ACCELERATED LEARNING OPTIONS
2015 - 2016 CATALOG
MISSION

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

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

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

PURPOSES

TO ACCOMPLISH OUR MISSION, RASMUSSEN COLLEGE ESTABLISHED THESE PURPOSES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Dr. Trenda Boyum-Breen
President, Rasmussen College
YOUR BACHELOR’S DEGREE—AcceleratED

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

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

SAVE TIME

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

TRANSFER CREDITS

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

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

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

You can review our official transfer policies at rasmussen.edu

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

WHY COMBINE FACULTY-LED AND SELF-PACED COURSES?
Self-paced competency courses are fully online and designed to be completed on your own time. With Flex Choice, you can take them alongside your faculty-led courses to:

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

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

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

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

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

SUPPORT

Answers, planning and resources for everything College.

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

Student Portal

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

Advisor

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

Your Support+ resources also include:

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

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

ACCOUNTING ASSOCIATE’S DEGREE
LEARNING OPTION: FLEX CHOICE

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

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

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

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

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

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

MAJOR AND CORE COURSES
ACG 1022 Financial Accounting I 4
ACG 1033 Financial Accounting II 4
ACG 2062C Computer Focused Principles 3
ACG 2980 Financial Investigation 4
ACG 2930 Accounting Capstone 2
APA 1500 Payroll Accounting 4
BUL 2241 Business Law 4
CGS 1240 Computer Applications and Business Systems Concepts + 3
CTS 2511 Excel 3
E242 Career Development + 2
FIN 1202 Financial Markets and Institutions 4
GEB 1011 Introduction to Business 4
MAN 2021 Principles of Management 4
MAN 2062 Business Ethics 4
MAR 2011 Principles of Marketing 4
TAX 2002 Income Tax 4
Total Associate’s Degree Credits 36
Total General Education Credits 57
Major and Core Credits 93

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

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

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

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

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

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

OBJECTIVE:
Graduates of this degree program know major concepts in accounting, business, business ethics, business law, and finance. They can demonstrate management skills including planning and decision making, organizing, controlling, and leading employees. They can interpret basic financial data and perform basic accounting skills. They can use computer applications for the business environment.

Graduates value written and interpersonal communication, critical thinking and problem solving, information and financial literacy, and the significance of diversity awareness skills in academic and workplace situations.

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

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

GENERAL EDUCATION COURSES+
LOWER DIVISION
English Composition (Required course) 4
ENC 1101 English Composition
Communication (*Required, select 1 additional course) 8
*COM 1388 Communicating In Your Profession
Humanities (*Required, select 2 additional courses) 12
*PHI 1520 Ethics Around the Globe
Math/Natural Sciences (Select 2 courses, one must be a Math course, Algebra recommended) 8
Social Sciences (Select 2 courses)** 8

MAJOR AND CORE COURSES
ACG 2062C Computer Focused Principles 3
ACG 2209 Principles of Financial Accounting for Managers 4
BUL 2241 Business Law 4
CGS 1240 Computer Applications and Business Systems Concepts + 3
E242 Career Development + 2
FIN 1000 Principles of Finance 4
GEB 1011 Introduction to Business 4
GEB 2888 Introduction to Business Analysis and Intelligence 4
GEB 2930 Business Capstone 2
MAN 1300 Introduction to Human Resource Management 4
MAN 2021 Principles of Management 4
MAN 2793 Introduction to Functional and Project Management 4
MAR 2011 Principles of Marketing 4
MNA 1161 Customer Service + 4
Total Associate’s Degree Credits 50
Major and Core Credits 50
TOTAL DEGREE CREDITS 90

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

| UPPER DIVISION | | | | | |
|---|---|---|---|---|
| ACG 3357 Accounting for Business Managers | 4 |
| BUL 4060 Business Law and Ethical Behavior | 3 |
| GEB 3124 Business Research and Analysis | 4 |
| GEB 3422 Business Project Management | 4 |
| GEB 4220 Managing a Diverse Workforce | 4 |
| GEB 4410 Advanced Principles of Marketing | 4 |
| ISM 3015 Management of Information Systems | 4 |
| MAN 3175 Applied Management Principles | 4 |
| MAN 3504 Operations Management | 4 |
| MAN 4143 Contemporary Leadership Challenges | 4 |
| MAN 4240 Organizational Behavior Analysis | 4 |
| MAN 4441 Negotiation and Conflict Management | 4 |
| MAN 4602 International Business | 4 |
| MAN 4720 Strategic Management | 4 |
| MAN 4900 Management Capstone | 3 |
| RMI 4020 Risk Management | 4 |
| Total Bachelor’s Degree Credits | 90 |
| Total Lower Division Credits | 28 |
| Upper Division General Education Credits | 62 |
| Upper Division Major and Core Credits | 180 |

TOTAL DEGREE CREDITS

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

CERTIFICATE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDC 3152</td>
<td>Enterprise Resource Reporting</td>
<td>4</td>
</tr>
<tr>
<td>IDC 3309</td>
<td>Data Warehousing</td>
<td>3</td>
</tr>
<tr>
<td>IDC 3688</td>
<td>Advanced Relational Databases for Business Applications I</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4088</td>
<td>Business Process Reengineering</td>
<td>4</td>
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<tr>
<td>IDC 4111</td>
<td>Advanced Relational Databases for Business Applications II</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4291</td>
<td>Advanced Business Process Management</td>
<td>4</td>
</tr>
<tr>
<td>IDC 4733</td>
<td>Database Security Management</td>
<td>4</td>
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<tr>
<td>ISM 3005</td>
<td>MIS Techniques</td>
<td>3</td>
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<tr>
<td>ISM 3015</td>
<td>Management of Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ISM 3314</td>
<td>Information Technology Project Management</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL CERTIFICATE CREDITS 38

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

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

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Business Systems Analyst
• Business Analyst
• Management Analyst

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

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

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

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

MAJOR AND CORE COURSES
UPPER DIVISION
GEB 3110 Research and Report Writing 4
IDC 3152 Enterprise Resource Reporting 4
IDC 3309 Data Warehousing 3
IDC 3688 Advanced Relational Databases for Business Applications I 4
IDC 4088 Business Process Reengineering 4
IDC 4111 Advanced Relational Databases for Business Applications II 4
IDC 4291 Advanced Business Process Management 4
IDC 4375 Database Analytics and Administration 3
IDC 4572 Systems Analysis and Design 3
IDC 4637 Business Systems Analysis Capstone 3
IDC 4733 Database Security Management 4
ISM 3005 MIS Techniques 3
ISM 3015 Management of Information Systems 4
ISM 3314 Information Technology Project Management 4
MAN 3504 Operations Management 4
MAN 4240 Organizational Behavior Analysis 4
MAN 4720 Strategic Management 4
Total Bachelor’s Degree Credits
Total Lower Division Credits 91
Upper Division General Education Credits 28
Upper Division Major and Core Credits 63
TOTAL DEGREE CREDITS 182

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

CAREER-FOCUSED CURRICULUM
Our Business System Analysis Bachelor’s Degree curriculum is based on four pillars:
1) Business process analyst processes
2) Business systems analyst processes
3) Working with cross-functional teams
4) Business management acumen that prepares you for BSA and BPA
FINANCE BACHELOR’S DEGREE
LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

ENTRANCE REQUIREMENTS:
To be considered for admission, students must hold a conferred associate’s degree from an accredited institution as recognized by the U.S. Department of Education, or students must have successfully completed 60 quarter or 40 semester credits with a grade of C or higher. In addition, students entering the Finance Bachelor’s program must provide evidence of having successfully completed with a grade of C or higher in both Principles of Financial Accounting for Managers and Principles of Finance or course equivalents. Any student who is not transferring successfully with a grade of C or higher. In addition, students entering the Finance Bachelor’s program must provide evidence of having successfully completed with a grade of C or higher in both Principles of Financial Accounting for Managers and Principles of Finance or course equivalents. Any student who is not transferring successfully completed Principles of Financial Accounting for Managers and Principles of Finance or course equivalents will be required to successfully complete the required coursework within a regularly scheduled term at the regular non-Accelerated tuition rate prior to acceptance into the AcceleratED Bachelor’s Degree Program. Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements. The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Total Bachelor’s Degree Credits 74
Total Lower Division Credits 90
Upper Division General Education Credits 28
Upper Division Major and Core Credits 59
Unrestricted Elective Credits 4

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

CAREER-FOCUSED CURRICULUM

By teaching you how to develop successful financial strategies that support a company’s success and how to optimize organizational profitability, our Finance Bachelor’s Degree prepares you to advance your career as a financial professional.
**HEALTHCARE MANAGEMENT BACHELOR’S DEGREE**

**LEARNING OPTIONS: ACCELERATED • FLEX CHOICE**

**SCHOOL OF BUSINESS**

**Bachelor of Science Degree**

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

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

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

**GENERAL EDUCATION COURSES**

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

**MAJOR AND CORE COURSES**

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

**Choose either Track I or Track II**

**Track I**
- HSA 4940 Healthcare Management Internship 3

**Track II**
- HSA 4922 Healthcare Management Capstone 3

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

**TOTAL DEGREE CREDITS**

180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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**SCHOOL OF BUSINESS MISSION STATEMENT**

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

BACHELOR'S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

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

Students enrolled in the Flex Choice Option take a minimum of 6 credits per quarter and gain access to a library of self-paced courses that are available to them at no additional charge. Faculty-led courses are delivered in an 11-week, 5.5-week, or 6-week format, depending upon the program of enrollment. Students may choose to take self-paced competency courses as they apply to their program requirements.

The self-paced courses are optional, and students can complete this degree without completing any self-paced courses. If self-paced courses are selected, they must be taken alongside other faculty-led courses and be completed within 60 days of accessing the course.

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

888-5-RASMUSSEN

2015-2016 CATALOG AND STUDENT HANDBOOK
Bachelor of Science Degree

CAREER OPPORTUNITIES:
- Marketing Manager
- Advertising Manager
- Market Research Analyst
- Sales Manager

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

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

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

Bachelor of Science Degree

CAREER OPPORTUNITIES:
• Logistician
• Logistics Manager
• Logistics Analyst
• Logistics Engineer
• Supply Chain Analyst
• Supply Chain Manager
• Operations Manager

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Choose either Track I or Track II

Track I
TRA 4490 Supply Chain and Logistics Management Internship 3

Track II
TRA 4495 Supply Chain and Logistics Management Capstone 3

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

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

Total credits above assume students enter in with a conferred associate’s degree which grants them a transfer block inclusive of lower division general education and lower division major and core courses.
**EARLY CHILDHOOD EDUCATION LEADERSHIP BACHELOR’S DEGREE**

**LEARNING OPTIONS: ACCELERATED • FLEX CHOICE**

### Bachelor of Science Degree

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

**OBJECTIVE:**

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

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

**ENTRANCE REQUIREMENTS:**

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

Approved Conferred Degrees:
- Early Childhood Education
- Education Foundations
- Elementary Education
- Child Development/Child Growth and Development
- Child and Family Studies
- Early Childhood and Youth Development

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

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

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

**GENERAL EDUCATION COURSES+**

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

**MAJOR AND CORE COURSES**

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

**TOTAL BACHELOR’S DEGREE CREDITS**
- Total Lower Division Credits 91
- Upper Division General Education Credits 24
- Upper Division Major and Core Credits 66
- **TOTAL DEGREE CREDITS** 181

[+See page 21 for general education course selections.]

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

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

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

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

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

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[rasmussen.edu](http://rasmussen.edu)
Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

UPPER DIVISION
GEB 3124 Business Research and Analysis 4
GEB 4220 Managing a Diverse Workforce 4
HSA 3110 Introduction to Healthcare Administration 4
HSA 3383 Quality Improvement in Healthcare 4
HSA 4210 Advanced Healthcare Law and Ethics 4
HSC 3010 Contemporary Health and Wellness 4
HSC 3145 Therapeutic Communication and Patient Services 4
HSC 3258 Multidisciplinary Medical Practices 4
HSC 3371 Health Education & Training 4
HSC 3485 Healthcare Advocacy 4
HSC 4099 Healthcare and Aging 4
HSC 4125 Behavioral Health 4
HSC 4290 Health and Wellness Capstone 3
HSC 4500 Epidemiology 4
MAN 4143 Contemporary Leadership Challenges 4
PHC 4305 Practices and Policies in Public Health 4

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

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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

BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

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

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

ENTRANCE REQUIREMENTS:
Students entering the Accelerated Criminal Justice Leadership and Management Bachelor’s Degree program must provide evidence of having a conferred associate’s degree from an accredited institution as recognized by the U.S. Department of Education in one of the programs listed below to gain acceptance to the program.

Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL).

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

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

TOTAL DEGREE CREDITS 180

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

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

Bachelor of Science Degree

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

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

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

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

GENERAL EDUCATION COURSES+

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

MAJOR AND CORE COURSES

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

Choose either Track I or Track II

Track I:
HUS 4460 Internship for Human Services II 3

Track II:
HUS 4450 Human Services Capstone II 3

Total Bachelor’s Degree Credits
Total Lower Division Credits 90
Upper Division General Education Credits 24
Upper Division Major and Core Credits 67

TOTAL DEGREE CREDITS 181

SEE PAGE 21 FOR GENERAL EDUCATION COURSE SELECTIONS.

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

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

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

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

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

COMPUTER SCIENCE BACHELOR’S DEGREE

LEARNING OPTIONS: ACCELERATED • FLEX CHOICE

Bachelor of Science Degree

CAREER OPPORTUNITIES:

• Software Developer
• Software Application Developer
• Mobile Developer
• Mobile Software Developer
• Mobile Software Engineer
• Cloud Application Engineer

OBJECTIVE:

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

ENTRANCE REQUIREMENTS:

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

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

COMPUTER REQUIREMENTS:

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

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

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

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

• Able to run Microsoft Windows® within a virtual machine environment (e.g. VMware Fusion, Parallels, VirtualBox)

GENERAL EDUCATION COURSES+:

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

MAJOR AND CORE COURSES

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

SELECT ONE SPECIALIZATION:

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

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

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

TOTAL DEGREE CREDITS 181

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

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

SCHOOL OF TECHNOLOGY

MISSION STATEMENT

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

STUDENT INVESTMENT DISCLOSURE:

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

### English Composition
- ENC 1101 English Composition 4

### Communication
- COM 1002 Introduction to Communication+ 4
- COM 1388 Communicating in Your Profession 4

### Humanities
- HUM 2023 Humanities+ 4
- PHI 1520 Ethics Around the Globe 4
- PHI 2103 Introduction to Critical Thinking+ 4

### Math/Natural Sciences
- AST 2002 Introduction to Astronomy+ 4
- MAT 1222 Algebra+ 4
- STA 1625 Essential Statistics and Analytics+ 4

### Social Sciences
- ECO 1000 Principles of Economics+ 4
- SYG 1000 Introduction to Sociology+ 4

## UPPER DIVISION

### Communication
- MMC 3407 Visual Communication in the Media+ 4

### Humanities
- AML 4680 Literature of American Minorities+ 4
- ART 3477 Art in the World and the Workplace+ 4
- PHY 4060 Understanding Ourselves Through Physics+ 4
- POT 4001 Political Thought+ 4

### Math/Natural Sciences
- EVR 3410 Human Uses of the Environment 4
- MAT 3172 The Mathematics of Games+ 4
- STA 3140 Advanced Statistics and Analytics 4

### Social Sciences
- AMH 3304 Visions of America Since 1945 4
- CPO 4003 Comparative Politics 4
- ECO 3250 Managerial Economics 4
- PSY 3738 The Psychology of Social Media+ 4
- SYG 4119 Sociology in a Digital World+ 4

See specific course requirements on program pages.

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

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## GENERAL EDUCATION REQUIREMENTS FOR RASMUSSEN COLLEGE

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

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

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

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## GENERAL EDUCATION PHILOSOPHY

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

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## GENERAL EDUCATION COURSE CATEGORIES

In the areas of English Composition and Communication, students will demonstrate understanding of basic rhetorical strategies including audience, purpose, thesis statements, effective organization, and/or the use of adequate and relevant evidence. In the area of Humanities, students will demonstrate understanding of different forms of art; the difference between creative and critical thinking; the elements associated with various art forms; and/or the function of creative production and expression in society.

