follow the appropriate steps:
   a. Requests for further action on educational issues should be made to the Dean. The Dean will investigate the grievance, attempt to resolve it, and issue a decision to the student.
   b. Students who feel they have an appropriate non-academic grievance should see the Campus Director for their campus. The Campus Director will investigate the grievance, attempt to resolve it, and issue a decision to the student.
   c. The grievance is not resolved, students should contact the Campus Director for their campus. The Campus Director will review the progress of the investigation and, if new developments occur, attempt to resolve the grievance, and issue a decision to the student.

State Contact Information for Student Complaints *

ALABAMA
Alabama Commission on Higher Education P.O. Box 302000 Montgomery, AL 36130 achc.state.al.us/federal-reg.pdf

ALASKA
Alaska Commission on Postsecondary Education P.O. Box 110505 Juneau, AK 99811 EDC.ACPE-IA@alaska.gov akacadreg.alaska.gov/EDUCATOR-SCHOOL/Postsecondary_Institutions/Consumer Protections.aspx

ARKANSAS
Arkansas Higher Education Commission Board Arkansas Department of Higher Education 114 East Capitol Ave. Little Rock, AR 72201 ADHE_Info@adhe.edu adhe.edu/SiteCollectionDocuments/AcademicAffairs/Directors/ADPendir/ADPendir%20Student%20Grievance%20Compliance%20process%202019.pdf

Arizona Arizona State Board for Private Postsecondary Education 1400 West Washington Street, Room 260 Phoenix, AZ 85007 azpse.gov/student_info/compliance.asp

ARKANSAS
Arkansas Higher Education Commission Board Arkansas Department of Higher Education 114 East Capitol Ave. Little Rock, AR 72201 ADHE_Info@adhe.edu adhe.edu/SiteCollectionDocuments/AcademicAffairs/Directors/ADPendir/ADPendir%20Student%20Grievance%20Compliance%20process%202019.pdf

Arkansas State Board of Private Career Education 501 Woodlane, Suite 3215 Little Rock, AR 72201 sbpearkansas.gov/students/Pages/complaintProcess.aspx

CALIFORNIA
Approriate Agencies:
California Bureau of Private Postsecondary Education P.O. Box 960818, West Sacramento, CA 95608 bppe@ca.ca.gov bppe.ca.gov/forms_publ/studentcomplaint.pdf

CITIY OF LA
Exempt Institutions:
City of Los Angeles Office of Education California Department of Justice 1200 S. Spring St., Suite 500 P.O. Box 9044255 Sacramento, CA 94244 ag.ca.gov/contact/Consumer_complaint_form.php?cmplt=PL

COLORADO
Colorado Department of Higher Education 1560 Broadway, Suite 360 Denver, CO 80202 highered.colorado.gov/Academics/Complaints/default.html highered.colorado.gov/DPS/Students/complaint.html

CONNECTICUT

CONNECTICUT
Connecticut Department of Consumer Protection 165 Capital Avenue, Suite 110 Hartford, CT 06106 trade.practices@ct.gov connecticut.gov/Consumer_Statement_CPPR-2.pdf

FLORIDA
Florida Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, FL 32304 fdioe.org/ciel/complaint.asp

GEORGIA
Georgia Nonpublic Postsecondary Education Commission 2062 Easy Exchange Pl. #220 Tucker, GA 30084 rules.sos.state.ga.us/docs/392/506.pdf

HAWAII
Hawaii State Board of Education P.O. Box 21936 Honolulu, HI 96804 orc@hawaii.edu hawaii.gov/dcp/lib/dcp/Consumer_Statement_.pdf

IDAHO
Idaho State Board of Education Attn: State Coordinator for Private Colleges and Proprietary Schools 650 West State Street P.O. Box 83720 Boise, ID 83702-0037

ILLINOIS
Board of Higher Education Illinois Board of Higher Education 431 East Adams, 2nd Floor Springfield, IL 62701 info@biee.org Institutional Complaint Hotline: 217-782-2551
### Tuition

Pricing will be effective for new students as of July 2014

**AcceleratedED Degrees with Flex Choice Option:**
- School of Business
- School of Education
- School of Justice Studies