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

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

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

<table>
<thead>
<tr>
<th>Course Equivalent</th>
<th>Self-Paced Competency Course</th>
<th>Course Description</th>
<th>Transfer (TR) or Test-Out (TO) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOWER DIVISION – MAJOR CORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGS 1240</td>
<td>Computer Applications and Business Systems Concepts</td>
<td>This course teaches students basic to advanced computer concepts and skills, including creating and modifying Word documents, designing databases, spreadsheet creation and analysis, using the Internet and E-Commerce tools, and creating presentations with enhanced features and web tools. Prerequisites: None</td>
<td>3 (TO)</td>
</tr>
<tr>
<td>E242</td>
<td>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</td>
<td>Customer Loyalty and 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><strong>LOWER DIVISION – GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Div. – Communications</td>
<td>Conflict Resolution</td>
<td>The course objective is to gain mastery in the basic concepts of conflict resolution and learn how to apply these concepts in real-world situations and one’s own life; explore key theories and skills associated with conflict resolution in a variety of contexts, including organizational, intercultural, family and interpersonal. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Humanities</td>
<td>Approaches to Studying Religions</td>
<td>The course objective is to demonstrate understanding of the basic concepts integral to the study of religion and apply the concepts in real-world situations; analyze key components of religions as they apply to a range of different belief systems; and examine the role of religion in modern society. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Humanities</td>
<td>Introduction to Art History</td>
<td>The course objective is to gain mastery of the basic art history elements of the Western world from prehistoric to modern times; explore art exhibits, analyze buildings and architecture, and examine art in everyday life. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Math/Natural Science (or MAT 1222 Algebra)³</td>
<td>Algebra</td>
<td>The course objective is to build mastery around linear, non-linear, and other mathematical functions that include algebraic, graphic, and numeric properties. The student will demonstrate the application of these concepts to real life scenarios. Prerequisites: None</td>
<td>4-5 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Math/Natural Science</td>
<td>Human Biology</td>
<td>This competency course is not available to students enrolled in any School of Nursing program, or to Illinois students. The course objective is to introduce topics from the subject of human anatomy and physiology. Pathway topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Math/Natural Science (or STA 1625 Essential Statistics and Analytics)³</td>
<td>Introduction to Statistics</td>
<td>The course objective is to gain mastery of the basic principles of statistics. Students will learn a variety of topics including statistical principles, research methodologies, data analysis, and hypothesis testing. The student will demonstrate the application of these topics in statistics to everyday situations. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Social Sci. (or PSY 1012 General Psychology)³</td>
<td>Introduction to Psychology</td>
<td>The course objective is to familiarize with the basic principles of psychology and the scientific methods. Students study a variety of topics including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology. Students will demonstrate the application of these psychology topics to everyday situations. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
<tr>
<td>Lower Div. – Social Sci. (or SYG 1000 Introduction to Sociology)³</td>
<td>Introduction to Sociology</td>
<td>The course objective is to gain mastery of the basic principles of sociology. Students will learn a variety of topics including sociological theories, cultural deviance, social interaction, diversity, stratification, as well as education, technology, and health in modern society. Students will demonstrate the application of these topics in sociology to everyday situations. Prerequisites: None</td>
<td>4 (TR)</td>
</tr>
</tbody>
</table>
### LOWER DIVISION – GENERAL EDUCATION

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

### UPPER DIVISION – GENERAL EDUCATION

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

### COMPETENCY COURSE TRANSFER POLICY

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

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

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

Florida’s Statewide Course Numbering System
Courses in this catalog are identified by prefixes and numbers that were assigned by Florida’s Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and by participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. This information is at the SCNS website at http://scns.fdoe.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</th>
<th>Course</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC</td>
<td>Lower</td>
<td>Freshman Composition Skills I</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses “ENC 101” to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, “ENC” means “English Composition,” the century digit “1” represents “Freshman Composition,” the decade digit “0” represents “Freshman Composition Skills,” and the unit digit “1” represents “Freshman Composition Skills I.”

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

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable course content.

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.”

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

Exceptions to the General Rule for Equivalency
Since it was first implemented, 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, Practicums, Study Abroad, Theses, and Dissertations.
D. Applied academics for adult education courses.
E. Graduate courses.
F. Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.
G. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academic certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

Courses at Non-Regionally Accredited Institutions

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

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

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

- **IMT 151 Introduction to Medical Theories and Techniques**
  - The first three characters of the code are an alphabetic acronym representing the title of the course.
  - The first digit of the number represents the level at which the course is generally offered.
    - “1” designates courses generally offered during the student’s first year of study.
    - “2” designates courses generally offered during the student’s second year of study.
  - The second digit of the number represents the discipline area of the course.
    - “1” represents Business courses.
    - “2” represents Accounting courses.
    - “3” represents Computer Science courses.
    - “4” represents Management courses.
    - “5” represents Medical courses.
    - “6” (not currently used)
    - “7” represents General Education courses.
    - “8” (not currently used)
  - In the example, “5” indicates that this course is from the Medical discipline.

- **Credit Definition**
  - Credit Hour – The unit by which Rasmussen College measures its coursework. The number of credit hours assigned to a course usually reflects the combination of class, laboratory, and/or internship hours required in the course. Rasmussen College follows the quarter system (sometimes referred to as a “term”); there are two six-week AcceleratED sessions in a term. Rasmussen College awards one credit for each 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of internship, externship, practicum contained in a quarter, or the equivalent in a directed study. Students are expected to spend at least two hours in out-of-class preparation and completion of assignments for each hour they spend in class.
  - Clock Hour – Equal to 50 minutes of instruction.
ACG 2062C Computer Focused Principles 40 hours, 3 credits
This course is designed to teach students to accomplish common accounting functions through the use of the computer. Students will learn to maintain accounting records on a computer, input and process information and produce standard accounting reports. This course covers common accounting functions such as maintaining accounts receivable, accounts payable and general ledgers.
Prerequisite: Financial Accounting I

ACG 2209 Principles of Financial Accounting for Managers 40 hours, 4 credits
This course introduces financial accounting concepts as they relate to decision making by business managers. A comprehensive study of the financial statements is the main focus as well as statement analysis, earnings quality, ethical presentation, and internal controls of business functions. Students will also have the opportunity to prepare a master budget with individual budget components for a manufacturer.
Prerequisite: None

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

ACG 2930 Accounting Capstone 20 hours, 2 credits
This course will be a synthesis of the accounting; business, and general education courses offered in the Accounting Associate’s Degree program. A study of emerging issues and timely topics in financial accounting, professional ethics, and transferable skills necessary for the success of an accounting graduate, and accounting careers will be discussed. This course focuses on research, case analysis, interpersonal communication and class presentations.
Prerequisite: Intended for student’s last quarter

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

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

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

ART 3477 Art in the World and the Workplace 40 hours, 4 credits
The course explores the roles of music, poetry, prose, and visual art in our modern workplace and home lives. Topics include creativity, focus, happiness, networking opportunities, curiosity, idea-generation, reduction of stress, and increase of morale. The course is an historical perspective of the role and application of art, up to and including the 21st century.
Prerequisite: None

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

BUL 2241 Business Law 40 hours, 4 credits
This course presents fundamental principles of law applicable to business transactions. The topics include issues of law as an independent area of knowledge, 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 3260 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, trust, estate planning, bankruptcy, creditor and debtor relationships, commercial paper, securities regulation, contracts, and other areas of law. The course will also introduce the student to the laws of states and common law.
Prerequisite: None

BUL 4060 Business Law and Ethical Behavior 30 hours, 4 credits
This course reviews fundamental principles of law applicable to business transactions, and provides an overview of ethical concerns that arise in the world of business. Students will apply the basic principles of contract law, partnerships, and agency relationships to business activities. Public and private law are addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.
Prerequisite: None

BUL 4388 Business Law and Ethics 40 hours, 4 credits
This course reviews fundamental principles of law applicable to business transactions, and provides an overview of ethical concerns that arise in the world of business. Students will examine the law, legal system, and ethics and legal policy development in the business world and business transactions. Public and private law are addressed. Critical thinking and ethical analysis are key areas of focus throughout the course.
Prerequisite: None

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

CCJ 3667 Victims in Criminal Justice 40 hours, 4 credits
This course examines the importance of the victim in the criminal justice system's process. The victim's role in the criminal justice process, and movements and legislation regarding victims' impact on judicial proceedings are examined. A variety of crimes and types of victims are explored.
Prerequisite: None

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

CCJ 4542 Criminal Justice Seminar 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, and training; and promotions policies.
Prerequisite: Criminal Justice Leadership and Management

CCJ 4542 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 provided. Students will study current legal, management and administration issues and techniques and issues particular to criminal justice. Organizational philosophy, visioning, planning, and management will be examined.
Prerequisite: Ethics Around the Globe

CCJ 4582 Fundamentals of CJA Supervision: What CJA Leaders Need to Know 40 hours, 4 credits
This course will examine important issues for leaders in every area of criminal justice that is specific interest for their career or an area of relevant interest in the criminal justice system. It may include any area of justice studies, with the approval of the instructor. Students will conduct a thorough review of their topic and present their work in the form of a final project.
Prerequisite: Statistics in Criminal Justice; Research Methods in Criminal Justice

CCJ 4931 Critical Issues in Criminal Justice 40 hours, 4 credits
This course will examine trends, policies, programs, and processes in criminal justice. Careful analysis of criminal-justice successes and failures is the focus of this course. Students will theorize future initiatives in policing, courts, corrections, and private and public corrections will be examined.
Prerequisite: Criminal Justice Leadership and Management

CDJ 3315C Fundamentals of Enterprise Architecture 40 hours, 4 credits
This course is the study of business enterprise analysis, design, planning and implementation. It places focus on working with stakeholders, modeling the business, and identifying interfaces and rules for determining the information security risk for an organization, and re-engineering business processes. Topics include current software development methodologies, business process modeling, and enterprise information security methodologies. This course will prepare students to work with system designers to ensure that information technology is in alignment with the goals of the business.
Prerequisite: None
CDA 3428C Fundamentals of Distributed Application Architecture 40 hours, 4 credits
This course is the study of the design and use of distributed software applications as part of a enterprise architecture in a typical business. It places focus on the software development process, business process analysis, and generating requirements for business technology. Topics include software architecture, business process analysis, agile development, and scalability. This course will prepare students for the software development project plan, documenting hardware and software requirements to support current and future transaction requirements and end-to-end data flows for a given business process.
Prerequisite: None

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

CIS 3801C Fundamentals of Mobile Web Application Development 40 hours, 4 Credits
This course presents the fundamentals of mobile web applications development. It places a focus on implementing well-defined mobile application standards, while designing a mobile application as a business solution to a real business scenario. Topics include mobile application standards, selecting appropriate content adaptation strategies, and following the systems development life cycle to plan, design, test, and deploy a mobile application. This course will prepare students to develop a mobile application that meets today’s business standards.
Prerequisite: None

COM 3255 Coding as Language 40 hours, 4 credits
This course teaches students basic to advanced knowledge of programming language as it applies to Universal Windows mobile application. This course focuses on the development of mobile/cloud application system. It places focus on project management skills, communication, and critical thinking as they relate to constructing an end-to-end technical solution. This course will incorporate a different project focus each term where students will collaborate in the development of a mobile application system.
Prerequisite: Student in final term of the bachelor's degree program

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

CIS 4835C Web Analytics 40 hours, 4 credits
This course is the study of contemporary business analytics tools. It places a focus on determining the most appropriate product or technology for building data visualizations and dashboards. Topics include identifying analytical tools, highlighting various input and output data formats, identifying different types of data visualizations, and constructing business-oriented dashboards. This course will prepare students to be able to create data visualizations and dashboards based on provided business requirements.
Prerequisite: None

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

CIS 49270 Practical Psychology for Law Enforcement 40 hours, 4 credits
Students will examine how principles of psychology relate to law enforcement work. They will explore fundamental concepts from a practical perspective, focusing on the real-world effects these principles produce on peace officers, their families, and the citizens they serve. Students will apply ideas from human psychology to create effective victim- and witness-interviewing strategies, offender behavior-modification approaches, and officer self-preservation tactics. Students will review the short- and long-term psychological and physiological effects of stress, trauma, and occupational experiences unique to the profession.
Prerequisite: Policing in America

CIS 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 Criminal Justice, Policing in America, Research Methods in Criminal Justice

CJ 3297 Constitutional Law 40 hours, 4 credits
This course challenges students to examine the complexities of the Bill of Rights and the application of those rights to the criminal justice system. The analysis of case studies will allow students to apply criminal law and procedure to fieldwork examination of criminal justice issues.
Prerequisites: Criminal Law and Procedures: Crime and the Courtroom

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

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

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

COM 3255 Coding as Language 40 hours, 4 credits
This course teaches students basic to advanced knowledge of programming language as it applies to Universal Windows mobile application. This course focuses on the development of mobile/cloud application system. It places focus on project management skills, communication, and critical thinking as they relate to constructing an end-to-end technical solution. This course will incorporate a different project focus each term where students will collaborate in the development of a mobile application system.
Prerequisite: Student in final term of the bachelor's degree program

COP 3362C Apple iOS Programming I 40 hours, 4 credits
This course focuses on the development of iOS mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services Mobile SDK, and incorporate AWS or Azure functionality into a working iOS mobile application.
Prerequisite: None

COM 3485C Universal Windows Applications Programming I 40 hours, 4 credits
This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services Mobile SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application.
Prerequisite: None

COP 4777C Universal Windows Applications Cloud Integration 40 hours, 4 credits
This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services Mobile SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application.
Prerequisite: None

COP 4778C Universal Windows Applications Programming II 40 hours, 4 credits
This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services Mobile SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application.
Prerequisite: None

COP 4779C Universal Windows Applications Cloud Integration 40 hours, 4 credits
This course focuses on the development of Universal Windows mobile applications that access cloud computing resources. Students will explore the software development kits (SDKs) available from commercial cloud vendors, demonstrate a mastery of the Amazon Web Services Mobile SDK, demonstrate a mastery of the Microsoft Windows Azure Mobile Services Mobile SDK, and incorporate AWS or Azure functionality into a working Universal Windows mobile application.
Prerequisite: None

COP 4895C Mobile Services SDK 40 hours, 4 credits
This course focuses on the development of cloud-based mobile applications. This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of Apple user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud.
Prerequisite: Apple iOS Programming I

COP 4747C Universal Windows Applications Programming I 40 hours, 4 credits
This course presents advanced application design and Apple Swift programming techniques related to iOS mobile application development. Students will analyze user interface design and the iOS features that support it, demonstrate a mastery of Apple user interface tools, construct a Swift database application, and develop a basic Apple Swift mobile application that accesses Cloud.
Prerequisite: Apple iOS Programming I

COP 4532C Apple iOS Programming I 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 contemporary political institutions and processes in various countries.
Prerequisite: American/US National Government

CTS 2511 Excel 40 hours, 3 credits
This course is designed to investigate the advanced applications and concepts available in Microsoft Office Excel. Students will be introduced to electronic spreadsheet features ranging from data entry and manipulation to charts and pivot tables. This course is designed to help prepare students for the Excel portion of the Microsoft Office Specialist certification exam.
Prerequisite: Computer Applications and Business Systems Concepts
CTS 3265C Introduction to Business Intelligence
40 hours, 4 credits
This course is the study of the skills and techniques for analyzing business performance data to provide support for business planning. It places focus on using query development, reporting, and analytical tools to help guide business decision-making. Topics include statistical analysis, basic database design, and business process modeling. This course will prepare students to utilize information to support decision-making.
Prerequisite: None

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

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

E410 Senior Seminar
0-6 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 assessments will focus on general education skills that provide the basis for lifelong learning. The course is required for graduation from a bachelor's degree program.

ECC 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

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

EEC 3000 Early Childhood Education: Understanding Mental Health in the Early Years
40 hours, 4 credits
This course examines the impact of mental health issues on a child’s well-being. Students will focus on current theory, brain development, and the importance of executive function on lifelong learning. This course will challenge students to explore the effects of economic 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 3025 Teaching and Learning Across the Curriculum
40 hours, 4 credits
This course promotes the value of play as a learning process while emphasizing the significance of preparing developmentally appropriate curriculum and instruction across content areas. This course will prepare early childhood educators to design and implement effective learning environments for a variety of age groups. Students will identify, explore, and select appropriate experiences and materials to use when writing integrated curriculum and lesson plans.
Prerequisite: Observation and Assessment for Effective Curriculum Planning

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

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

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

EEC 4010 Early Childhood Language and Literacy for the Knowledgeable Child
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 infants, toddlers, preschoolers, and school-aged learners.
Prerequisite: Early Childhood Education: Environments and Play Theory

EEC 4015 Early Childhood Education: Diversity and Social Justice
40 hours, 4 credits
This course is an advanced examination of diversity and social justice in the United States as it relates to inequality and quality of care for young children. Students will explore aspects of race, ethnicity, gender, abilities, sexual orientation, poverty, 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 prepare students with a framework for understanding the core levels of cultural competencies.
Prerequisite: None

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

EEC 4030 Supporting Exceptional Children and Families
40 hours, 4 credits
This course is an advanced approach to supporting children with exceptional needs. Emphasis will be given to cultural influences and resources for supporting families. Students will explore the history and contemporary issues of special education legislation as it pertains to the inclusive classroom.
Prerequisite: None
FIN 2347 Investments and Security Markets 40 hours, 4 credits
This course will instruct the student on how to assess a corporation in the current markets and identify factors necessary to value security prices. Students will gain an understanding of strategies and applications that can be used to measure and assess the quality of investments.
Prerequisite: Advanced Principles of Financial Management
FIN 3396 International Finance 40 hours, 4 Credits
This course will focus on the exchange rate, trade, and international finance of the organization. This course instructs the students to be proficient within the international environment.
Prerequisite: Advanced Principles of Financial Management
FIN 3434 Applied Analysis in Corporate Finance 40 hours, 4 Credits
This course will instruct the student on the evaluation of an institution’s financial policy. The topics covered in the course will be the time value of money, financial ratio analysis, cash flows, capital budgeting, and international issues.
Prerequisite: Advanced Principles of Financial Management
FIN 4019 Financial Modeling 40 hours, 4 credits
This course provides the theoretical foundation and practical skills to enable students to use financial modeling to make sound business decisions. Key areas of focus are based on options pricing models. These models include the Monte Carlo studies.
Prerequisite: Advanced Principles of Financial Management
FIN 4372 Investment Portfolio Management 40 hours, 4 Credits
This course will focus on the design of common stock portfolios and other investments. The student will incorporate analytical procedures in making sound investments decisions based on quantitative analysis and performance criteria. This course will provide instruction on stock selection, construction, management, and protection using the Equity Investment Group portfolio.
Prerequisite: Advanced Principles of Financial Management
FIN 4955 Finance Capstone II 30 hours, 3 credits
This course will combine and apply the finance, business, and general education courses offered in the Finance Bachelor of Science Degree Program. The student will also apply ethics and professional standards to the world of finance.
Prerequisite: Offered last or second-to-last quarter for Bachelor of Science degree students
GEB 1011 Introduction to Business 40 hours, 4 credits
This course is a study of the characteristics and functions of business in a free enterprise environment and how business impacts the economy in which we live. Characteristics studied may include opportunities, organizational, management, marketing, analysis and any other activities related to general ownership and operation.
Prerequisite: None
GEB 2888 Introduction to Business Analysis and Intelligence 40 hours, 4 credits
This course will differentiate business intelligence and business analytics and how each function is important to the management of business operations. Students will analyze methods of data retrieval, discuss the importance of data mining and ethical business analysis, and explain business data findings and trends when making sound business decisions.
Prerequisite: None
GEB 2930 Business Capstone 20 hours, 2 credits
This course is designed to allow students to integrate the knowledge and skills gained in the Business Management Associate’s Degree program. Through case analysis, class discussion, and supervised field experience, students will synthesize and demonstrate their understanding of core business concepts via the completion of a capstone project.
Prerequisite: None for students enrolled in AcceleratED programs
GEB 3020 Advanced Principles of Financial Management 40 hours, 4 credits
This course provides an introduction to advanced concepts and methods of financial management for organizations. Topics include: analysis of corporate finance, asset pricing, leverage, risk and return, short- and long-term investment decisions, business financial planning, working capital management, capital structure, multinational finance, as well as other topics. This course includes educational resources from Harvard Business Publishing.
Prerequisite: Financial Accounting II
GEB 3110 Research and Report Writing 40 hours, 4 credits
Students will learn research and report writing for academic settings. Topics will include qualitative and quantitative research methodology, literature reviews, information integration, and academic report writing.
Prerequisite: English Composition or Communicating in Your Profession
GEB 3124 Business Research and Analysis 40 hours, 4 credits
Students will develop research strategy and problem solving skills used for business analysis. They will examine the use of qualitative and quantitative research methodology and develop professional writing skills for presenting research findings. They will experience using various research methods such as surveys, business research proposals, and dashboards.
This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
GEB 3275 Consumer Behavior 40 hours, 4 credits
Students focus on demographics, lifestyle, social and cultural trends, and the impact on consumer motivations and behavior. Topics for exploration include the consumer decision-making process, family, learning, personality, group dynamics, market adjustment, product and brand building strategies, market segmentation, and delivering and communicating value.
This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
GEB 4230 Website Development for Business 40 hours, 4 credits
This course teaches students the business strategies and techniques for website design and development. Key areas include usability studies, information architecture design, and working with information technology professionals to develop the website. This course includes educational resources from Harvard Business Publishing.
Prerequisites: Search Engine Optimization and Marketing Strategies; Web Analytics
GEB 4410 Advanced Principles of Marketing 40 hours, 4 credits
This course examines developing, designing, and implementing marketing programs, processes, and activities. Key areas of focus include consumer marketing, brand management, market research, and building strategies, market segmentation, and delivering and communicating value.
This course includes educational resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratED programs
GEB 4505 Organizational Development 40 hours, 4 credits
This course builds upon the theories introduced in Organizational Behavior Analysis. In this course, students examine 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 central of organizational development programs. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None
HIM 3810 Human Resource Management in Health Information 40 hours, 4 credits
Students will study human resource principles in the management and retention of human capital within various healthcare organization settings, including specific evaluation an application of human resources within and relating to the health information management functions. Students will have a broad exposure to approaches, techniques and future trends in the management of personnel in healthcare. The course includes a study employment laws, workforce education and training, performance standards and evaluation, gb analysis, ksa analytics, benchmarking, trends and market analysis, wage and salary administration, human resource budget analysis, contract management, ergonomic principles and cost benefit analysis of human resource needs.
Prerequisites: None
HIM 3910 Healthcare Statistics and Reporting 40 hours, 4 credits
This course enables the student to apply commonly utilized healthcare statistical formulas and descriptive and inferential statistics in the analysis of healthcare data. Students will be able to understand the availability of computerized statistical packages and evaluate effective data collection, data interpretation, reporting and presentation techniques in healthcare and patient care related studies, including those related to quality, utilization and risk management. Research design and methods
such as qualitative, quantitative, evaluative and outcomes will be applied. An understanding of epidemiology and the utilization of vital statistics in the healthcare environment will be examined. Analysis of the national guidelines regarding health research will be explored within the context of the Institutional Review Board process at healthcare organizations.

Prerequisites: None

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

Prerequisite: Medical Terminology

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

Prerequisite: Introduction to Healthcare Administration

HSA 3110 Introduction to Healthcare Administration
40 hours, 4 credits
This course provides an exploration of the administrative principles and practices within healthcare organizations. Emphasis is placed on organization, structure, and operation of healthcare facilities. Management principles will be applied to case studies of healthcare industry scenarios.

Prerequisite: None

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

Prerequisites: Introduction to Healthcare Administration; Financial Accounting II

HSA 3215 Healthcare Marketing
30 hours, 3 credits
This course will focus on the role of marketing within a healthcare organization. Marketing has become the centerpiece that brings together quality improvement programs on a national and global scale. Students will explore the purpose of marketing as well as the concepts, tools, and skills used to help organizations reach their intended market share.

Prerequisite: None

HSA 3383 Quality Improvement in Healthcare
40 hours, 4 credits
This course examines methods for assuring quality in healthcare and the statistical applications of measuring outcomes. There will be an emphasis on performance improvement and the interrelationship between quality, organizational performance, and the role of governing and accrediting bodies in healthcare organizations. Common methods and trends in quality improvement will be explored.

Prerequisite: None

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

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

HSA 4110 Healthcare Operations Management
40 hours, 4 credits
In this course, students examine the operations function of managing people, information technology, materials, facilities and the healthcare industry.

Prerequisites: Principles of Management; Introduction to Healthcare Administration

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

Prerequisite: Introduction to Healthcare Administration

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

Prerequisite: Introduction to Healthcare Administration

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

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

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

Prerequisite: Health Information Law and Ethics, for Electronic Health Records and Office Procedures

HSA 4292 Healthcare Management Capstone
30 hours, 3 credits
This online course is designed to allow students to integrate the knowledge and skills gained in the Healthcare Management B.S. program. Through case analysis, class discussion, and a research project, students will synthesize and demonstrate their understanding of core healthcare-management concepts via completion of a Capstone project approved by the instructor. This course includes educational resources from Harvard Business Publishing.

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

HSA 4940 Healthcare Management Internship
70 hours, 3 credits
In this course, students will apply the knowledge and skills gained throughout the Healthcare Management Bachelor program. Students will synthesize and demonstrate core healthcare management concepts through both their internship and course work. The course and internship experience will culminate with a final capstone project.

Prerequisite: None

HSC 3010 Contemporary Health and Wellness
40 hours, 4 credits
In this course students will explore the field of contemporary health and wellness, and become familiar with the variety of therapeutic methods offering holistic alternatives for patient care. Students will study the foundations & systems pertaining to health and wellness, preparing the student for health and wellness advocacy.

Prerequisite: None

HSC 3145 Therapeutic Communication and Patient Services
40 hours, 4 credits
This course introduces students to the roles of communication, compassion and decision-making in the healthcare field. Students will identify and explain the techniques and barriers to effective communication that enhance patient interaction. Students will focus on therapeutic communication, alternative and complementary approaches to healthcare and their roles in supporting patient privacy and dignity.

Prerequisite: None

HSC 3250 Multidisciplinary Medical Practices
40 hours, 4 credits
This course provides an introduction to multidisciplinary medical practice concepts and methods for evaluating coordinated medical services while working with diverse populations. Topics include comparing various medical models, holistic health approaches, improving patient outcomes, analyzing cost savings, advocating patient healthcare, providing patient education and case management skills.

Prerequisite: None

HSC 3371 Health Education and Training
40 hours, 4 credits
This course examines health and wellness education and focuses on opportunities within the healthcare field to support wellness and prevention through patient education. Students will explore evidence based practices, community health and disease management. Emphasis will be placed on planning and applying technologies necessary in delivering patient education to promote public health, preventative health and individual wellness.

Prerequisite: None

HSC 3485 Healthcare Advocacy
40 hours, 4 credits
This course provides the knowledge, skills, and understanding necessary to act as a healthcare advocate for patients, their family members, and clients and special populations across the life span. Students will evaluate different barriers to healthcare, patient rights, responsibilities, and behaviors related to promoting health and disease prevention. Students will also identify the role of cultural beliefs in relation to treatment and social services.

Prerequisite: None

HSC 4009 Healthcare and Aging
40 hours, 4 credits
This course is designed to investigate health concerns and aspects of the aging process. Explores concepts related to specific health problems confronting the aging population, examines preventative (primary, secondary and tertiary) health behaviors along with health maintenance strategies. This course will also explore death and the dying process and as will the importance of purposeful living.

Prerequisite: None

HSC 4125 Behavioral Health
40 hours, 4 credits
This course examines behavioral health in the context of wellness education and advocacy. Students will explore the relationship between behavioral health and overall wellness, while examining the critical importance of demonstrating advocacy skills to meet the behavioral health needs of patients in today’s healthcare systems. Key emphasis will be placed on analyzing applicable models of advocacy and understanding the unique ethical and legal challenges associated with the rapidly evolving shifts in our present behavioral health marketplace.

Prerequisite: None

HSC 4290 Health and Wellness Capstone
30 hours, 3 credits
The Health and Wellness capstone course is designed as a final milestone for students to demonstrate the ability to use interdisciplinary methods to draw together different areas of study focusing on relevant health and wellness concepts and concerns. Students will rely heavily on knowledge and skills learned in previous program courses to demonstrate transferable skills related to critical thinking; digital fluency; information literacy; ethics and professional responsibility; communication and diversity and teamwork.

Prerequisite: None

HSC 4500 Epidemiology
40 hours, 4 credits
This course examines the patterns and causes of disease in populations, how diseases are documented, and how we can use the data to understand disease causes.

Prerequisite: None

HUM 2023 Humanities
40 hours, 4 credits
This course investigates human creative achievement. It is designed to increase the student’s understanding and appreciation of cultural literacy and the pursuit of humanitarian goals. Representative disciplines may include art, music, literature, architecture, drama, and philosophy.

Prerequisite: None

HUS 3000 Ethics and Professionalism in Human Services
4 credits, 40 hours lecture
In this course, students will practice upholding ethical and professional standards within human services. This includes accurately and honestly documenting interactions with clients, adhering to rules of mandated reporting, and protecting clients’ confidentiality. Practice also includes creating and maintaining professional boundaries with clients and coworkers. This also includes continued site visits and professional working environment within the field.

Prerequisite: None

HUS 3025 Interpersonal Relations for Helping Professions
4 credits, 40 hours lecture
In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and
Theoretical Approaches to Service Delivery
4 credits, 40 hours lecture
In this course, students will use a variety of theoretical approaches for treatment and intervention service delivery in the human services and use them to address individual client needs. They will practice using approaches for short-term solutions, culturally diverse clients, and behavior change. Students will also practice assessing a human services agency’s theoretical approach and creating a plan to prepare themselves to successfully implement a practice approach in practice.
Prerequisite: None

HUS 3260 Dynamics of Human Ecosystem
4 credits, 40 hours lecture
In this course, students will use an ecological systems perspective to view individuals within the broader context of the different systems in which they interact and identifying strengths such as support systems to help enable them to make change in their lives.
Prerequisite: Theoretical Approaches to Service Delivery

HUS 3320 Working with Special Populations
4 credits, 40 hours lecture
In this course, students will assess the attributes and needs of diverse populations served by human services agencies, such as older adults, children and family, GLBT, homeless, mentally and physically disabled, and ethnically diverse populations. They will also practice adapting strategies and locating resources to address the needs of those populations. They will also assess their own skills and potential challenges working with diverse populations to help shape their career path in the field.
Prerequisite: None

HUS 3340 Models and Techniques of Case Management
4 credits, 40 hours lecture
In this course, students will learn the skills necessary to work one on one with clients. Practice includes building rapport, guiding conversations, and establishing clear boundaries and expectations for relationships with clients. They will also practice self-care by setting goals, acknowledging personal limitations, organizing their time, and creating a support network. They will also practice managing stress using strategies that work best for them to help prevent burnout in the field.
Prerequisite: None

HUS 3350 Applied Human Communication
4 credits, 40 hours lecture
In this course, students will practice using objective and professional verbal and non-verbal language when interacting with clients. This includes managing personal biases and controlling their emotions. Students will also practice communicating opinions to become professional representatives. In the field of human services, they will also practice using clear, concise, objective language to create goals, intervention plans, and document interactions with clients.
Prerequisite: None

HUS 4000 Social Problems and Advocacy
4 credits, 40 hours lecture
In this course, students will assess social problems from multiple perspectives and advocate for societal change to resolve social problems at a local, national, and global level. Perspectives include systems, historical, and sociological perspectives to analyze the root causes of the problem, the institutions and issues that compound the problem, and different ways of viewing and addressing the problem. Students will also practice selecting appropriate advocacy strategies and settings in which to effectively advocate for change.
Prerequisite: None

HUS 4130 Research Methodology in Human Services
4 credits, 40 hours lecture
In this course, students will evaluate research in the human services field and their ability to critically evaluate and apply research to their cases and effectively address client needs. They will practice using basic research terms to evaluate research methodology, such as surveys and needs assessments to gather data to address client and community needs. They will also practice using available data to identify patterns and service gaps within a community.
Prerequisite: Theoretical Approaches to Service Delivery and Dynamics of Human Ecosystems

HUS 4140 Practical Application of Assessment and Evaluation
4 credits, 40 hours lecture
In this course, students will practice completing intake interviews and observations to gather information to assess clients’ situations. They will also practice interpreting the information they gathered to identify client needs and document a social history. They will also practice using the Diagnostic Statistical Manual (DSM) to interpret clients’ diagnoses and identify needs related to mental health disorders. This course lays the groundwork for practicing developing and implementing intervention plans in the Intervention Plans and Resources course.
Prerequisite: None

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

HUS 4230 Administration and Management in Human Services
In this course, students will develop a broader perspective on human services as a strategic, ethical leader. They will practice designing programs and implementation and evaluation plans to address a community need. They will also practice maintaining the responsibilities of a human services leader including managing individuals and supporting operational aspects of an agency.
Prerequisite: None

HUS 4300 Management in Practice
4 credits, 40 hours lecture
In this course, students will practice integrating the skills they need to work effectively with clients as general case workers in human services. They will practice managing multiple complex cases to effectively prioritize and address individual client needs. This practice includes assessing needs, identifying strengths, creating appropriate service plans, and coordinating and monitoring progress. It also includes completing documentation to communicate case work. Students will also practice using effective helping skills to manage their cases and effectively address client needs.
Prerequisite: None

HUS 4440 Pathways to Career Success
6 credits, 40 hours lecture
In this course, students will assess their personal values, beliefs, and interests in human services and create a relevant career path for their professional development. Practice includes exploring potential career opportunities and selecting specific populations to serve, needs to address, and settings to work in. They will also create career related goals, assess current strengths and growth opportunities, and identify strategies to address potential challenges they may encounter in their profession.
Prerequisite: None

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

ICD 4111 Advanced Relational Databases for Business Applications II
60 hours, 6 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 management and work together to implement and test the database solution. Students will learn to identify, assess, and solve typical implementation challenges as part of the course. At the end of the course, students will deliver the results of the implementation in a written document and oral presentation.
Prerequisite: Advanced Relational Databases for Business Applications I

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IDC 4291 Advanced Business Process Management 40 hours, 4 credits
This course is a study of the characteristics and functions of business process management systems as a tool to improve business performance. This course explores the installation of a BPM system and the specialized tools and advanced techniques made available from such a system.
Prerequisite: None

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

IDC 4572 Systems Analysis and Design 30 hours, 3 credits
This course is a study of the Systems Development Life Cycle and the various models that employ the techniques and methods of the SOLC. Systems analysis and design is a set of methods and procedures used to design information systems that focuses on requirements, validation, training, and stakeholders.
Prerequisite: None

IDC 4637 Business Systems Analysis Capstone 30 hours, 3 credits
This is a capstone course that will integrate prior business process analysis courses into a comprehensive senior project that covers business process analysis, database analytics, enterprise reporting, network administration, business courses. Students will develop a comprehensive final project in the context of planning, managing, designing and implementing a large scale enterprise database application utilizing skills learned in various areas of the program.
Prerequisite: Students complete in last or second to last quarter of the program.