<table>
<thead>
<tr>
<th></th>
<th>Part Time</th>
<th>Full Time</th>
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<tbody>
<tr>
<td>AcceleratedED:</td>
<td>$310 per credit</td>
<td>$260 per credit</td>
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<tr>
<td>• School of Business</td>
<td>(except noted below)</td>
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<tr>
<td>• School of Education</td>
<td>(except noted below)</td>
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<tr>
<td>• School of Justice Studies</td>
<td>(except noted below)</td>
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<tr>
<td>Associates Degrees with Flex Choice option</td>
<td>$260 per credit for faculty-led courses required to complete program</td>
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<tr>
<td>• School of Business</td>
<td>(except noted below)</td>
<td>(except noted below)</td>
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<tr>
<td>Prequalified AcceleratedED Coursework:</td>
<td>$310 per credit</td>
<td>$299 per credit</td>
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<tr>
<td>English Composition, College Math, Natural Science, or any pre-requisite course required in order to start an AcceleratedED program. These are taught in 11-week sessions. These are taught in 11-week sessions.</td>
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<td>School of Business</td>
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<td>School of Education</td>
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<tr>
<td>School of Justice Studies</td>
<td>(except noted below)</td>
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<tr>
<td>Full-time students in AcceleratedED programs are defined as taking 12 or more credits per term. Students taking less than 12 credits are part time students.</td>
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<tr>
<td>Additional Elective Coursework Outside the AcceleratedED Program:</td>
<td>$310 per credit</td>
<td>$299 per credit</td>
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<tr>
<td>These courses are taught in 11-week sessions.</td>
<td>(except noted below)</td>
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<tr>
<td>School of Business</td>
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<td>School of Education</td>
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<td>(except noted below)</td>
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<tr>
<td>School of Justice Studies</td>
<td>(except noted below)</td>
<td>(except noted below)</td>
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<tr>
<td>Full-time students in Flex Choice programs are defined as taking two or more faculty-led courses per term.</td>
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<tr>
<td>Tuition rate is locked in for continuously enrolled students. A change in the number of credits taken during enrollment in any quarter may lead to different prices if a student moves from part-time to full-time or vice versa.</td>
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<tr>
<td>Students must be enrolled in one of the AcceleratedED programs; Individual progress (IP) students do not have the option to enroll in AcceleratedED coursework.</td>
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<tr>
<td>No additional discount or reduction can be applied to full-time tuition rates or Accelerated tuition rates. This includes corporate partner discounts, military member/family discounts or other reductions.</td>
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<tr>
<td>Course Resources Fee:</td>
<td>$167 per credit for courses required to complete program (except noted below)</td>
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<tr>
<td>Rasmussen College has one simple course resources fee, charged for all courses. This fee makes the cost of course resources predictable each quarter. Only one course resources fee will be applied for courses with a common course number split between lecture, lab, and clinical components. The course resources fee includes, but is not limited to (where applicable for specific programs):</td>
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<tr>
<td>• Rental of eBooks for use during the course for the time period prescribed by the course materials vendor(s)</td>
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<td>• Physical and electronic library resources (reference services, books, ebooks, databases, guides, interlibrary loan, etc.)</td>
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<tr>
<td>• Peer, faculty and expert tutoring with 24/7 math support and question response as well as lab paper review</td>
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<td>• Technology tools and online course systems</td>
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<tr>
<td>• The Student Portal</td>
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<td>• The Personal Support Center Help Desk</td>
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<tr>
<td>• Tactical facilities and services required for the criminal justice program</td>
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<tr>
<td>• Licensed materials and videos</td>
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<td></td>
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<tr>
<td>• Reimbursement for student exam certifications and certain exam review programs</td>
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<td></td>
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<tr>
<td>• Some (not all) background checks and immunizations</td>
<td></td>
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<tr>
<td>• Uniforms and other supplies for the medical and criminal justice programs used while in class</td>
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| For information on our graduation rates, median graduate debt levels, and other student investment disclosure information, visit rasmussen.edu/SID.
ACADEMIC INFORMATION AND COLLEGE POLICIES

NEW HAMPSHIRE
New Hampshire Department of Education
Stephen Berwick, Coordinator, Dispute Resolution, and Constituent Complaints 10 Pleasant Street Concord, NH 03301 603-271-2299 stephen.berwick@doe.nh.gov