IDC 4733 Database Security Management 50 hours, 4 credits
In this course students learn how to design database strategies and security processes for business databases. The course addresses IT security architecture and procedures used to design information systems, IT security training, and auditing. Students also learn how databases are used to support business intelligence. As part of the course, students will complete an exciting project in which they act as a Database Administrator and design a network security strategy for a business.
Prerequisite: None

INS 3677 International Leadership and Human Resource Management 40 hours, 4 credits
This course is designed to introduce students to the complexities of the human resource management processes on a global scale. Students learn how to differentiate between domestic and international human resource management. Employee training and development is addressed, including how to assimilate new employees in the global arena.
Prerequisite: None

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

ISM 3015 Management of Information Systems 40 hours, 4 credits
Students are introduced to the foundations of management information systems. This includes current trends, fundamental MIS technology concepts, applications for business functions, and management practice. Students will gain exposure to analyzing, utilizing, and supervising integrated information systems.
Prerequisite: None

ISM 3314 Information Technology Project Management 40 hours, 4 credits
This course will introduce students to the processes of project planning from the early stages of brainstorming through project planning including creating timetables, resource management, implementation, along with the basics of writing project proposals. Students will learn to select appropriate planning techniques and software. Students will plan and propose a project appropriate to their fields of study.
Prerequisite: None for students enrolled in AcceleratED programs

MAN 3122 Hiring, Developing, and Managing High-Performing Employees 40 hours, 4 credits
Employees are a business’ most important asset. In this essential course, students learn how to recruit and hire top performers and provide them with the coaching and professional development they need to become rockstar employees. Students will focus on developing workplace policies that help provide a safe and empowering environment for employees. Students will learn the skills and knowledge required to build a human resources strategy and business plan.
Prerequisite: None

MAN 3175 Applied Management Principles 40 hours, 4 credits
This course will review foundational management skills and insights derived from the study of management practices. Through theory, self-analysis, and analysis of others, this course provides students with the knowledge, skills, and attitudes needed to become an effective manager. Specific topics covered include managing stress; solving problems; coaching, influencing, and motivating others; team-building; and leading change.
Prerequisite: None

MAN 3322 Human Resource Information Systems 40 hours, 4 credits
This course examines the role of human resource information systems in today’s organizations and human resource departments. Key areas of focus include human resource information systems design, acquisition, and implementation. The role of the HRIS in talent acquisition and management is also examined.
Prerequisite: None for students enrolled in AcceleratED programs

MAN 3429 Modern Human Resource Management 40 hours, 4 credits
This seminar course introduces students to timely hot topics and the current key topic in the field, students learn to apply the active and effective members of a professional learning community.
Prerequisite: None

MAN 4240 Organizational Behavior Analysis 40 hours, 4 credits
This course is designed to explore human behavior in work settings from an interdisciplinary perspective. The following topics will be studied and analyzed from a management perspective: organizational structure, leadership, power, conflict management, individual and group dynamics, motivation, morale, and communication.
Prerequisite: None

MAN 4320 Human Resource Recruitment and Selection 40 hours, 4 credits
This course introduces students to the basic principles and techniques of staffing the workplace. Students will analyze processes and strategies utilized in staffing, planning, recruiting, and selection and performance assessment. This course is an introduction to human resource management resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratED programs

MAN 4330 Compensation Administration 40 hours, 4 credits
This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of comparable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly and managerial employees. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratED programs

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

MAN 4455 Workforce Performance and Management 40 hours, 4 credits
This course examines strategies and techniques for developing and managing employees to help improve a company’s competitive workforce. Students will learn how to work with employees on how to build a successful career through an industrial management approach and professional development processes.
Prerequisite: None

MAN 4478 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 4413 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 topic in the field, students learn to be the active and effective members of a professional learning community.
Prerequisite: None

MAN 4420 Organizational Behavior Analysis 40 hours, 4 credits
This course is designed to explore human behavior in work settings from an interdisciplinary perspective. The following topics will be studied and analyzed from a management perspective: organizational structure, leadership, power, conflict management, individual and group dynamics, motivation, morale, and communication.
Prerequisite: None

MAN 4320 Human Resource Recruitment and Selection 40 hours, 4 credits
This course introduces students to the basic principles and techniques of staffing the workplace. Students will analyze processes and strategies utilized in staffing, planning, recruiting, and selection and performance assessment. This course is an introduction to human resource management resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratED programs

MAN 4330 Compensation Administration 40 hours, 4 credits
This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of comparable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly and managerial employees. This course includes educational resources from Harvard Business Publishing.
Prerequisite: None for students enrolled in AcceleratED programs

MAN 4441 Negotiation and Conflict Management 40 hours, 4 credits
This course will focus on negotiation and conflict management in business and other organizational settings. The emphasis is on gaining an understanding of the negotiation process and developing effective negotiation and conflict management skills.
Prerequisite: Organizational Behavior Analysis
MAN 4806 Marketing Capstone
20 hours, 2 credits
In this course students apply the knowledge and skills they have learned in the Marketing Bachelor of Science Degree to a real-world business scenario. Key areas of focus include: public relations and advertising, internet marketing, consumer behavior, website development for business professionals, and sales management. This course is designed to be taken at the end of the program.
Prerequisite: Marketing Bachelor’s student in last or second-to-last quarter

MAT 1372 The Mathematics of Games
40 hours, 4 credits
An introduction to the mathematics of games. Math topics may include, but are not limited to, probability, statistics, and introductory game theory.
Prerequisites: None

MEA 1460 College Algebra
40 hours, 4 credits
This course provides students with the skills to score Rasmussen College entrance placement exam coursework or placement determined by integer exponents, graphs, factoring, quadratic equations, and word problems.
Prerequisite: Rasmussen College entrance placement exam score

MEA 1450 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

MAN 4006 Leadership and Teams
40 hours, 4 credits
In this course, students analyze, synthesize, and determine strategies for bringing constructive change to an organization.
Prerequisite: None

MAN 4217 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

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

MAR 4239 Marketing and Product Management
40 hours, 4 credits
Students will explore the amalgamation of marketing and product management. Applications-oriented focus will allow students to market a development 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 is designed for the student without a chemistry background. It includes: chemical symbols and formulas, atomic theory, equation writing and balancing, chemical nomenclature, calculations involving chemical formula and a brief introduction to organic chemistry, physical chemistry, analytical and biochemistry.
Prerequisite: None

MLT 1728 Lecture (20 hours, 2 credits)
MLT 1728 Lab (80 hours, 4 credits)
In this course, students will begin to develop and apply skills in injections, phlebotomy, and basic vital signs. They will begin to understand reagents and sequencing of immunizations, basic lab functions, and applied lab skills as well as learn basic CPR. In addition, students will recognize proper techniques in providing efficient patient care within a clinical setting and applied knowledge of basic laboratory coding.
Prerequisites: None

MLT 1732 Introduction to Chemistry
40 hours, 3 credits
Prerequisite: None

MLT 1737 Medical Assisting Professional Externship
260 hours, 6 credits
In conjunction with the Medical Assisting Capstone course, students will train in a physician’s office/clinic or medical center. They will complete 240 hours of Medical Assistant training where they will perform a wide variety of clinical, administrative and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student receive pay for the externship hours worked.
Prerequisite: Successful completion of all medical assisting core courses except Career Development and Seminar courses
Corequisite: Medical Assisting Capstone

MLT 1740 Clinical Laboratory Applications & Diagnostic Procedures I
100 hours, 6 credits
Prerequisites: Fundamentals in Clinical Techniques, Medical Terminology, and Structure and Function of the Human Body Score

MLT 1741 Clinical Laboratory Applications & Diagnostic Procedures II
100 hours, 6 credits
Prerequisites: Pre- or Corequisite: Clinical Laboratory Techniques, Medical Terminology, and Structure and Function of the Human Body Score

MLT 1745 Medical Assisting Professional Externship
260 hours, 6 credits
In conjunction with the Medical Assisting Capstone course, students will train in a physician’s office/clinic or medical center. They will complete 240 hours of Medical Assistant training where they will perform a wide variety of clinical, administrative and technical duties. They will develop their skills to better prepare them for their future employment in the Medical Assisting field. Under no circumstances will the student receive pay for the externship hours worked.
Prerequisite: Successful completion of all medical assisting core courses except Career Development and Seminar courses
Corequisite: Medical Assisting Capstone
COURSE DESCRIPTIONS

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

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

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

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

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

PHC 4305 Practices and Policies in Public Health
40 hours, 4 credits
This course is designed to examine the various aspects of public health practices and policies. Explores the concepts of planning, implementing and evaluating health education programs. This course will also explore the process of policy development from conception to implementation, as well as the major issues that often confront health educators.
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
This course is a study of valid judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis is applied to concrete problems dealing with our knowledge of reality.
Prerequisite: English Composition
ADMISSIONS AND ENROLLMENT PROCEDURES

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

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

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

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

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

Rasmussen College Admissions

Nondiscrimination Policy

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

Student Definition

The word “student” means the student himself or herself, whether a party to the contract, or his/her parents or guardian or another person, if the parent, guardian, or other person is party to the contract on behalf of the student.

College Acceptance or Rejection of Application for Admission

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

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

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

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

- Applicants providing a transcript with a conferred associate’s degree or higher are not required to complete the College entrance placement examination in English and Mathematics and will not require remedial coursework in this area.

- Applicants to AcceleratedED programs and Flex Choice options must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require remedial development coursework.

- Successful completion of Rasmussen College Experience Course.

- Applicants to AcceleratedED programs and Flex Choice options must achieve a score on the College entrance placement examination acceptable for admission into the College at a level that does not require remedial development coursework.

- Successful completion of Rasmussen College Experience Course.

- All programs are approved by the Department of Education, or the state or regulatory organization to which they are subject.

- Students must have successfully completed College’s Online Orientation course.

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

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

AcceleratedED Bachelor’s Degree Programs College Acceptance or Rejection of Application

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

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

Assessment

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

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

The College has an academic assessment plan that it uses to evaluate and improve the quality of learning and teaching. The academic assessments used measure incoming student skills through a placement test to determine student readjustments and remedial skills; ongoing skills in a formative fashion in individual courses; and end of program skills through various program outcomes assessments.
Entrance Assessment
The Rasmussen Ready assessment is used to determine students’ proficiency in math, reading, and writing. General education skills including literacy and numeracy are central to the Rasmussen College mission and are highly valued in the workforce. Rasmussen Ready is equipped with test preparation tools, including optional live tutoring. Based on English and math assessment results, students are placed in the following courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0-17</td>
<td>Not eligible for admission</td>
</tr>
<tr>
<td>English</td>
<td>18-25</td>
<td>Reading and Writing Strategies</td>
</tr>
<tr>
<td>English</td>
<td>26-40</td>
<td>Basic English Composition</td>
</tr>
<tr>
<td>Math</td>
<td>0-7</td>
<td>Practical Math</td>
</tr>
<tr>
<td>Math</td>
<td>8-20</td>
<td>Lower division Math</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Students must complete the Senior Seminar in the quarter in which they finish the bachelor’s degree program. A student who graduates from a bachelor’s degree program.

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

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

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

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

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

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

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

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

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

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

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

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

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

- Law Enforcement
- Law Enforcement Academic
- Law Enforcement Skills

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

- Practical Nursing
- Professional Nursing

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

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

- All Title IV, state and grant aid (Grants, Scholarships and VA) must be returned.
- The student must return all course resources.

If the student is taking transferable general education courses, the student may elect to finish those courses for that quarter, if the student pays for the course resources.

If a student chooses to appeal his/her determination from the screening process, 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 background checks will be eligible to receive aid submitted until the student is determined to be eligible either through a clear or possible letter or through retesting. The student is eligible either through a clear or possible letter or through retesting. The College will send either a possible issue letter or a pre-adverse action letter to all applicants whose background check reveals a potential problem. A possible issue letter informs applicants that a potential problem revealed in the background check may prevent the student from completing practicum activities, field trip experiences, and/or finding employment in-field after graduation. Applicants who receive a possible issue letter may challenge the issue and make an informed decision to continue with the program, or they may choose to change programs.

A pre-adverse action letter informs the student that the College is about to take adverse action by either not allowing the applicant to enroll in a certain program, or removing a student from a certain program, based on the background check. After receiving a pre-adverse letter the student may contact the background check firm directly to dispute the information contained in the background check. Within seven days of sending the pre-adverse action letter the College will send the student an 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 student pays for the course resources.

If a student withdraws from classes after the first week of the initial quarter of attendance and then elects to return in a subsequent quarter the student pays for the course resources.

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Minnesota Department of Human Services Background Check Process

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

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

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

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

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

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

Early Childhood Education Associate’s Degree Flex Choice Completer Option

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

PRINCIPAL SOURCES OF FINANCIAL AID AND HOW TO APPLY

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

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

Tuition Rates

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

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

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

Discounts

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

Military Discount

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

Corporate Discount

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

Restrictions

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

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

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

Employer Tuition Reimbursement

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

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

High School Professional Program

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

High School Professional Program participants are responsible for the course resources fee for each course taken. Most technology courses require access to specialized hardware and software, which are available at all Rasmussen campuses. High School Professional Program participants electing to complete courses online will need to secure access to required hardware and software.

The College will provide specific technology requirements information for each course. Grades will be recorded as audit grades with the student classified as an audit student.

ACADEMIC POLICIES

Class Content

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

Class Standing

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

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

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

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

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

Students requiring two Developmental Education courses must attempt the first course, Reading and Writing Strategies (B080), in their first term of enrollment and the second course, Combined Basic and Intermediate Algebra (B095) in Illinois and Practical Math (B087) in other states, in their second quarter of enrollment. If a student withdraws from or does not pass a required Developmental Education course, the student must successfully complete that course in the subsequent full quarter of enrollment or be dismissed from the College.

As such, any required Developmental Education course must be completed no later than the end of the student’s third full quarter of enrollment, or the student will be withdrawn from the College.

Students requiring two Developmental Education courses must attempt Reading and Writing Strategies courses based on the results of the Rasmussen College entrance placement assessment. To help ensure student success, students requiring Developmental Education coursework must attempt one course at a time, per term.

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1. **Seminar Course Grading**

   - E185, E270, E320, 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 or capstone course designated for each term.

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
   - SX 73% or higher
   - UX Below 73%

**Common Grading System Percentage Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 to 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92 to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89 to 87%</td>
</tr>
<tr>
<td>B</td>
<td>86 to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82 to 80%</td>
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<tr>
<td>C+</td>
<td>79 to 77%</td>
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<td>C</td>
<td>76 to 73%</td>
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<tr>
<td>C-</td>
<td>72 to 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69 to 67%</td>
</tr>
<tr>
<td>D</td>
<td>66 to 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62 to 60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

School of Health Sciences courses may contain a co-requisite lab component, co- requisite externship and/or practicum learning component, or both in addition to the lecture component of a course. Satisfactionary, proficiency (scores of 73% or higher) in the lecture, lab, externship and/or practicums will result in student earning an ‘A’ grade in the course. Failure to earn a satisfactory grade in the lab and externship/practicum component will result in failure of all components of the course. If a satisfactory grade is achieved in both components of a course consisting of lecture and externship/practicum components (no lab component), the grade earned in the lecture component will appear on the transcript as the final grade for each component of the course. If a satisfactory grade is achieved in both components of a course consisting of lecture and lab components (no externship/practicum component), each component will receive the grade earned independently.

1. **Competency Courses**

   - Competency-based courses allow students to progress by demonstrating their competence, which means they have proven their mastery of the knowledge and skills (called competencies) required for a particular course. Rasmussen College partners with multiple developers of competency-based courses to provide offerings that align with the course objectives of the College’s institutional degree programs.

   - Each competency course is designed to ensure that students have mastered the knowledge and skills needed to apply to a particular competency-based course.

   - Competency-based courses require students to pass their entire course with 100% accuracy.

   - Competency courses require successful completion of all 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 their knowledge and skill.

   - Competency courses do not count as credits for financial aid eligibility.

   - Competency courses are not included in the calculation of the student’s cumulative GPA. The student’s GPA will be recalculated to reflect the highest letter grade. If one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA.

   - Students who fail a course three times are not eligible for reentry into the same program within the School of Nursing. Students have been removed from the Professional Nursing Associate’s Degree Program as a result of the Nursing Repeating Courses Policy.

1. **Nursing Reenter Policy**

   - Students who have been dismissed by the program, those who fail all core nursing courses, or those who fail all core nursing courses two times are not eligible for reentry into the same program within the School of Nursing. Students who have been removed from the Professional Nursing Associate’s Degree Program have been terminated from the College.

   - Students may only apply to reenter one time. Students who fail both Developmental Education courses will be terminated from the College.

   - All attempted courses, including those transferred, will be used in the calculation of the student’s cumulative GPA. The student’s GPA will be recalculated if a higher grade is achieved.

   - Students must withdraw from the College before attempting the course a second time.

   - All attempted courses, including those transferred, will be used in the calculation of the student’s cumulative GPA. The student’s GPA will be recalculated if a higher grade is achieved.

   - Students who are not meeting satisfactory Academic Progress may re-enter 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 aid award calculation if they earned a failing grade in all previous attempts of that course. Courses should be repeated in the next quarter in which it is offered. No course can be repeated within the same quarter in which it was most recently attempted.

   - If a student elects to repeat a course for which a grade above “F/F” was earned, the credits are included in the financial aid award calculation if the program requires a higher grade to be considered “passing” than what the student has previously earned. In this case, the student fails the previously passed course all future eligibility to receive financial aid for that course is discontinued. The credits are not included in all attempts, 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 one attempt results in the same letter grade, only the most recent one will be used in the calculation of GPA.

   - Students who fail a required course three times and have a cumulative grade point average of 2.0 or greater may be able to switch to another program that does not include the course as a required part of the program curriculum, but without going through the program appeal process. Students who fail a course three times, and who cannot switch to another program as determined by the program chairman or principal process, will be terminated from the College.

   - Those students cannot return to the College until they successfully complete another course and complete competency course(s).

   - Students must have fulfilled all Developmental Education requirements prior to enrolling in any competency-based course(s).

   - Students must be in good academic standing in order to enroll in any competency course(s).

   - Students may attempt a competency course as long as they are concurrently enrolled in and taking coursework in an eligible program.

   - Developmental Education courses may only be repeated one time. Students who fail both Developmental Education courses a second time will be terminated from the College.

   - All repeated courses, including those transferred, will be used in the calculation of the student’s cumulative GPA. The student’s GPA will be recalculated if a higher grade is achieved.

   - Students should be aware that grade在校 students and other institutions to which they might wish to transfer may not accept repeats and may include all grades in calculating GPA for admission.

   - The Nursing Repeating Courses Policy is not applicable to reenter the college in the Practical Nursing Diploma program if all reenrollment requirements are not met.

   - Students who have been dismissed by the program can only apply to reenter the College one time. Students who have been dismissed by the program can only apply to reenter the College one time.
Late Assignment Submission Policy

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

Accelerated Incomplete Grade Policy

An “I/IN” indicates an incomplete grade, and is a temporary grade for a course which a student is unable to complete due to extenuating circumstances. The student must request an incomplete at the discretion of the incomplete may be granted to a student at the end of a session at the discretion of the instructor. In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested in advance.

Policy for Change of Grade

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

Circumstances that may warrant a change of grade include:

- Emergency situations that prevent a student from submitting a petition to receive an incomplete grade. Examples of such emergencies are hospitalization, car accident, death of a close family member, or mandatory military service.
- Miscalculation of the final grade by the instructor.
- Situations involving miscommunications, misassignment, 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 date they are contacted by students to consider any requests for grade changes. No grade changes may be made after the end of the second week of the subsequent quarter. Grade disputes which cannot be resolved between instructors and students should be directed to the appropriate Dean.

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

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

The Dean may authorize grade changes in order to settle academic appeals.

Program Transfers

A student in good academic standing at the end of the current quarter will be allowed to change programs at the start of the next quarter as long as the request has been received prior to Friday of the third week of the quarter. A student who is not meeting Satisfaction Academic Progress as defined in the Standards of Satisfaction Academic Progress guidelines in this catalog at the end of the current quarter and does not meet any of the criteria above must file an appeal with the campus Program Change Appeal Committee. As part of the appeal process, the student will be required to submit a letter following the appeal process guidelines. The appeal will either be approved or denied based on a review of academic standing and progress to date with Rasmussen College and the information provided in the appeal letter. A complete description and requirements of the program change appeal process is available through the Campus Manager of Student Records. If a student chooses to change his/her academic program at the start of a subsequent quarter or the start of a subsequent term in which the student wants to change programs. If a student chooses to change his/her academic program at the start of a subsequent quarter or the start of a subsequent term in which the student wants to change programs.

Independent Study Policy

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

1. The course is not currently offered on-site or online.
2. Completion of the course is necessary for on-time graduation.
3. The need for the course in the term/quarter in question does not arise from the student’s decision to withdraw from the course in an earlier term/quarter, the student’s failure to satisfactorily complete the course in an earlier quarter, the student’s decision to change programs, or the student’s decision to accelerate graduation near the end of their program.

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2. Completion of the course is necessary for on-time graduation.
3. The need for the course in the term/quarter in question does not arise from the student’s decision to withdraw from the course in an earlier term/quarter, the student’s failure to satisfactorily complete the course in an earlier quarter, the student’s decision to change programs, or the student’s decision to accelerate graduation near the end of their program.

Prerequisites

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

Equipment

Rasmussen College strives to maintain its role as an educational leader by incorporating technologically advanced facilities that provides technology and computer access, and Internet access at each campus. Students will also have access to printers, additional software packages, and the student helpdesk as needed at a Rasmussen College campus.

Graduation Requirements

Degrees, diplomas, and certificates are awarded solely on the merit and completion of requirements listed, and not on the basis of clock hours in attendance. Students must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means. Students in the Medical Assisting, Medical Laboratory Technician, Surgical Technologist, and Nursing programs must complete 50% of their program requirements at Rasmussen College, and no more than 50% may be completed via transfer credits, course waivers, credit by examination, or other means. Clock hours listed in the synopsis of subjects are estimated hours of class work necessary to complete the subject. Students must have a cumulative grade point average of 2.00 or higher to receive a degree, diploma, or certificate with a passing grade in each area. Completion and submission of the components of the Graduate Achievement Portfolio (GAP), as assigned in the appropriate categories for each program, is a graduation requirement.

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ACADEMIC INFORMATION AND COLLEGE POLICIES

Complete Status
A Complete status is applied to students who were enrolled in a degree-seeking program and have either completed the time allowed or attempted the maximum allowable number of credits for the program of study and did not meet one or more of the following graduation requirements:
• Achieve the cumulative GPA required by the program of enrollment.
• Complete all program requirements.
• Achieve a passing grade in each required course. All courses in the program must have been attempted. A withdrawal grade is not considered an attempt.
• Complete all Developmental Education courses as determined by the entrance placement exam.
• Submit official transcripts for all transferred courses.

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

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

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

Accelerated Drop/Add Class Policy
Course registration practices ensure that the College is able to provide quality instruction through obtaining a minimum class size of 12 students per course.

Students may add courses through the second day of the six-week session and may drop a course through the first Friday of the six-week session, which is the close of the drop/add period.

When a student notifies the College of withdrawal from a class:
1. On or before the close of the drop/add period, the class will be dropped without being recorded on the student’s transcript and tuition will not be charged.
2. Following the first week of the six-week session and on or before the third Friday of the six-week session, students will receive a W/WD on their transcript. The student’s grade point average will not be affected, the credits will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.
3. Following the third week of the six-week session, students will receive an F/FA for any classes dropped. The student’s grade point average will be affected, the credits will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.

Students who fail to notify the College that they wish to withdraw from a class are still scheduled in the class, the credits for all courses will be counted as cumulative credits attempted, and tuition will continue to reflect the tuition billed at the close of the drop/add period.

Course Withdrawals
The credits for all courses in which the last date of attendance was after the drop deadline will be counted in the cumulative credits attempted.

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

Academic Honors
Term Honors and Dean’s List Recognition:
Each term, Rasmussen College recognizes outstanding academic achievement by awarding certificates of achievement. Enrolled, degree-seeking students who earn a term grade point average of 3.25-3.749 will receive a Dean’s List certificate. Enrolled, degree-seeking students who earn a term grade point average of 3.75-4.00 will receive a Dean’s List certificate.

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

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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.

<table>
<thead>
<tr>
<th>Percentage of Credits Attempted Toward Maximum Time Frame</th>
<th>Minimum Successful Completion of Cumulative Credits Attempted</th>
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<tbody>
<tr>
<td>Up to 25%</td>
<td>25%</td>
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<tr>
<td>Greater than 25%, up to 50%</td>
<td>50%</td>
</tr>
<tr>
<td>Greater than 50%</td>
<td>67%</td>
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</tbody>
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3. Duration of Eligibility: This is the maximum time frame for program completion and is equal to 150% of the number of total credits required for the program (e.g., maximum time frame for a 90-credit program = 90 x 1.50, or 135 credits).

Total credits are indicated for each program listing in the catalog. A student who exceeds 150% of the maximum time frame is no longer eligible for financial aid.

In calculating Pace/CCR and Duration of Eligibility, the following grades will be considered attempted, but will not be considered as credits successfully completed or earned:

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

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

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

College-level courses completed at regionally or nationally accredited institutions of higher learning are recognized by the Department of Education and the Council on Higher Education Accreditation (CHEA), or recognized by the American Council on Education, will be considered for credit transfer. Students must meet 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.

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

3. Students eligible and approved for the Surgical Technologist Associate’s Degree Completion Block Transfer must complete 33% of their program requirements at Rasmussen College, and no more than 67% may be completed via transfer credits, course waivers, credit by examination, or other means.

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

- Rasmussen College awards quarter credits. In considering transfer courses, a semester credit is equivalent to 1.5 quarter credits. The calculated number is rounded down. Transfer credits based on a different unit of credit than quarters will be subject to conversion prior to being transferred.
- International transcripts must be evaluated by a NACES approved organization (National Association of Credential Evaluation Services) or by AACRAO International Education Services (IES) to ensure the student’s credit transfer is equivalent to Rasmussen College course content. The evaluation is the student’s responsibility.
- Transfer credit is evaluated based on the program in which the student is applying for or is currently enrolled.
- Credits earned at Rasmussen College will be transferred directly from one Rasmussen College campus to another. Only the classes that are applicable to the current program will be posted or calculated.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade point average, but will be counted as credits attempted and earned for determining Satisfactory Academic Progress. All credits considered to be earned toward program completion, including test-out, transfer, and course waiver credits, are also credits attempted.
- Courses which have been accepted for transfer will be listed on the student’s transcript with a Transfer (TR) designation. Transfer credits which have been conditionally accepted pending the receipt of an official transcript will be listed with a Pending Transfer (PT) designation. Any pending transfer credit transfers still remaining at the end of the student’s program will be rescinded, and the student will be required to complete the program requirements in order to graduate.
- Courses for which a student has received credit by examination will be listed on the student’s transcript with a Test Out (TO) designation.

- Courses for which a student has received credit through waiver will be listed on the student’s transcript with a Course Waiver (CW) designation.
- When courses are not accepted for transfer, a student may file an appeal through the following process:
  - The student completes an appeal form. Supplemental information such as a syllabus, course description, or text may be required.
  - The appeal is reviewed by the College Registrar.
  - The student will receive written notice of the decision.

Course By Course Transfer

- Course by course transfer credits from regionally or nationally accredited institutions of higher learning will be evaluated on course content. Most courses that are comparable in content will be accepted.
- Course must have the minimum number of credits to that of the Rasmussen College course.
- Only courses completed with a grade of C or higher, or a grade of Pass (in a Pass/Fail grading system), will be eligible for transfer credit.
- Grade points from institutions other than Rasmussen College will not be computed in the Rasmussen College grade-point average. Grade-point averages and grades from courses taken at institutions other than Rasmussen College, which pertain to the current program, will be compiled 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: A/P, EDM, CEN, CTF, C/SS, C/SP, C/DT, CNT, CTS, DIG, GRA, ISM, MA, and MTB. Prefixes included in Illinois, Minnesota, North Dakota,
• Credit for successfully completed competency courses will be transferred to the Accelerated Bachelor’s Degree program. Credits earned through competency courses will count toward earned credits.

General Education Block Transfer for Baccalaureate Candidates

For students with a conferred degree, general education coursework will be transferred as a block regardless of conferred degree or college(s) that are accredited by an agency recognized by the United States Department of Education (for example, Rasmussen College).

• All required general education courses must be met due to accreditation requirements.
• Conferring associate’s degrees may be posted as a block of up to 40 credits (up to 42 credits in Illinois), depending upon the program.
• Confounded baccalaurate degrees may be posted as a block of up to 64-credit block (up to 66-credit block in Illinois), depending upon the program, comprised of up to 40 lower-level and 24 upper-level credits (up to 42 lower-level and 24 upper-level credits in Illinois).

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

Credit by Examination for (Non-Competency Courses)

• Enrolled students may request credit for examination for courses if an exam has been developed.
• Students seeking to utilize a microbiology course by examination must provide transcripts indicating they have successfully passed with a C grade or higher from an accredited institution. A Microbiology course of a minimum four quarter credits which contains both a didactic component and lab. (Exam scores for score 73% or higher on the credit by examination will earn a Microbiology “TO” on their Rasmussen College transcript.
• An examination score of 73% or higher is required to earn credit by examination.
• The examination grade will be posted as Test-out (TO) on the student transcript.
• Credits earned count in the transfer maximum.
• Credit by examination will not count as credits for financial-aid eligibility.
• A credit by examination may be taken only once for each course.
• If a student has already attempted the course, as evidenced by a posted W or NP/F on the transcript, no test-out attempt will be allowed.
• Credits awarded through credit by examination (TO) may not be transferred to another institution.
• Contact your Student Advisor for a list of available challenge exams.

Accelerated Bachelor’s Degree Programs Transfer Policies

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

• Students who have an associate’s degree from a college that is accredited by an agency recognized the United States Department of Education will receive 31 quarter credits of transfer to Rasmussen College (90 quarter credits in the Business Management BS Degree, Computer Science BS Degree, Healthcare Management BS Degree, Health and Wellness BS Degree, Finance BS Degree, Human Services BS Degree, and Supply Chain and Logistics Management BS Degree) and begin their degree with junior standing.

• Students who have successfully accumulated 60 or more quarter credits at a grade of C or higher from another college(s) that are accredited by an agency recognized by the United States Department of Education, will receive 60 quarter credits of transfer to Rasmussen College, or the actual credits successfully completed, whichever is higher.

• Students transferring into an Accelerated Bachelor’s degree program are required to meet the non-Accelerated course work in order to begin the Accelerated Bachelor’s degree program (pre-qualified students) will have their posted credits adjusted to reflect the additional coursework required.

Accelerated Computer Science Bachelor’s Degree Entrance Policy

Students who seek Accelerated Computer Science Bachelor’s Degree program must provide evidence of having a conferred associate’s degree from a regionally accredited college(s) that are accredited by an agency recognized by the United States Department of Education in one of the programs listed below to gain acceptance to the program. Students seeking consideration of credit for work or professional experience must go through the Prior Learning Assessment (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable associate’s degree programs are:

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

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

• Students must have a conferred associate’s degree from an accredited college(s) that are accredited by an agency recognized the United States Department of Education in one of the programs listed below to gain acceptance to Rasmussen College (90 quarter credits in the Business Management BS Degree, Computer Science BS Degree, Healthcare Management BS Degree, Health and Wellness BS Degree, Finance BS Degree, Human Services BS Degree, and Supply Chain and Logistics Management BS Degree) and begin their degree with junior standing.

• Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedure courses, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular 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 Accelerated Computer Science Bachelor’s degree program.

Accelerated Finance Bachelor’s Degree Transfer Policy

Students entering the Accelerated Finance Bachelor’s degree program must provide evidence of having successfully completed with a grade of “C” or higher from a college(s) that are accredited by an agency recognized the United States Department of Education (for example, Rasmussen College) the following courses if an exam has been developed.

• Criminal Justice
• Law Enforcement
• Justice Administration
• Corrections
• Public Safety
• Emergency Management
• Law Enforcement Academic Certificate and Law Enforcement Skills Certificate programs, transfer credits counted in the transfer maximum.

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 from an accredited college(s) that are accredited by an agency recognized the United States Department of Education in one of the programs listed below to gain acceptance to Rasmussen College (90 quarter credits in the Business Management BS Degree, Computer Science BS Degree, Healthcare Management BS Degree, Health and Wellness BS Degree, Finance BS Degree, Human Services BS Degree, and Supply Chain and Logistics Management BS Degree) and begin their degree with junior standing.

• Students who are not transferring successfully completed Introduction to Criminal Justice, Criminology, Introduction to Corrections, Policing in America, and Criminal Law and Procedure courses, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular 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 Accelerated Computer Science Bachelor’s degree program.

Educational and Career Information

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Wisconsin: N, S, D and W. This excludes the following courses, which do not have exceptions:

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 a specialization courses within the previous three (3) years of the assessment date, excluding credit earned from figure drawing and fine arts courses and competitive levels.

• Nursing programs will not accept any core course transfer (prefixes NUR/ PRN in Florida, prefix NUR/NGU in Illinois, Massachusetts and Wisconsin).

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

The following courses in the Medical Assisting Diploma program are not transferable; MEA 1350 Fundamentals in Clinical Techniques, MEA 1460 Clinical Laboratory Applications & Diagnostic Procedures I, MEA 1570 Clinical Laboratory Applications & Diagnostic Procedures II, MEA 2495 Medical Assistant Externship, and MEA 2820 Medical Assisting Capstone

• Transfer of credit for Medical Laboratory Technician and Surgical Technologist core courses (prefixes MLS/STS prefix) with a two (2) year time limit from time of course completion.

• Students who have completed similar course work that are not on the two-level skills exam can test out of the course with a 75% or greater score on a course assessment. All transfers or test-outs into the Medical Laboratory Technician and Surgical Technologist programs are based on program space availability.

• Externship, Internship, Practicum and Reflection Courses cannot be transferred in from another institution of higher learning.

• Seminar Courses cannot be transferred in from another institution of higher learning.

• For students in MN who enroll in the Law Enforcement Associate’s, Law Enforcement Academic Certificate, or Law Enforcement Skills Certificate programs, transfer credits for law enforcement specific classes (CCJ, CJ, DJS, A, J, LE prefixes) can only be accepted if the incoming course is from a regionally accredited college that is POST Board approved. Students who have credits that are not transferable and will be required to demonstrate competency by completing the course specific test out, if available.

Declining Transfer of Credit

A student may choose to decline external transfer credit that would otherwise be awarded by submitting a written request to their advisor prior to the end of the drop period of their first quarter of the program. The transfer credits will be removed from the Rasmussen College student record. The request must explicitly state for which course the student wants to waive the transfer of credit. The declined transfer credit may be resubmitted at a later date by submitting a written request to the advisor. If the course was attempted at Rasmussen College the attempted credits will continue to apply for the purpose of determining satisfactory academic progress (SAP).

Competency Course Transfer Policy

• Credit for successfully completed competency courses at Rasmussen College will appear as a credit by examination (TO) 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.

• Able to run Microsoft® Windows®8 (OS provided license faster CPU (AMD equivalent) plus conferred associate's degree in any program (PLA) process as established through the Council for Adult Experiential Learning (CAEL). Acceptable programs:

  • Criminal Justice
  • Law Enforcement
  • Justice Administration
  • Corrections
  • Public Safety
  • Emergency Management
  • Law Enforcement Academic Certificate and Law Enforcement Skills Certificate programs, transfer credits counted in the transfer maximum.