NEW JERSEY
Secretary of Higher Education New Jersey Higher Education P.O. Box 8625 Trenton, NJ 08625 nj_che@che.state.nj.us New Jersey Division of Consumer Affairs 124 Halsey Street Newark, NJ 07102 nj.gov/oag/ca/complaints.opc New Jersey Department of Labor and Workforce Development 1 John Fitch Plaza, P.O. Box 110 Trenton, NJ 08625 schoolapprovals@dol.state.nj.us lwd.dol.state.nj.us/labor/forms._pdfs/cau/Conflict%20Resolution%20Questionnaire.pdf

NEW MEXICO
New Mexico Higher Education Department 2048 Galisteo Street Santa Fe, NM 87505 hied.state.nm.us/Complaint_3.aspx

NEW YORK

NORTH CAROLINA
Board of Governors for the University of North Carolina Postsecondary Education Complaints c/o Assistant General Director of Licensure and Workforce University of North Carolina Postsecondary Administration 910 Raleigh Road Chapel Hill, NC 27514 studentcomplaints@uncg.edu nctdot.gov/tecol/5b2e553c506b5e5b0/ComplaintForm.aspx See also: northcarolina.edu/aa/lclicensing/resources.htm Community College System Office of Proprietary Schools North Carolina Community College System Office of Proprietary Schools 200 West Jones St. Raleigh, NC 27603 nccommunitycolleges.edu/Proprietary_Schools/docs/PDFFiles/StdCompForm.htm

NORTH DAKOTA

OHIO
Ohio Board of Regents 30 East Broad Street, 36th Floor Columbus, OH 43215 Ohio Attorney General, Consumer Protection Section 30 East Broad Street, 14th floor Columbus, OH 43215 ohioag.gov/consumers/complaint Ohio State Board of Career Colleges and Schools 30 East Broad Street, Suite 2481 Columbus, OH 43215 ccr.ohio.gov/ConsumerInformation/ FilingAComplaint.aspx

OKLAHOMA
Oklahoma State Regents for Higher Education 625 Research Parkway, Suite 200 Oklahoma City, OK 73104 Oklahoma Office of the Attorney General, Consumer Protection Unit 313 NE 21st Street Oklahoma City, OK 73105 og.state.ok.us/govweb/ndcomp.html Oklahoma State Board of Private Vocational Schools 3700 Classen Boulevard, Suite 250 Oklahoma City, OK 73118

OREGON
Oregon Higher Education Coordinating Commission 1500 Valley River Drive, Suite 100 Eugene, OR 97401 Oregon Attorney General Financial Fraud/Consumer Protection Section 1216 Court Street NE Salem, OR 97301 dj.state.or.us/lg/lnfrd/pdfs/conscomplaint.pdf Oregon Department of Education, Private Career Schools Office 14th Floor, Strawberry Square Harrisburg, PA 17120 attorneygeneral.org/uploadedFiles/Complaints/BOP_Complaint_Form.pdf

PUERTO RICO
Puerto Rico Board of Higher Education P.O. Box 1900 San Juan, PR 00910 Puerto Rico Department of Justice P.O. Box 902192 San Juan, PR 00902

RHODE ISLAND
Rhode Island Board of Governors for Higher Education Shepard Building, 80 Washington Street Providence, RI 02903 Rhode Island Department of Attorney General, Consumer Protection Unit 150 South Main Street Providence, RI 02903 rlag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf rhlge.org/8a103912.pdf

SOUTH CAROLINA
South Carolina Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 29201 803-737-3918 sc.icac/AcademicAffairs/License/ Complaint_procedures_.and_form.pdf

SOUTH DAKOTA
South Dakota Secretary of State J-M. Gant State Capitol 500 East Capitol Avenue Pierre, SD 57501 sdsos@state.sd.us

South Dakota Office of Attorney General, Division of Consumer Protection 1302 East Hwy 14 Suite 3 Pierre, SD 57501 atty.gov/Consumers/HandlingComplaints/ ConsumerComplaintForm.aspx

TENNESSEE
Tennessee Higher Education Commission 434 James Robert Parkway, Suite 1900 Nashville, TN 37243 tn.gov/che/districts/LRA/PostsecondaryAuth/ Complaint%20Form.pdf