• Students may be required to take additional coursework prior to being accepted into the Accelerated Bachelor’s degree 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 Procedure courses, or equivalent courses will be required to successfully complete the required coursework within a regularly scheduled quarter at the regular 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 Accelerated Computer Science Bachelor’s degree program.

Accelerated Finance Bachelor’s Degree Transfer Policy

Students entering the Accelerated Finance Bachelor’s degree program must provide evidence of having successfully completed with a grade of “C” or higher from a college(s) that are accredited by an agency recognized the United States Department of Education as specified below:

• 3.2–3.45 Intel Core Dual Core i5 or faster CPU (AMD equivalent)
• 8 GB of RAM (12 GB – 16 GB recommended)

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

• 3.2–3.45 GHz Intel Core Dual Core i5 or faster CPU (AMD equivalent)
• 8 GB of RAM (12 GB – 16 GB recommended)

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

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

Students with a minimum cumulative GPA of 3.0 in their program major courses may request waivers for the Medical Coding Practicum coursework. Students must complete and submit the required paperwork to their Program Coordinator/Director prior to the start of the quarter of the practicum.
• Students must have a variety of experiences in the necessary medical fields rather than from just one area, and the course work will be required from the student’s employer. The Program Coordinator/ Director will inform the Campus Manager of a waiver at the time of the request 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 request form is signed.

School of Education Waivers

• Students who have a current and valid CDA Credential awarded by the Council for Professional Recognition or a FCCPC certificate awarded by the Florida Department of Children and Families, who have graduated from 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, Health, Safety, and Nutrition/CDA Application.

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

School of Justice Studies Waivers

• Course waivers will be considered for students who have select professional certifications (CPC, CD) from recognized state police/corrections academies.

• Course waivers will be considered for specific courses within the School of Justice Studies related to the certification.

• No time limit for earning certifications.

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

• Course waivers will be considered for students who have attended and successfully completed the following courses offered by the Florida BCA Criminal Justice Transfer Education Program (BCA-CJTE). Student must present evidence of their attendance by submitting a course certificate of completion.
  1. Basic Narcotics
  2. BCA Crime Scene Course
  3. Crime Prevention Practitioner Course
  4. Financial Investigation Techniques Course
  5. Forensic Science Partners Course
  6. Leadership in Police Organizations Course
  7. Southern Police Institute Homicide Course

Course waivers will be considered for students who have attended and successfully completed the following courses offered by the Florida Department of Law Enforcement (FDLE). Students must present evidence of their attendance by submitting a course certificate of completion.

• Domestic Interventions & Investigations 091
• Organized Crime 054
• Narcotics and Dangerous Drugs 016
• Criminal Law 019

Similar courses will be considered upon request. A review of the content against the syllabus of the course for which transfer is requested will be assessed, approved by the Campus Manager, and the decision will be made by the Dean of the School of Justice Studies. Sufficient time must be allowed for an appropriate review, the student will be required to submit the syllabus, the course work will be reviewed, and the criteria met, and evidence of completion of the course.

School of Business Waivers

Course waivers will be considered for students who have select professional certifications from the HR Certification Institute™ for the distinction of Professional in Human Resources (PHR) or for the distinction of Senior Professional in Human Resource Management (SPHR). Course waivers will be considered for specific courses within the School of Business related to the certification and the program of enrollment.

• Certifications must be current.

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

• Students presenting evidence of certification by the HR Certification Institute for the distinction of PHR will be awarded the following credit as Course Waiver (CW):
  1. Introduction to Human Resource Management
  2. Employment Law
  4. Workforce and Labor Relations Management

• Students presenting evidence of certification by the HR Certification Institute for the distinction of SPHR will be awarded the following credit as Course Waiver (CW):
  1. Introduction to Human Resource Management
  2. Employment Law

School of Technology Waivers

• Course waivers will be considered for students who have select professional certifications from Amazon, Apple, Cisco, Certified Internet Web Professional (CIW), the Computing Technology Industry Association (CompTIA), C+ – Institute, EC-Council, EMC2, (ISC)2, Microsoft, Oracle, VMWare.

• Course waivers will be considered for specific courses within the School of Technology related to the certification.

• Certifications must have been earned within the last three years or are current through renewal.

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

School of Design Waivers

• Course waivers will be considered for students who have select professional certifications from Adobe (Certified Associate or Certified Expert) and Autodesk.

• Course waivers will be considered for specific courses within the School of Design related to the certification.

• Certifications must have been earned within the last three years or are current through renewal.

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

School of Health Sciences Waivers

Course waivers will be considered for students who have earned the Certified Nursing Assistant (CNA) or the Certified Nursing Assistant (CCS–P) from American Health Information Management Association (AHIMA).

• Certifications must be current.

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

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

School of Nursing Waivers

• Students who enroll in the Professional Nursing Program and complete the practical nursing license that is current and unencumbered on the date their program starts at Rasmussen College, may request a waiver from NU117/NUR117 112 Nutritional Principles in Nursing and NU211/NUR2115 Fundamentals of Professional Nursing.

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

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

School of College Equivalency Credit

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

• Advanced Placement (AP) examinations administered by the College Board.
  • For graduates of United States high schools who provide transcripts of individual course completion in an International Baccalaureate® (IB) Diploma Programme, a course credit may be awarded based on individual subjects; examination scores of 4 and higher are required. Courses will be accepted relative to the program of enrollment.

• College-Level Examination Program (CLEP) examinations administered by the College Board. A score of 50 or higher is required for credit-based testing. For 21/25/2013. For paper-based exams taken prior to 2/25/2003, the CLEP ACE recommended score will be used.

• DSST, DANTES, Excelsior College Exams. Passing scores are determined by the individual test requirements.

• Prior Learning Assessment (PLA) credits may be earned by going through the PLA process as established through The Council for Adult Experiential Learning (CAEL).

• Other types of college equivalence courses and/or examinations may be evaluated for credit by the Associate College Registrars.

Military Experience Equivalency Credit

College credit for military service may be awarded upon review of a military transcript. Rasmussen College follows the American Council of Education (ACE) recommendations on transferring credit. These credits are usually listed on Sailor/Marine American Council on Education Registry Transcript (SMART), Defense Activity for Non-Traditional Education Support (DANTES) transcript, College Level Examination Program (CLEP) score, Coast Guard Institute (CGI) transcript, Army American Council on Education Registry Transcript System (AARTS) transcript and/or Community College of the Air Force (ICAF) transcript. ACE military credit recommendations which have been accepted for transfer will be listed on the student’s transcript with a Transfer (TR) designation.

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

Transfer to Other Colleges

Rasmussen College does not imply or guarantee that credits completed at Rasmussen College will be accepted by or transferred to another college, university, or institution. Graduates or students who would like to transfer credits earned at Rasmussen College to another school should contact the institution to determine that course transfer credits is always at the discretion of the receiving institution. Please see the Registrar with questions about transfer to other colleges.

Transcripts

Transcripts for graduates and students who have completed their course of study are provided without charge; however a fee of $5.00 is charged for all other transcripts. The institution reserves the right to withhold and official 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 provide equal access to all accessible college community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience. Rasmussen College recognizes its obligation under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and commits to the success of its students and faculty by prohibiting discrimination on the basis of disability and requiring reasonable accommodations to qualified disabled students in all programs and activities.

Students with disabilities do not have to self-disclose or register with the Campus Accommodations Coordinator, although the College encourages them to do so. Students seeking academic accommodations or adjustments must contact the Campus Accommodations Coordinator to request such services. Students who are unsure who to contact should check with their Academic Dean or Campus Director.

Attendance

A basic requirement for employment in any organization is regular, on-time attendance. Rasmussen College students are expected to attend class and on regular attendance for all of their classes. Workplace etiquette also requires a call be made if an absence is necessary. Rasmussen College students are expected to call the College and to indicate if they will be absent or tardy. The student is responsible for contacting the instructor to get missed information, class work, and assignments.

Attendance requirements are met by attending a face-to-face course session at the campus or other class location, or (b) substantive online activity, including commentary in the discussion section of the online classroom, posting of required assignments and course quizzes and exams in a timely manner. Discussion posts in the student lounge area of the classroom are encouraged but do not count as attendance activities. Attendance is not equivalent to participation. Student grades will be impacted by the frequency and quality of participation in class, whether in the classroom, online, or 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 Time 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 do not meet the attendance requirements in at least one scheduled College course within seven days of the start of a term may be administratively withdrawn from the College.

Course Attendance: If a student has not been in attendance in a course for 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 date of attendance, he or she may be administratively withdrawn from the College. Upon withdrawal a student’s financial aid eligibility will be adjusted according to the Institution’s refund policy as described in the College catalog and will be assigned grades according to the Rasmussen College Drop/Add Class Policy.
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Practicums/Externships in Nursing and Health Sciences programs have additional 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 these goals, students, employees, and staff of Rasmussen College are expected to uphold the very highest business and personal ethics. Students of Rasmussen College commit to holding themselves and their peers to the foremost level of academic integrity, and accept responsibility should behaviors and actions fall short of the College’s expectations.

II. Definitions

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

b) Cheating: Distributing or receiving answers or information by any means other than direct instruction or course examination approved by an instructor for any academic exercise. Examples include:

   i. Copying answers, data, or information for an assignment, examination, or any other student in which the student is not expressly permitted to work jointly with others.

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

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

   iv. 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 academic misconduct.

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

   vi. Fabrication, Fabrication, Forgery: Deliberately falsifying, altering, or inventing student records, information or citations. Forgery is the act of imitating or counterfeiting documents, signatures, and the like.

   vii. Plagiarism: The act of representing another person’s words, thoughts, or ideas as one’s own. Examples include:

      i. Using information (a paraphrase or quotation, in whole or in part) from a source without attempting to give credit to the author of that source.

      ii. Using another student’s illustrations, diagrams, drawings, graphs, tables, text, or other work on which the student has not provided prior written permission to use.

      iii. Using an academic exercise (in whole or in part) purchased or copied from a government report or paper/essay mill.

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

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

   vi. Violations

   A student who violates the Academic Integrity Policy faces severe penalty from the College. Violations may occur in one or more courses in one or more quarters and accumulate for all quarters in which the student is enrolled. Upon conclusion by the student’s instructor and/or the student’s Dean that a student has committed Academic Misconduct, the following penalties will be applied:

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

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

     c) Third Offense. The College reserves the right to dismiss a student from the College if there are more than two offenses. A student dismissed from the College because of Academic Misconduct may not re-enroll.

     d) In severe cases, an instructor or other College employee may report a student from the College if there are more than two offenses. A student dismissed from the College because of academic misconduct may not re-enroll.

   The College reserves the right to dismiss a student from the College if there are more than two offenses. A student dismissed from the College because of academic misconduct may not re-enroll.

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

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

   V. Appeal: A student who disagrees with a ruling of academic misconduct has one week to appeal the ruling in writing to his/her instructor. If the student’s appeal is denied, the ruling of academic misconduct has one week to appeal the ruling in writing to the Student Appeal Committee, which has one week from the time received a written statement of appeal from the student to render a decision. The student may appeal the ruling of the Student Appeal Committee to his/her Vice President of Academic Affairs thereafter. Response will be given within 30 days.

   Conduct/Dismissal

   Students are expected to conduct themselves with the same standards of behavior as they are expected in the workplace and in the community at large. Consequently, the following: is an encompassing policy governing student conduct. The College reserves the right to suspend or dismiss any students whose conduct is detrimental to the educational environment. A student dismissed from the College because of misconduct may not re-enroll. Conduct/dismissal guidelines for School of Nursing students, or School of Health Sciences students enrolled in the Medical Assisting, Health Information Technician/Management, Medical Laboratory Technician and Surgical Technologist programs can be found in each programmatic handbook provided at programmatic orientation.

   • By students, faculty, or staff that is detrimental to the classroom environment.

   • That interferes with the well-being of the fellow students and/or faculty and staff members.

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

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

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

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

   Anti-Hazing Policy

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

   Dress Code

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

   Several programs, including those in our School of Nursing and our School of Health Sciences, have stringent dress code and professional appearance requirements. Standards are specified in the applicable program handbooks. In some cases, failure to meet the required standard may prevent a student’s ability to participate in an externship or clinical experience, and may ultimately impact the student’s grade. Please consult the handbook specific to your program or see your Program Coordinator/Dean for details.

   Rasmussen College Minimum Technical Requirements

   In order to be successful in online courses, you must use a computer system that meets or exceeds the minimum technical requirements specified in the course. If you do not meet those requirements, you may need to attend a campus to complete some assignments.

   Due to frequent changes in technology, technological requirements change periodically. Technical requirements necessary for online courses to run properly are located on the following website: content.learntoday.info/ course_files/techinfo/techinfo_ols.html, which is updated regularly to reflect current requirements.

Please read the following current technical requirements information carefully to ensure that your computer is properly configured for online courses.

   Some courses require the use of software that is not Mac compatible. If you use a Mac, you may need to install CD or DVD; or run the QuickTime Player, visit the Windows emulation mode in order to complete some required course activities and assignments.

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

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

   Desktop or laptop computers are preferred. Mobile devices may only work with limited functionality.

   2. Cookies Must Be Enabled on Your Browser

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

   3. Required Plug-ins

   Flash

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

   Shockwave

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

   Acrobat Reader

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

   Microsoft PowerPoint

   Your courses may include Microsoft PowerPoint presentations. If you do not have PowerPoint installed on your computer, you may use the free PowerPoint viewer to view the course materials. Download the free PowerPoint viewer here: microsoft.com/en-us/download/details.aspx?id=15-3.

   Microsoft Word

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

   Microsoft Excel

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

   ZIP File Compression Utility

   Your courses may require the use of a compression utility, like 7-Zip, to create a “zipped” file (i.e. filename.zip). If you do not have a compression utility installed on your computer, you may download a free copy of 7-Zip here: 7-zip.org. If your computer is running Windows XP, or newer, there is a compression utility already built in. For help “zipping” and “unzipping” files using the Windows compression tools, please view the demonstrations at: content.learntoday.info/ course_files/techinfo/techinfo_ols.html.
After 30 days past the end of the grace period, the material is considered lost. The library reserves the right to charge for replacement costs. Replacement costs are assessed per each individual item. The library will charge $55.00, or the cost of replacing the item plus a $5.00 processing fee. In the event that a library material is returned damaged, the borrower will be assessed a fee to repair or replace the damaged item. In the event that an irreplaceable item is damaged, the library will assess a $55.00 fee.

Rasmussen College cannot override fines incurred at other libraries, including fines for InterLibrary Loan items lost or returned late. Library fines 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 College’s policy and responsibility to provide our employees and students an environment that is free from discrimination. Rasmussen College expressly prohibits harassment of employees or students on the basis of gender. Harassment undermines our College community morale and our commitment to treat each other with dignity and respect. This policy is related to and is in conformity with the Equal Opportunity Policy. All employees and College faculty, staff, or student who employ, retain, and promote employees without regard to race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of complaints and appropriate corrective action will be taken. An Executive Vice President or President will investigate all allegations. This will ensure a prompt, consistent, and appropriate investigation. It is a violation of policy for any member of our College community to engage in sexual harassment and 1) submission to or rejection of any term or condition of employment, 2) submission to or rejection of sexual harassment when: 1."Quid pro quo" harassment, where 3. Making or threatening reprisals after a sexual harassment: There are basically two types of sexual harassment.

Definitions

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement, 2) submission to or rejection of such conduct by an individual’s work or academic performance or creation of an offensive or hostile, offensive or hostile or offensive working or academic environment, 3) 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, or calendars (includes by electronic means);

6. Sexually offensive comments, graphic verbal commentary about an individual’s body or dress, sexually explicit political cartoons, and other sexually-oriented statements; and

7. Physical conduct, such as, touching, assault, or impeding or blocking movements.

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

There are basically two types of sexual harassment:

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

Employee benefits such as raises, promotions, better working hours, etc., are directly linked to employment benefits and 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 promoting an employee a raise if she goes on a date with him; a manager telling an employee she will fire him if he does not have sex with her.

2. "Hostile work environment," where the harassment creates an offensive and unpleasant working environment.

Hostile work environment can be created by anyone in the work environment, whether it be supervisors, other employees, or customers. Hostile environment harassment consists of verbal or physical conduct of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the work environment.

For further information please refer to the EEOC’s website at eeoc.gov or call the EEOC Publications Distribution Center at 800-669-3362 (voice), 800-800-3302 (TTY).

After 30 days past the end of the grace period, the material is considered lost. The library reserves the right to charge for replacement costs. Replacement costs are assessed per each individual item. The library will charge $55.00, or the cost of replacing the item plus a $5.00 processing fee. In the event that a library material is returned damaged, the borrower will be assessed a fee to repair or replace the damaged item. In the event that an irreplaceable item is damaged, the library will assess a $55.00 fee.

Rasmussen College cannot override fines incurred at other libraries, including fines for InterLibrary Loan items lost or returned late. Library fines 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

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1. Unwanted sexual advances;

2. Offering employment benefits in exchange for sexual favors;

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4. Verbal sexual advances or propositions;

5. Displaying sexually suggestive objects, pictures, or calendars (includes by electronic means);

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For further information please refer to the EEOC’s website at eeoc.gov or call the EEOC Publications Distribution Center at 800-669-3362 (voice), 800-800-3302 (TTY).
Sexual orientation harassment: Sexual harassment based on sexual orientation. Sexual orientation harassment is verbal or physical conduct that is directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

Romantic/sexual relationships between superior and subordinate: Sexual risks are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties. The respective parties, based on their trust in another student, teacher, 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 inherent in age, background, stature, credentials or other characteristics to the perceptions that a power differential exists between the 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 claims nor guarantee a successful defense if claims are made. It is the faculty member, supervisor, or staff who will bear the burden of accountability because of his/her special responsibility, and it is exceedingly difficult to use mutual consent as a defense. Therefore, all employees should be aware of the risks and consequences involved in entering a romantic/sexual relationship where there is a superior/subordinate relationship.

Sexual assault: Sexual activity, including sexual penetration or sexual conduct, carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through a position of authority, or when the victim/survivor is 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.

Having a previous relationship of any nature, including prior sexual contact with the victim/survivor is not a defense for a 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 the infliction of either physical or emotional pain on the victim/survivor are among the criteria taken into account by state laws on Criminal Sexual Conduct and under the Crime Victims Bill of Rights.

Formal Complaints by Students and Employees
a. A formal complaint of sexual harassment must include a written statement, signed by the complainant specifying the incident(s) of sexual harassment. The statement may be prepared by the complainant or by an advisor as a record of the complaint. The statement 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 concurrence of the Campus Director or other manager will formally investigate the complaint and present any findings and recommendations to an Executive Vice President or President. The College will decide whether there are sufficient grounds to warrant a formal investigation.

b. 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.

c. After an investigation of the complaint the College will: 1. Look at all the facts and circumstances surrounding the allegations to determine if there is reasonable cause to believe that harassment has occurred and report its findings and the resolution to an appropriate body; or 2. Report its findings with appropriate recommendations for corrective action to an Executive Vice President or President; or 3. Report to an Executive Vice President or President its finding that there is insufficient evidence to support the complaint.

Victims’ Rights Under Sexual Assault Policy
If the victim is alleged to have been convicted as a member of our college community on property owned by the College the following additional policy applies: 1. The victim is aware that criminal charges can be made with local law enforcement officials; 2. The prompt assistance of campus administration, or Rasmussen College management at the request of the victim, in notifying the appropriate law enforcement officials of a sexual assault incident; 3. A sexual assault victim’s participation in and the presence of the victim’s attorney or other support person at any campus or college facility disciplinary proceeding concerning a sexual assault complaint; 4. Notice to a sexual assault victim of the outcome of any campus or college facility disciplinary proceeding concerning a sexual assault complaint, consistent with laws relating to data practices; 5. The complete and prompt assistance of campus administration, or Rasmussen College management at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident; 6. The assistance of campus administration or Rasmussen College management in preserving, for a sexual assault complaint or victim, materials relevant to a campus disciplinary proceeding.


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

Drug-Free School and Workplace
In accordance with the Drug-Free Schools and Communities Act (34 CFR Part 85), Rasmussen College campuses are hereby declared a drug-free college and workplace. For more information visit The U. S. Department of Education’s High School’s website at www.ed.gov. Students are prohibited from the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol anywhere on property belonging to the College including but not limited to grounds, parking areas, or anywhere within the building(s); or while participating in college-related activities. Activities include not limited to clinical, internship, or practicum experiences. Students who violate this policy will be subject to disciplinary action up to and including expulsion or termination of enrollment.

As a condition of enrollment, students must abide by the terms of this policy or the College will take one or more of the following actions in any way with respect to any student who violates this policy by: 1. Reporting the violation to law enforcement officials. 2. Taking appropriate disciplinary action against such student, up to and including expulsion or termination of enrollment. 3. Requiring such student to participate in a substance abuse rehabilitation program approved by a federal, state, local, law enforcement, or other appropriate agency.

In compliance with the law, the College will make a good faith effort to maintain a drug-free College through implementation of the preceding policy and will establish and maintain a drug-free and alcohol awareness program. Upon enrollment and annual thereafter, all students will receive a copy of the Rasmussen College Drug-Free Schools and Workplace policy, list of applicable sanctions for drug or alcohol use, description of health risks, list of drug and alcohol programs that are available, and list of imposed disciplinary sanctions for students. The federal government has taken a number of legal steps to curb drug abuse and distribution. These anti-drug laws affect several areas of our lives. For instance, the Department of Housing and Urban Development, which provides public housing funds, has the authority to evict residents found to be involved in drug-related crimes on or near the public housing premises. Businesses with federal contracts are subject to a loss of those contracts if they do not promote a drug-free environment. In our particular situation, students involved with drugs could lose their eligibility for financial aid. Further, they could also be denied other federal benefits, disability, retirement, health, welfare, and Social Security. Finally, a record of a felony or conviction for a drug-related crime may prevent a person from entering certain career fields. Drugs and alcohol are highly addictive and injurious to the person and can cause harmful effects to one’s physical and emotional health. People who use drugs and alcohol may lose their sense of responsibility, become reckless, immune to pain, paranoid, mood, belligerent, restless, irritable, depressed, inattentive, anxious, or experience sexual indifference, loss of physical coordination and appetite, go into a coma, experience convulsions, or even death.
Person who use drugs and alcohol face not only health risks, but also an ability to focus on 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 slow reflexes that can be especially dangerous while driving.

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

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

We recommend that any person observing any of the above changes in any student of Rasmussen College immediately notify the Academic Dean or Campus Director.

Drug Abuse Policy

Rasmussen College is committed to providing a safe, drug-free environment for its students and employees, and to ensure our campus is a place of safety and education without drugs or alcohol. Campus buildings that the proprietor has designated a public area for smoking. Similarly, this policy does not apply to any on-campus public area for smoking.

Tobacco Use Policy

Smokeless pouches, or any other form of loose-leaf, and cigarettes to include smokeless tobacco, snuff, chewing tobacco, an electronic cigarette or other device intended to simulate smoking, whether lit or not, including the use and display of such products.

For purposes of this policy, “tobacco use” means the possession of tobacco products in a public place or an area attributable to tobacco products.

Personal possession of tobacco products inside a public place or an area attributable to tobacco products where the product is not visible is allowed. Anyone found to be in violation of the Tobacco Use Policy will be subject to discipline in accordance with the applicable conduct and discipline policy. Visitors may be asked to leave the premises.

Weapons Policy

Rasmussen College prohibits the possession of weapons of any kind inside campus buildings. Prohibited weapons include but are not limited to firearms, BB/pellet guns, slingshots, paint guns, arrows, swords and knives other than cooking utensils, any cavity/pocket knife 2 inches or less in length of 3 inches or less. Prohibited items include weapons that are loaded or unloaded, functioning or non-functioning, and anything that could be perceived as a weapon, including toys and weapons used for decorative, display and/or simulation purposes. This policy applies to all staff, faculty, students and visitors with the exception of licensed peace officers and law enforcement/security agents as allowed by applicable statute. The approved storage and use of weapons for training purposes as part of a School of Justice Studies program is permitted. This policy includes both campus buildings and offsite events sponsored and attended by the College including graduation ceremonies, internships, and clinical sites. This policy does not include Rasmussen College parking lots, where weapons are allowed to be stored in private vehicles unless prohibited by a separate policy.

Rasmussen College has the right to:

- the presence of students or employees on campus or off campus activities sponsored by the College, while under the influence of intoxicants, drugs or any other controlled substances.
- 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 activities sponsored and controlled by the College.

Rasmussen College has the right to:

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

Tobacco Use Policy

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

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

For purposes of this policy, “tobacco use” means the personal use or possession of any tobacco product, whether lit or not, including the use and display of an electronic cigarette or other device intended to simulate smoking.

Prohibited tobacco products include smokeless tobacco, snuff, chewing tobacco, smokeless pouches, or any other form of loose-leaf, smokeless tobacco; and the use of any needles, cigarettes, cigars, or pipe tobacco. Smoking is defined as inhaling, exhaling, burning or carrying in hand any lit tobacco product, including cigarettes, cigars, pipe tobacco, and any other tobacco products.
Academic Information and College Policies

Academic Requirements.

Limited to, final course grades and program-specific information relevant to the institution.

Appeal Procedure

- The Higher Learning Commission (ncahlc.org), 800-621-7440 or 312-263-0456 Chicago, IL 60604
- State of Wisconsin Educational Approval 715-346-1996
- Minnesota Office of Higher Education 701-328-2960
- Kansas Board of Regents
- State of Wisconsin Educational Approval Board 606-269-5266
- The Higher Learning Commission (ncahlc.org), rasmussen.edu 230 South LaSalle Street, Suite 7-500

Grade Appeal

- Student's Dean by completing the Rasmussen Grade Appeal form.
- The form can be completed electronically or by hand and returned to the student.
- The Student and Rasmussen College shall bear an equal share of the expenses of the arbitration, including attorney's fees. Except as may be required by law, no party to the arbitration nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both the Student and Rasmussen College.
- Disclosure Policy
- Availability of financial information regarding the college may be requested from the Chief Financial Officer.
- Rasmussen College is currently authorized or licensed to operate in: Alabama, Arkansas, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, North Dakota, Wisconsin, and Wyoming. Rasmussen College will continue to monitor developments in state laws as each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will work to obtain such additional approvals.
- Alabama Residents: Student Contact Information
- Rasmussen College recognizes the rights of applicants, students, graduates, former students, and other parties who have dealings with the College as they relate to due process in matters of alleged violation of policies, procedures, and guidelines of the institution.
- The following process must be followed for appeals involving academic matters, including, but not limited to, final course grades and program-specific academic requirements.

1. The student must submit an appeal to his/her instructor (rasmussen.edu) email address within five business days after grades have been posted to the student’s record.

2. The instructor must then submit an appeal to the Student’s Dean by completing the Rasmussen College Grade Appeal Request Form.

3. If the results of the appeal remain unsatisfactory to the student after the initial appeal as described in step one and the student wishes to escalate it further, a formal appeal request can be submitted to the student’s Dean by completing the Rasmussen College Grade Appeal Request Form.

4. A copy of the form along with contact information for the Dean can be obtained from the student’s advisor.

5. The form can be completed electronically or by hand and submitted in-person.

6. The Dean will consider the appeal and respond to the student via email within seven business days from the date the appeal was submitted.

Arbitration

Not applicable to North Dakota residents

Any controversy or claim arising out of, or relating to a current or former student’s participation in, by enrollment in, or education at Rasmussen College’s “Controversy or Claim” resolution first in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog. If following completion of the Grievance Policy procedures, any current or former student (the “Student”) or Rasmussen College remains dissatisfied, then the “Controversy or Claim, in accordance with the Enrollment Agreement, shall be resolved by binding arbitration administered in accordance with the Commercial Arbitration Rules of the American Arbitration Association then in effect. Arbitration shall be the sole remedy for resolution of any Controversy or Claim which is not satisfactorily resolved in accordance with the procedures in the Grievance Policy published in the then current Rasmussen College catalog.

Unless the Student and Rasmussen College agree otherwise, the arbitration shall take place in Minneapolis, Minnesota, before a single neutral arbitrator. The Federal Arbitration Act shall govern the arbitration to the fullest extent possible, excluding all state arbitration laws. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof.

The arbitrator shall have no authority to award punitive damages, consequential or indirect damages, or other damages not measured by the prevailing party’s actual damages. The arbitrator also shall have no authority to award attorney’s fees or to collectively arbitrate any Controversy or Claim or of against more than one Student regardless of whether or how many other similarly circumstanced Students there may be. The Student and Rasmussen College shall bear an equal share of the arbitrator’s fees and administrative costs of arbitration charged by the American Arbitration Association but otherwise the Student and Rasmussen College shall bear their own costs and expenses of the arbitration, including attorney’s fees. Except as may be required by law, no party to the arbitration nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both the Student and Rasmussen College.

Exempt Institutions:

Attorney General’s Office California Department of Justice
Attorney, Public Inquiry Unit P.O. Box 904425
Sacramento, CA 94244

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Exempt Institutions:

Attorney General’s Office California Department of Justice
Attorney, Public Inquiry Unit P.O. Box 904425
Sacramento, CA 94244

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
highered.colorado.gov/Academics/Complaints/default.html
highered.colorado.gov/OPOS/Students.html

Connecticut State Office of Higher Education
650 West State Street Hartford, CT 06106
860-347-1800, info@cthe.org

Non-degree institutions: cthe.org/
POSD/P0CP2ComplaintForm.pdf

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110 Hartford, CT 06106
trade.practices@ct.gov
Consumer Complaint Hotline: 800-842-2649

Delaware Department of Education
Carvel State Office Building, 5th Floor, 820 North French Street
Wilmington, DE 19801
theo@doe.k12.de.us
Delaware Attorney General
Consumer Protection-Wilmington:
820 North French Street 5th Floor
Wilmington, DE 19801
consumer.protection@delaware.gov

District of Columbia
District of Columbia Office of the State Superintendent of Education
Education Licensure Commission
810 First Street, NE, 5th Floor, Washington, DC 20002

Florida Department for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399

Georgia Department of Education
120 South State Street, Suite 118, 1000 State Capitol
Atlanta, GA 30334

Hawaii Department of Education
203 State Office Building, 3rd Floor
Honolulu, HI 96814
211-904-8200, admin@hawaii.gov

Idaho Department of Education
650 West State Street
Boise, ID 83720-0037

Illinois Department of Education
825 N. Kingsbury Street, Suite 1000
Chicago, IL 60610

Indiana Department of Education
302 West Washington Street, Room E201
Indianapolis IN 46204
info@idoe.in.gov

Iowa Department of Education
800-272-6673

Kansas Department of Education
1100 SW Jackson Street, Suite 520
Topeka, KS 66612

Kentucky Department of Education
1024 Capital Center Dr. #320
Frankfort, KY 40601

Louisiana Department of Education
820 North Congaree Road
Columbia, SC 29211

Maine Department of Education
201 State House Station, Room 2020
Augusta, ME 04333

Maryland Department of Education
1201 Cherrystone Avenue
Annapolis, MD 21401

Massachusetts Department of Education
100ädosiln Street
Boston, MA 02120

Michigan Department of Education
121 N. Reef Road, No. 121
Ann Arbor, MI 48105

Minnesota Department of Education
250 E 5th Street, Suite 1550
St. Paul, MN 55101

Missouri Department of Education
701-328-2960

Montana Department of Education
1100 North Avenue West
Helena, MT 59601

Nebraska Department of Education
1505 N 24 Street
Lincoln, NE 68507

Nevada Department of Education
400 N. Spring Mountain Road
Las Vegas, NV 89102

New Hampshire Department of Education
500 West Main Street, Suite 203
Concord, NH 03301

New Jersey Department of Education
101parsley Road
Trenton, NJ 08628

New Mexico Department of Education
1500 Capitol Park
Santa Fe, NM 87501

New York State Education Department
624 State Street
Albany, NY 12235

North Carolina Department of Public Instruction
1200 Capital Boulevard, Suite 100
Raleigh, NC 27603

North Dakota Department of Education
3000 State Office Building, Suite 0300
Bismarck, ND 58501

Ohio Department of Education
1287 River Road
Columbus, OH 43215

Oklahoma Department of Education
504 S. Lincoln Boulevard
Oklahoma City, OK 73105

Oregon Department of Education
1000 NE Davis Street
Portland, OR 97232

Pennsylvania Department of Education
200 Sansome Street
Harrisburg, PA 17128

Rhode Island Department of Education
1560 Broadway, Suite 1600
Denver, CO 80202

South Carolina Department of Education
1800 Main Street
Columbia, SC 29201

South Dakota Department of Education
1100 West Main Street
Pierre, SD 57501

Tennessee Department of Education
250 James monroe Blvd
Nashville, TN 37243

Texas Education Agency
1300 Valley View Parkway
Dallas, TX 75235

Utah Department of Education
250 East 300 South, Suite 400
Salt Lake City, UT 84111

Vermont Agency of Education
140 State Street
Montpelier, VT 05602

Virginia Department of Education
460 East Main Street
Richmond, VA 23219

Washington State Department of Education
1100 State Street
Olympia, WA 98503

West Virginia Department of Education
1210 Capitol Agenda
Charleston, WV 25302

Wisconsin Department of Public Instruction
111 Madison St
Madison, WI 53705

Wyoming Department of Education
1600 Washington Street, Ste. 600
Cheyenne, WY 82001

*Many states do not require specific authorization or licensure for their residents to enroll in online programs.
ACADEMIC INFORMATION AND COLLEGE POLICIES

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

WASHINGTON
Washington Student Achievement Council
917 Lakeridge Way, P.O. Box 45430
Olympia, WA 98504
dinfo@wasc.edu
wasc.wa.gov/ConsumerProtection
Washington Workforce Training and Education Coordinating Board
128 10th Avenue SW
PG Box 43105
Olympia, WA 98504
workforce@wcb.wa.gov
wtb.wa.gov/ConsumerProtection_Complaints.asp

WEST VIRGINIA
West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301

West Virginia Office of the Attorney General
Consumer Protection Division
P.O. Box 8696
Cheyenne, WY 82002

WASHINGTON
Washington State Department of Consumer Protection
2300 Capitol Avenue, Hathaway Building, 2nd Floor
Charleston, WV 25301

WASHINGTON
Washington Workforce Training and Education Coordinating Board
128 10th Avenue SW
PG Box 43105
Olympia, WA 98504
workforce@wcb.wa.gov
wtb.wa.gov/ConsumerProtection_Complaints.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 campus locations, as the schools have common ownership and common courses, and students will have the flexibility to take courses at all locations as they choose. Students who attend a class at a location other than their home campus (primary attendance location) will have their total tuition and fees charged by their home campus. All financial aid will be awarded and disbursed from the home campus. The home campus monitors satisfactory progress.