TEXAS
Texas Higher Education Coordinating Board Texas Higher Education Coordinating Board 1201 East Anderson Lane Austin, TX 78752 Office of the Attorney General Consumer Protection Division PO Box 12548 Austin, TX 78711 oag.state.tx.us/consumercomplaintform.pdf Texas Workforce Commission Career Schools and Colleges - Room 226-T 101 East 15th Street Austin, TX 78778 twc.state.tx.us/wvcs/propschools/psp401a.pdf Additional complaint information is available at wvcc.state.tx.us/wvcs/propschools/problem-school.html

UTAH
Utah Division of Consumer Protection 160 East 300 South Salt Lake City, UT 84111 consumerprotection.utah.gov/utah.gov/complaints/index.html

VERMONT

VIRGINIA
State Council of Higher Education for Virginia 101 North 14th Street, James Monroe Building Richmond, VA 23219 communications@shev.edu shev.edu/students/studentcomplaint.asp

WASHINGTON
Washington State Student Achievement Council 1017 Lake Union Place, P.O. Box 43430 Olympia, WA 98507 dainfo@wsac.wa.gov wsac.wa.gov/ConsumerProtection Washington Workforce Training and Education Coordinating Board 128 10th Avenue SW PO Box 4315 Olympia, WA 98504 workforce@wta.wa.gov wta.wa.gov/PGS_Complaints.asp (instructions)

WEST VIRGINIA

WISCONSIN
Wisconsin Educational Approval Board 201 West Washington Avenue, 3rd Floor P.O. Box 8969 Madison, WI 53708 eabmail@eab.wisconsin.gov eab.state.wi.us/resources/complaint.asp
**CONSORTIUM AGREEMENT**

**Consortium Agreement**

Rasmussen College has signed consortium agreements among all Rasmussen College campuses.

Course requirements for programs may be completed at any of the campuses. As the schools have common ownership and common courses, and students will have the flexibility to take courses from different locations as they choose. Students who attend a class at a location other than their home campus (primary attendance location) will have their total tuition and fees charged by their home campus. All financial aid will be awarded and disbursed from the home campus. The home campus monitors satisfactory progress. A copy of the consortium agreement is kept on file at each campus. Students have the right to review and acknowledge the agreement prior to taking courses at other campuses.

**CAMPUS SECURITY CRIME STATISTICS**

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Rasmussen College provides prospective and enrolled students and employees with its current Crime Awareness and Campus Security Act statistics. This policy contains information pertaining to the reporting procedure of criminal activities, security and access to campus facilities, campus enforcement of criminal offenses, and student and campus employees. Rasmussen College reports the crime statistics to the U.S. Department of Education by the Annual Security and Fire Safety Report. It is distributed to prospective and enrolled students and employees of the college. This report is available online on the Rasmussen College website and may be obtained by written request from the Director of Security. The report contains information about the nature, type, and frequency of criminal offenses; the crime rate at the college campus; the crime rate in the city and county in which the college campus is located; information about crime prevention and security awareness. The report is available in the following languages: English and Spanish.

**REFUNDS**

Florida Cancellation, Termination, Refund Policy

If a student is cancelled or terminated, for whatever reason, the following apply:

- Each student will be notified of acceptance/ rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. A student in any term who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.
- The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund the amount due within 30 business days. Written notice of cancellation shall take place on the form. If the notice of cancellation is postmarked, or in the case where the notice is hand-carried, it shall occur on the date the notice is delivered to the College.
- The College will provide written notice of receipt following written acceptance by the College and prior to the start of the period of instruction for which he/she has been charged. “Period of Instruction” means the calendar school year or such shorter period as applicable. All prepaid tuition, fees, and all other charges for the completed portion of the Period of Instruction shall not exceed the appropriate student shall be refunded for tuition, fees, and all other charges that the length of the completed portion of the Period of Instruction bears to its total length. After the completion of 60% of the Period of Instruction, no refund will be made.
- Student refunds are made within 45 days of the determination that all_unearned tuition, fees, and other charges have been refunded. If the student does not officially withdraw, no refund will be made.
- The refund policy is not linked to compliance with the College’s regulations or rules of conduct.
- Any promissory note instrument received as payment of tuition or other charge will not be negotiated prior to completion of 50% of the course.