A copy of the consortium agreement is kept on file at each campus. Students have the right to review and acknowledge the agreement prior to taking courses at other campuses.

CAMPUS SECURITY CRIME STATISTICS

Jeannine Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act
Rasmussen College provides prospective and enrolled students and employees with its current Crime Awareness and Campus Security Act statistics. This policy contains information pertaining to the reporting procedure of criminal activities, security and access to campus facilities, campus law enforcement and criminal offenses reported to the campus or local police. As part of our commitment to prevent these crimes, Rasmussen College provides training in the prevention of crime, sexual harassment/violence and alcohol/drug abuse.

REFUNDS

Florida Cancellation, Termination, Refund Policy
If a course is cancelled, enrolled or terminated, for whatever reason, the following apply:

- Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, fees and other charges will be refunded. A student in a program who withdraws from the College must give written notice to the College. Date of withdrawal is the last day of recorded attendance.
- The College will acknowledge in writing any notice of cancellation within 10 business days after the receipt of request and will refund the amount due within 30 business days. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked, or in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the College.
- Notwithstanding anything to the contrary, if a student gives written notice of cancellation following written acceptance to the College and prior to the start of the period of instruction for which he/she has been charged (“Period of Instruction”), all tuition and fees will be refunded. If any books and supplies have not been provided by the College and are not returned unused and in a condition such that they can be returned to the supplier, the student will be required to pay a fee of $150 per course for these books and supplies. All prepaid tuition is refundable.
- If a student has been accepted by the College and gives written notice of cancellation or termination after the start of the Period of Instruction for which they have been charged, but before completion of 60% of the Period of Instruction, the amount charged for tuition, fees, and all other charges for the completed portion of the Period of Instruction shall not exceed the amount of tuition, fees, and all other charges that the student is required to pay for the completed portion of the Period of Instruction bears to its total length. After completion of 60% of the Period of Instruction, no refund will be made.
- Student refunds are made within 45 days of the date of determination of withdrawal if the student does not officially withdraw.
- The 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 charges will not be negotiated prior to completion of 50% of the course.

Cancellation, Termination, Refund Policy
Alabama Resident Students Only
Students may cancel enrollment at any time, complying with the notification procedures established by the school. Refunds of unearned prepaid tuition, fees, and all other charges shall be made in the following manner within thirty (30) days of termination:

- If a cancellation occurs within seventy-two (72) hours of enrollment date, all money paid by the prospective student shall be refunded.
- If a 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 a cancellation occurs after classes begin or after shipment of correspondence materials, a pro rated refund will be made of all unearned prepaid tuition, fees, and charges for books and supplies not issued to the student. Once books and supplies are 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 16-17-60 (1972).

Refund Policy for Iowa Residents:
A. In accordance with Iowa code 742.23, students who are residents of the state of Iowa shall receive a pro rata refund of tuition charged to them if they withdraw from an educational program at Rasmussen College, calculated as follows: not less than 93% of the amount of tuition charged to students under the Stafford loan program as reported by the US Department of Education for the most recent fiscal year is more than 1101 of the national average rate of all schools, or 6%, whichever is higher. In this case, the student terminates a program due to the student’s spouse’s employment to another city, the terminating student shall receive a refund of tuition charges in an amount that equals the amounts of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

b. Notwithstanding the two paragraphs above, this portion of the policy applies if and when the Rasmussen College cohort default rate for students under the Stafford loan program as reported by the US Department of Education for the most recent federal fiscal year is more than 1101 of the national average rate of all schools, or 6%, whichever is higher. In this case a terminating student shall receive a refund of tuition charges in an amount that is less than 93% of the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

c. Tuition refunds shall be provided to the student within 45 days following the date of determination that a student has terminated enrollment. If a specific fee or penalty for termination will be charged, other than a reduction in tuition as specified above.

d. In compliance with Iowa Code 742.23, the $150.00 course resources fee will be refunded for students who are residents of the state of Iowa.

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

- If a cancellation occurs within seventy-two (72) hours of enrollment date, all money paid by the prospective student shall be refunded.
- If a 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 a cancellation occurs after classes begin or after shipment of correspondence materials, a pro rated refund will be made of all unearned prepaid tuition, fees, and charges for books and supplies not issued to the student. Once books and supplies are 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 Iowa 16-17-60 (1972).

Return of Title IV Funds Policy
If a student withdraws or is expelled, they need to visit with the Campus Director or Dean to complete the Rasmussen College Notice of Change in Student Status form, which will be used to determine the amount of institutional charges it can retain. The federal formula dictates the amount of Federal Title IV Aid that must be returned to the federal government as part of the student’s aid. The federal formula requires a Return of Title IV aid if the student received federal financial assistance in the form of a Federal Pell Grant, Federal SEOG, Federal Direct Student Loan, or Federal PLUS Loan and withdrew on or before completing 60% of the quarter. The percentage of Title IV aid to be returned is determined by dividing the number of calendar days in the quarter by the number of total calendar days in the quarter. Schedules breaks or five or more consecutive days are excluded. Funds are refunded in the following sequence: Unsubsidized Stafford Loans, Subsidized Stafford Loans, Perkins Loans, Federal SEOG, and then other Title IV programs. Rasmussen College follows this mandate by refunding monies in the following sequence: Unsubsidized Stafford Loans, Subsidized Stafford Loans, Perkins Loans, Federal SEOG, and then other Title IV programs. Rasmussen College uses the software and printed worksheets provided by the U.S. Department of Education to document the Return of Title IV Funds calculation along with the Post-Withdrawal Disbursement Tracking Sheet.

Exit Interviews
Students contemplating the termination of their education at Rasmussen College should contact the Dean, Campus Director, or Advisor.

All students graduating or withdrawing are required to attend a mandatory exit interview. During this interview, students receive information regarding their loans 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. Academic and financial aid files will be complete until both exit interviews have been completed. The Advisor is available for assistance for the duration of your student loan. Rasmussen College reserves the right to withhold academic, information, and other records, pending settlement of any amount due to the College.

Extended Quarter Break Stop Out Policy

Rasmussen College encourages students to remain continuously enrolled in their program through to graduation. Rasmussen College recognizes that on occasion a student may experience an extraordinary personal situation for which they may need an extended break between quarters. A student with an extenuating circumstance may apply for the Extended Quarter Break Stop Out. Students who are enrolled and in the Student Progress program at the end of the term may apply for an extended break for the following term. The student must commit to returning for Session II of the term in which the Extended Quarter Break Stop Out is requested or the student will be withdrawn from Rasmussen College. Students who are receiving Title IV funding must be scheduled to take at least six credits in Session II of the Extended Quarter Break Stop Out. The student must meet with his or her Student Success Manager in order to obtain a Break Out Request Form. The student Success Manager will provide the student with the necessary information to make an informed decision. Break Out Request Forms must be signed prior to the first day of the quarter/session that the Break Out is being requested. Students will remain continuously enrolled and will not be eligible to receive financial aid at any other institution during this break. Students who are approved to take a Break Out are eligible to receive aid only on the mid-term courses of the term the student returns. A Break Out is not permitted in consecutive terms.

Military Leave and Refund

Rasmussen College supports its students who are also members of the armed forces. Military service members who are given official orders to deploy for state or federal needs, as well as their spouses, who cannot complete the academic quarter due to the deployment may withdraw without penalty from any or all classes in which they are enrolled, even if the student has previously withdrawn for any reason, 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 readmittance testing. Students must be cleared by all of the following college personnel once the re-admission application is received: Academic Dean, Accounts Receivable representative, and Campus Director.

When a Student Wants to Return After a Military Leave of Absence

To return from Military Leave, the student must contact the Campus Accommodations Coordinator prior to the first day of the quarter/session in which the student wants to return to complete the reentry process and submit the Medical Leave Return Request. Additionally, the Campus Accommodations Coordinator must receive a letter from the student’s professional therapist and/or physician stating the student’s medical situation and that the professional therapist/physician believes the student is able to return to Rasmussen College. Students must be cleared by all of the following college personnel once the re-admission application is received: Academic Dean, Accounts Receivable representative, and Campus Director.

Policy Regarding Grades in the Event of a Medical Leave of Absence or Medical Withdrawal

1. If a student takes Medical Leave or 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. A grade of “WX” will be recorded for each course for which a student was registered if the student takes Medical Leave or Medical Withdrawal from the College at any time following the course drop period of the quarter.

3. If a student successfully completes any term (Term 1, Term 2, or Session 1 or Session 2, the letter grades they earned for those courses will remain on their transcript.

Note: Official transcripts will 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 must be made in writing and should provide a detailed statement 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 considered final. The College President (or their designee) may extend the timeframe set forth above as necessary. While the appeal is pending, the original decision of Campus Administration will stand.

When a Student Wants to Return After an Involuntary Medical Withdrawal

Re-enrollment will require a completed re-admission application from the student along with a letter from the student’s professional therapist and/or physician stating the student’s medical situation and that the professional therapist/physician believes the student is able to return Rasmussen College. Students must be cleared by all of the following:

- Academic Dean
- Student Financial Services Office and Campus Director.

Federal Distribution of Funds Policy

Once the refund liability for a particular student has been determined, the amount of the student’s Federal Pell Grant award, Unsubsidized Stafford, Federal Direct Subsidized Stafford, and Federal Direct PLUS loans received on behalf of the student. Any remaining refund monies will then be applied to reduce the student’s Federal Pell Grant award.

- Any remaining refund monies will then be applied to other State Aid Programs, those refunds would be calculated in the same manner.

Note that for purposes of calculating institutional charges in the State Refund Calculation, the definition for Title IV programs is used.

- Any remaining refund monies will then be applied to other sources.

For Minnesota Campuses

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran will be refunded. If the disbursement is made while the student is no longer in attendance, a full refund will be due to the student. For any refund due to both the State Grant and SELF Loan. If the student received funds from other State Aid Programs, those refunds be calculated in the same manner.

For North Dakota Campuses

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran will be refunded. If the disbursement is made while the student is no longer in attendance, a full refund will be due to the student. For any refund due to both the State Grant and SELF Loan.

For Illinois, Kansas and Wisconsin Campuses

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran will be refunded. If the disbursement is made while the student is no longer in attendance, a full refund will be due to the student. For any refund due to both the State Grant and SELF Loan.

Veterans Refund

In the event a veteran discontinues training for any reason, any supplies or textbooks issued to and paid for by the veteran will be refunded. If the disbursement is made while the student is no longer in attendance, a full refund will be due to the student. For any refund due to both the State Grant and SELF Loan.

Non-Federal Refund Distribution Policy For Florida Campuses

If the disbursement is made from the Florida State Assistance Grant (FSG) while the student is enrolled, no refund will be due. If the disbursement is made while the student is no longer in attendance, a full refund to the FSG program is due. A student must be attempting a minimum of credits per quarter to be eligible to receive Bright Futures scholarship funding. If a student receiving Bright Futures scholarship funds draws from courses(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.
Rasmussen College is accredited by the Higher Learning Commission, 100 West Randolph, 9th Floor, Chicago, IL 60601, 312-263-0456 or 800-621-7440, and is licensed by the Commission on Higher Education, Tampa, Florida 33607-0835, 888-224-6884.

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

Rasmussen College is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at: Commission for Independent Education Florida Department of Education 325 West Gaines Street, Suite 1414 Tallahassee, FL 32399 888-224-6884

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

Illinois Board of Higher Education 431 East Adams, 2nd Floor Springfield, Illinois 62701 Phone: 217-782-2551

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

Rasmussen College is approved by the Kansas Board of Regents:

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

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

Minnesota Office of Higher Education 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108 651-642-0353

Rasmussen College is licensed by the State Board of Higher Education of the North Dakota University System. Authorization is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

North Dakota University System State Board of Higher Education 109th Floor, State Capitol 600 East Boulevard Ave, Dept. 215 Bismarck, ND 58505-0230 701-328-2960

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

State of Wisconsin Educational Approval Board 201 West Washington Ave., 3rd Floor Madison, WI 53703 608-266-1996

Rasmussen College has approved all of Rasmussen College’s programs except the Law Enforcement A.A.S degree and certificates.

Wisconsin Department of Regulation & Licensing 600 East Boulevard Ave, Dept. 215 Madison, WI 53708 608-266-2112

Approved For:

Veterans benefits for all National Online students are certified through Bloomington, MN.

Veterans benefits by the State Approving Agencies in Florida, Illinois, Minnesota, North Dakota, and Wisconsin.

Florida Board of Nursing

Illinois Board of Nursing

Wisconsin Board of Nursing

Rasmussen College reserves the right to deny admission to applicants whose total credentials do not reflect an inability to assume the obligations of performance and behavior deemed essential by Rasmussen College and relevant to any of its lawful missions, processes, 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.

Alabama Early Childhood Education Disclaimer

State authorization to provide a program related to the preparation of teachers or other P-12 school system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full time employment as an administrator in a P-12 school system(s). www.alsde.edu
### TUITION STRUCTURE

#### ACCELERATED AND FLEX CHOICE LEARNING OPTIONS

Pricing will be effective for new students as of August 2015

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Full-time</th>
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<tr>
<td><strong>ACCELERATED</strong></td>
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<tr>
<td>• School of Business</td>
<td>$310 per credit for courses required to complete program (except noted below)</td>
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<td>• School of Education</td>
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<td>• School of Justice Studies</td>
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<td>• School of Health Sciences</td>
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| | | |
| **BACHELOR’S DEGREES WITH FLEX CHOICE OPTION** | | |
| • Computer Science Bachelor’s | $310 per credit for faculty-led courses required to complete program (except noted below) | $260 per credit for faculty-led courses required to complete program (except noted below) |
| • Health and Wellness Bachelor’s | Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course. | Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course. |
| • Supply Chain and Logistics Management Bachelor’s | | |
| • Business Management Bachelor’s | | |
| Students who transfer 60+ credits without a conferred Associate’s degree | | |
| • Healthcare Management Bachelor’s | $150 per credit for faculty-led courses required to complete program (except noted below) | $150 per credit for faculty-led courses required to complete program (except noted below) |
| • Human Resource and Organizational Leadership Bachelor’s | Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course. | Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course. |
| • Marketing Bachelor’s | | |
| • Business Systems Analysis Bachelor’s | | |
| • Finance Bachelor’s | | |
| • Early Childhood Education Leadership Bachelor’s | | |
| • Criminal Justice Leadership and Management Bachelor’s | | |
| • Human Services Bachelor’s | | |

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| **ASSOCIATE’S DEGREES WITH FLEX CHOICE OPTION:** | | |
| • School of Business | $310 per credit for faculty-led courses required to complete program | $260 per credit for faculty-led courses required to complete program |
| | Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course. | Competency courses for the Flex Choice learning option may be attempted at no additional fee. Students must enroll in at least six credits during the quarter in which they attempt a competency course. |

| | | |
| **PREQUALIFIED ACCELERATED COURSEWORK:** | | |
| English Composition, College Math, Natural Science or any prerequisite course required in order to start an Accelerated program. These are taught in 11-week quarters. | | |
| • School of Business | $310 per credit | $260 per credit |
| • School of Education | | |
| • School of Justice Studies | | |
| • School of Health Sciences | | |
| • School of Technology | | |

| | | |
| **ADDITIONAL ELECTIVE COURSEWORK OUTSIDE THE ACCELERATED PROGRAM:** | | |
| These courses are taught in 11-week quarters. | | |
| • School of Business | $310 per credit | $260 per credit |
| • School of Education | | |
| • School of Justice Studies | | |
| • School of Health Sciences | | |
| • School of Technology | | |
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 ADMINISTRATION

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

Dwayne Bertotto
- Regional Admissions Vice President
  - B.S., University of Wisconsin-Superior

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

Donato J. DeVito
- Senior Vice President, Admissions Services
  - M.B.A., University of Scranton
  - B.S., Excelsior College

George Fogel
- Vice President of Compliance and Financial Services
  - B.A., DePauw University

Douglas Gardner
- Campus President
  - B.A., Buena Vista College

Ann Leja
- Chief Academic Officer and Vice President of Academic Affairs
  - DNP, The College of St. Scholastica
  - M.A., Nursing, The College of St. Scholastica
  - B.S. Nursing, University of Wisconsin-Eau Claire

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

Eric Whitehouse
- Regional Vice President
  - M.P.A., Hodges University
  - B.S., Florida State University

Greg Witte
- Regional Vice President
  - B.M.E., Central Missouri State University

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George Fogel
- Vice President of Compliance and Financial Services
  - B.A., DePauw University

Douglas Gardner
- Campus President
  - B.A., Buena Vista College

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John C. Staley
- Former Managing Partner, Ernst & Young, Lake Michigan Area
At Rasmussen College, we pride ourselves on supporting our students’ academic and career goals through our industry-experienced, inspiring, and dedicated faculty and a variety of in-demand degree options.

rasmussen.edu
CAMPUS LOCATIONS

ILLINOIS
Aurora/Naperville
2363 Sequoia Drive
Aurora, IL 60506
630-888-3500

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

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

MINNESOTA
Appleton Wausau
3500 East Destination Drive
1101 Westwood Drive
Appleton, WI 54915
920-750-5900
Wausau, WI 54401
715-841-8000

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

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
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

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

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

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

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

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

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

Rasmussen College
rasmussen.edu

Connect With Us

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