**Cancellation, Termination, Refund Policy**

(Alabama Resident Students Only)

Students may cancel enrollment at any time, complying with the notification procedures established by the school. If funds of unearned prepaid tuition, fees, and other charges shall be made in the following manner within thirty (30) days of termination:

- If cancellation occurs within seventy-two (72) hours of enrollment date, all money paid by the student shall be refunded.
- If cancellation occurs after seventy-two (72) hours of enrollment date, but before classes begin or correspondence materials are delivered, a refund shall be made of all money paid, except the registration fee.
- If cancellation occurs after classes begin or after shipment of correspondence materials, a pro rata refund will be made of all unearned prepaid tuition, fees, and charges for books and supplies not issued to the student. Once books and supplies are issued and received by students, these become the property of students and refunds may be made only at the discretion of the private school.
- A full refund is due students whose contracted educational services are denied by the school as a result of economic or academic fraud as defined in the Code of Alabama §16-46-1(7) and (8) (1970).

**Refund Policy for Iowa Residents**

In accordance with Lowa code §714.23, students who are residents of the state of Iowa shall receive a pro rata refund of tuition charges if they withdraw from an educational program at Rasmussen College, calculated as follows:

- Not less than ninety percent of the amount of tuition charged to the student, multiplied by the number of calendar days in the course period that the student remained.
- Not less than sixty percent of the amount of tuition charged to the student, multiplied by the number of calendar days in the course period that the student remained.

A student withdrawing from school may be eligible for post-withdrawal disbursements according to federal regulations.

A post-withdrawal disbursement occurs when a student who withdraws earned more than aid that had been disbursed prior to the withdrawal. Post-withdrawal disbursements are made out of available grant funds before available loan funds and must be done within 45 days of the school’s determination that the student withdrew.
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 their academic program due to the deployment may withdraw without penalty from any or all classes in which they are enrolled, even if the established academic program deadline has passed. These students are entitled to a full refund of tuition and mandatory fees for the term, subject to applicable laws governing federal or state financial aid programs and allocated federal or state aid as required under those programs. The student will receive a grade of WX. Any tuition refund will be calculated according to federal guidelines, and any remaining balance will be returned in accordance with the student’s Excess Funds Form (completed upon enrollment). Students in good standing who withdraw under this policy may be readmitted and re-enroll under the catalog that is current at the time of re-enrollment, without penalty or re-determination of admission eligibility, within one year following their release from active duty service.

AcceleratedBachelors Stop Out Policy
Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which the student may need an extended break between terms. A student with an extraordinary circumstance may apply for an AcceleratedBachelor'sStopOut. Students who are enrolled and meeting the standards of Satisfactory Academic Progress at the end of one term may apply for an extended break for the first session of the following term. The student must successfully complete the term immediately prior to the Stop Out term. The student must commit to returning at the start of the 2nd session of the subsequent quarter or the student will be withdrawn from Rasmussen College. The student must meet with his or her Student Advisor in order to obtain a Stop Out Request Form. The Student Advisor will provide the student with the necessary information to make an informed decision. Stop Out Request Forms must be signed prior to the end of the term for which the Stop Out is being requested. Students will remain continuously enrolled and will not be eligible to receive financial aid at another institution during this break. Students who elect to take second session only courses are eligible to receive aid only on the second session courses of the term.

Medical Leave of Absence and Medical Withdrawal Policy
Medical Leave: Each leave will be for one quarter and can be extended through the following quarter. No leave may extend for more than two consecutive quarters, although there is no limit to the total number of quarters that a student may accumulate. Medical leave is intended for students who need to take time away from Rasmussen College for health reasons. Medical Withdrawals may be one of the following: 1. Medical Leave: intended for students who do not plan to return to Rasmussen College. 2. Involuntary Medical Withdrawal: initiated by campus Administration for students who are suspended or are dismissed due to conduct policy violations, or who pose a direct threat to themselves or others. Students are treated as a drop/withdrawal for Financial Aid purposes and may lose eligibility for a tuition balance. Students should see the Student Financial Services Office to determine the impact of a Medical Leave or Medical Withdrawal.

Applying for a Leave or Withdrawal:
To apply for a Medical Leave or Medical Withdrawal the student must obtain the application form from the Campus Accommodations Coordinator, have it signed by the appropriate person(s), and return the completed form to the Campus Accommodations Coordinator.

When a Student Wants to Return After a Medical Leave of Absence
To return from Medical Leave, the student must contact the Campus Accommodations Coordinator prior to the first day of classes to complete a re-admission application. Additionally, the Campus Accommodations Coordinator must receive a letter from the student’s professional therapist and/or physician stating the student’s medical situation and that the professional therapist/physician believes the student is able to return to Rasmussen College. Policy Regarding Grades in the Event of a Medical Leave of Absence or Medical Withdrawal
1. If the student takes Medical Leave or a Medical Withdrawal on or before the close of the drop/add period the course(s) will be dropped without being recorded on the student’s transcript and tuition will not be charged. 2. A grade of “WX” will be recorded for each course for which a student was registered if the student takes Medical Leave or Medical Withdrawal from the College at any time following the first week of the quarter.

NOTE: Official transcripts will not be released by Rasmussen College until all outstanding financial obligations have been met. The usual rules for transferring credit to Rasmussen College for courses taken elsewhere while on leave will apply to any academic work done by the student while on Medical Leave or while on Medical Withdrawal from the College. All academic probations, warnings and dismissals take precedence over any Medical Leaves or Medical Withdrawals. If a student is already on probation or is placed on probation while on leave, the conditions of his or her probation are continued to the quarter in which he or she returns to the College.

Involuntary Medical Withdrawal Appeal Process
A student who is placed on an Involuntary Medical Withdrawal may appeal the decision to the College President within three (3) business days (excluding weekends and federal and state holidays) of the decision. The appeal should be made in writing and should set forth the basis for the appeal. The College President (or their designee) has three (3) business days from receipt of the appeal (excluding weekends and federal and state holidays) to affirm or reverse the decision, which is then considered final. The College President (or their designee) may extend the time limits set forth above as necessary. While the appeal is pending, the normal decision of Campus Administration will stand.

When a Student Wants to Return After an Involuntary Medical Withdrawal
Re-enrollment will require a completed re-admission application from the student along with a letter from the student’s professional therapist and/or physician stating the student’s medical situation and that the professional therapist/physician believes the student is able to return to Rasmussen College. Students must be cleared by all of the Student Financial Services Office and Campus Director.

Federal Distribution of Funds Policy
Once the disbursement is made of the Florida State Assistance Grant (FSAG) while the student is enrolled, no refund will be due. If the disbursement is made while the student is no longer in attendance, a full refund from the FSAG program is due. A student must be attempting a minimum of six credits per quarter to be eligible to receive Bright Futures scholarship funding. If a student receiving Bright Futures scholarship funds withdraws from course(s) after the drop/add period, the student will be required to repay the institution for the amount of the scholarship for those course(s) withdrawn from.

For Minnesota Campuses
Refunds for state aid programs are calculated on a proportional basis. To calculate the minimum refund due to the Minnesota State Grant Program, the SELF Loan Program, and other Minnesota State Aid Programs (with the exception of the State Work Study Program), the following formula is used:

Amount of funds (financial aid and cash) applied to institutional charges (including post-withdrawal disbursements of Title IV aid applied to institutional charges) less:

Amount of institutional charges that the school can retain or our state mandated refund policy less:

Amount of Institutional Share of the Title IV Refund =

Remaining refund due to the State Aid Programs

Ratios are then determined for each of the State Financial Aid Programs as part of the total Non-Title IV financial aid disbursed to the student (for the period during which the student withdrew). These ratios are then multiplied against the remaining refund due to the State Aid Programs to determine the proportional minimum refund due to both the State Grant and SELF Programs. If the student received funds from other State Aid Programs, those refunds would be calculated in the same manner.

Non-Federal Refund Distribution Policy
For Florida Campuses
If the disbursement is made of the Florida State Assistance Grant (FSAG) while the student is enrolled, no refund will be due. If the disbursement is made while the student is no longer in attendance, a full refund from the FSAG program is due. A student must be attempting a minimum of six credits per quarter to be eligible to receive Bright Futures scholarship funding. If a student receiving Bright Futures scholarship funds withdraws from course(s) after the drop/add period, the student will be required to repay the institution for the amount of the scholarship for those course(s) withdrawn from.

For Illinois, Kansas and Wisconsin Campuses
Refunds for state aid programs are calculated on a proportional basis. To calculate the minimum refund due to the Illinois State Grant Program, the SELF Loan Program, and other Wisconsin State Aid Programs (with the exception of the State Work Study Program), the following formula is used:

Amount of funds (financial aid and cash) applied to institutional charges (including post-withdrawal disbursements of Title IV aid applied to institutional charges) less:

Amount of institutional charges that the school can retain or our state mandated refund policy less:

Amount of Institutional Share of the Title IV Refund =

Remaining refund due to the State Aid Programs

Ratios are then determined for each of the State Financial Aid Programs as part of the total Non-Title IV financial aid disbursed to the student (for the period during which the student withdrew). These ratios are then multiplied against the remaining refund due to the State Aid Programs to determine the proportional minimum refund due to both the State Grant and SELF Programs. If the student received funds from other State Aid Programs, those refunds would be calculated in the same manner.
ACADEMIC INFORMATION AND COLLEGE POLICIES

ACCREDITATION, LICENSING, APPROVALS AND OWNERSHIP

Accreditation
Rasmussen College is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604 800-621-7440 or 312-263-0456

Registration
Rasmussen College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.


Licensing
Rasmussen College is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:
- Commission for Independent Education Florida Department of Education 325 West Gaines Street, Suite 141 Tallahassee, Florida 32399 888-224-6684

Rasmussen College is licensed as a private career school with the State of Wisconsin Educational Approval Board. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The education programs may not meet the needs of every student or employer.

- State of Wisconsin Educational Approval Board 201 West Washington Avenue, 3rd Floor Madison, WI 53703 608-266-1966

The State of Wisconsin Educational Approval Board has approved all of Rasmussen College’s programs except the Law Enforcement AAS degree and certificates.

- Wisconsin Department of Regulation & Licensing P.O. Box 8935 Madison, WI 53708 608-266-2112

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

- Iowa College Student Aid Commission 603 East 12th Street, 5th Floor Des Moines, IA 50319 515-281-6100

The Arkansas Higher Education Coordinating Board has certified Rasmussen College to offer the following degree programs by distance technology to Arkansas residents: Accounting B.S., Business Management B.S., Marketing B.S., Finance B.S., Healthcare Management B.S., Human Resources and Organizational Leadership B.S., Health Information Management B.S., Criminal Justice B.S., Nursing B.S. (RN to BSN), Cyber Security B.S., Information Technology Management B.S., Accounting A.A.S., Business Management A.A.S., Early Childhood Education A.A.S., Health Information Technician A.A.S., Medical Administration A.A.S., Criminal Justice A.A.S., Human Services A.A.S., Paralegal A.A.S., and Information Systems Management A.A.S.

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code 6-61-301. Approved For:

- Veterans’ Benefits by the Florida State Approving Agency
- Veterans’ benefits for all National Online students are certified through Bloomington, Minnesota.
- Florida Board of Nursing

Statement of Ownership
Rasmussen College, Inc. is a private corporation under the laws of the State of Delaware. Rasmussen, Inc. is the parent company of Rasmussen College, Inc., with campuses located in the States of Florida, Illinois, Kansas, Minnesota, North Dakota, and Wisconsin.

Corporate Officers:
- Robert E. King, Executive Chairman
- Thomas M. Slagle, President

Limitations
This catalog was prepared using information current at the time of publishing, however all information contained herein is subject to change without notice at the discretion of the College. This includes but is not limited to the following: admission and graduation requirements, academic calendar, course descriptions and content, courses offered, online courses and programs, and statement of tuition and fees. For current calendars, students should refer to a copy of the schedule of classes for the term in which they enroll. The courses listed in this catalog are intended as a general indication of Rasmussen College’s curricula. Courses and programs are subject to modification at any time. Not all courses are offered every term and the faculty teaching a particular course or program may vary. Students who maintain continuous enrollment will be able to complete their program at Rasmussen College even if the program is discontinued. Rasmussen College reserves the right to cancel any class because of under-enrollment or non-availability of selected faculty and to add or to delete certain courses, programs, or areas of study, to make faculty changes, and to modify tuition charges, interest charges, fees, and the course resources fee.

Many employers, certification boards, and licensing organizations require criminal background checks. Therefore, prior criminal convictions may impair one’s eligibility to sit for these exams or to secure employment in one’s chosen career field.

Pharmacy Technician students convicted of non-drug-related felonies may not be eligible to sit for the Pharmacy Technician Certification Board (PTCB) exam. Pharmacy Technician students convicted of drug- or pharmacy-related felonies are NOT eligible to sit for the PTCB exam.

Students seeking licensing as professional peace officers in Minnesota must complete the required Law Enforcement coursework at Rasmussen College or transfer in the equivalent. In addition, these students must complete an officially recognized first aid course in First Responder, Emergency Medical Technician, or Emergency Response, and to complete practical “skills” coursework meeting POST objectives, to be eligible to sit for the Peace Officer Standards and Training (POST) licensing exam. Students must provide Rasmussen College with a copy of their required first aid certification (such as a copy of their first responder card) for inclusion in the student’s file at Rasmussen College. Some skills training providers may require additional academic coursework. Skills training cannot be completed online.

Rasmussen College reserves the right to deny admission to applicants whose total credentials reflect an inability to assume the obligations of performance and behavior deemed essential by Rasmussen College and relevant to any of its lawful missions, process, and functions as an educational institution and business.

The administration of Rasmussen College reserves the right to address any issue in this catalog or its operations regarding its meaning.
ACCELERATED FACULTY STATEMENT

Our AcceleratED faculty are selected based on their expertise and extensive experience educating students through online classrooms. Our faculty members hold both academic and professional credentials, with Master’s degrees in their areas of study and years of professional experience working in their industries. They use their advanced knowledge and relevant real-world work experience to challenge their students to better prepare them for advancement in their career path.

CENTRAL OFFICE

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B.A., Concordia University
Twin Cities

Trenda Boyum-Breen
Chief Academic Officer
Ed.D, University of Minnesota
M.S., Winona State University
B.A., Concordia College

Dwayne Bertotto
Regional Admissions Vice President
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Twin Cities

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Chief Financial Officer
M.I.S., M.B.A., Katz Graduate School of Business
B.S., University of Delaware
Chicago

Tawnie L. Cortez
Vice President of Student Affairs
B.A., Montana State University
Twin Cities

Donato J. DeVito
Senior Vice President, Admissions Services
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B.S., Excelsior College
Orlando

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B.A., DePauw University
Chicago

Douglas Gardner
Campus President
B.A., Buena Vista College
Twin Cities

Susan M. Hammerstrom
Vice President, Admissions & Training
B.S., St. Cloud State University
Twin Cities

Amy King
Campus President
M.B.A., Benedictine University
B.S., Northern Illinois University
Chicago

Tom Slagle
Chief Executive Officer
B.S., University of Toledo
Twin Cities

John Smith-Coppes
Campus President
M.B.A., Bethel University
B.A., University of San Diego
North Dakota

Julia Sollien
Director of Academic Affairs
M.A., B.A., University of Iowa
Twin Cities

Claire Walker
Vice President of Nursing Operations
B.A., Ithaca College
Orlando

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Regional Vice President
B.M.E., Central Missouri State University
Chicago

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– President, Rasmussen College

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

MINNESOTA
Blaine
3629 95th Avenue Northeast
Blaine, MN 55014
763-795-4720
Bloomington
4400 West 78th Street
Bloomington, MN 55435
952-545-2000
Brooklyn Park/Maple Grove
8301 93rd Avenue North
Brooklyn Park, MN 55445
763-493-4500
Brooklyn Park Technology and Design Center
8245 93rd Avenue North
Brooklyn Park, MN 55445
763-493-4500
Eagan
3500 Federal Drive
Eagan, MN 55122
651-687-9000

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

NORTH DAKOTA
Bismarck
1701 East Century Avenue
Bismarck, ND 58503
701-530-9600
Fargo
4012 19th Avenue Southwest
Fargo, ND 58103
701-277-3889

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

NATIONAL ONLINE
888-5-RASMUSSEN

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